CALIFORNIA STATE UNIVERSITY
FULLERTON

California State University, Fullerton
Department of Social Work
Level: Master of Social Work Program

Self-Study Report
Reaccreditation, 2015 EPAS

Volume 1: Narrative Responses to Accreditation Standards

Submitted: April 1, 2022

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INTRODUCTION TO SELF-STUDY

We are pleased to present this Self-Study of the Master of Social Work (MSW) program at California State University, Fullerton (CSUF) to the Council on Social Work Education for reaffirmation.

California State University, Fullerton

CSUF, founded in 1957, is one of the largest of the 23 campuses in the California State University (CSU) system, with an enrollment of 41,408 students in Fall 2020 and about 4,000 full- and part-time faculty and staff members. The CSUF student body is highly diverse with Hispanic/Latinx students comprising the highest proportion of students at 46.2% of the student body followed by Asian (20.7%), White (18.5%), Multi-Race (3.7%), and Black/African American (2.1%). Female students make up over half (58.5%) of the student body while underrepresented students (Native American, Black, Hispanic and Pacific Islander) and first-generation to attend a university make up 48.5% and 31.5% respectively. The average age of the student body at CSUF is 23 years of age. International students represent 77 nations, comprising 4% of the CSUF student body. The university offers a broad spectrum of programs, with 55 undergraduate and 55 graduate degrees in liberal arts and sciences and in applied and professional fields, including a doctorate in education and doctor of nursing practice (CSUF Fact Sheet).

Officially recognized as a **Hispanic Serving Institution** by the U.S. Department of Education, CSUF ranks 2nd in California and 3rd in the nation for awarding **bachelor's degrees to Hispanic/Latinx students** (The Hispanic Outlook on Education, October 2021). With its many intentional efforts to better serve Latinx students, bolster international scholarly activity and promote inclusive values both in the United States and abroad, CSUF has earned the prestigious 2021 Seal of Excelencia, which is granted to a small group of colleges and universities committed to accelerating Latinx student success. CSUF is one of only 10 institutions in the nation to receive the three-year certification from Excelencia in Education**,** the nation's authority in efforts related to Latinx student success. Moreover, the Fulbright Program, the U.S. government's flagship international educational exchange program, has named the university a **Hispanic-Serving Institution Leader** in 2021, the first year the designation has been granted.

Furthermore, *U.S. News & World Report* ranks CSUF as 4th on its **Top Public Schools** list and 5th on its **Most Innovative Schools** list among its top regional universities of the West, which offer a broad scope of undergraduate degrees, master's degree programs, and some doctoral programs (September 2020). *Money* ranks CSUF in the top 5% of "**Best Colleges for Your Money**" (August 2020) and *Forbes* ranks CSUF among top U.S. institutions for "**Best Value**" (August 2019). *Diverse: Issues in Higher Education* ranks CSUF 3rd in the nation for **baccalaureate degrees awarded** to underrepresented students, based on data from the U.S. Department of Education (October 2021). Finally, *Education Reform Now* (ERN) ranks CSUF 3rd among the top 10 universities for **students' social mobility** (December 2020).

CSUF attempts to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Research

and other creative activities are enhanced by the proximity of the campus to nationally-recognized businesses as well as cultural and educational institutions. CSUF excels with innovative, high-impact educational practices, including faculty-student collaborative research, study abroad and competitive internships, and is recognized as a national model for supporting student success. CSUF is a primary driver of workforce and economic development in the region, known for its success in supporting first-generation and underrepresented students and preparing all students to become leaders in the global marketplace. A 2017 economic impact analysis shows that CSUF is a major driver of economic activity statewide, powering $2.26 billion in economic activity, supporting more than 15,000 jobs and generating $126 million in local and state tax revenue. The bulk of that impact is felt in Orange and Los Angeles counties. In addition, CSUF returns $13.40 to California's economy for every dollar invested by the state. The independent analysis was conducted by ICF, an international consulting firm specializing in economic impact studies (CSUF Fact Sheet).

The Carnegie Foundation for the Advancement of Teaching awarded CSUF the prestigious Community Engagement Classification in 2014 for a 10-year period. Similar to accreditation, the award signified evidence of "exemplary institutionalized practices of community engagement." To receive this prestigious honor, institutions must provide examples of institutional practices that exhibit community engagement and alignment among mission, culture, leadership resources, and practices. Finally, CSUF is fully committed to creating a community in which a diverse population can live, work, and learn in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of everyone.

CSUF MSW Program

The CSUF MSW program is the only such in Orange County that is offered by a public university. The CSUF MSW program's mission and goals are based on the purpose, values, knowledge, and practice skills of the social work profession as the program strives to serve the unique needs of the local and broader community. The curriculum of our MSW program delivers generalist and advanced generalist practice social work content consistent with CSWE accreditation standards resulting in student attainment of specialized advanced competencies for effective practice.

Since its inception in 2007, the CSUF MSW program graduated nearly 1000 students and most of our alumni have remained in the region, joining the child welfare, health, and behavioral health workforce in the area. The program currently has approximately 260 students supported by 25 MSW faculty members who are experienced, highly- qualified, and deeply committed to teaching. Through federal and state grants such as California Social Work Education Center (CalSWEC) Title IV-E Child Welfare Training, Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training (BHWET), and the Southern California Geriatric Social Work Education Consortium (GSWEC), the CSUF Social Work Department provides stipends to a number of students (70-75 students annually) who are pursuing the field of child welfare, integrated behavioral health, or aging.

The CSUF MSW program offers two plans of study, a 2-year full-time program and a 3-year part-time program, with a single area of specialized practice in advanced generalist practice. In addition, students have the option of pursuing an emphasis in one of three areas of focus

highlighting advanced generalist skills and behaviors. Areas of focus include Aging, Child Welfare, and Community Mental Health. Students complete a specialized field placement consistent with their area of focus.

1. PROGRAM MISSION AND GOALS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0: Program Mission and Goals

1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values

Program Mission Statement

The mission statement of the Social Work program at CSUF is as follows:

"The mission of the Social Work program at California State University, Fullerton is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective."

Our mission statement is displayed on our MSW program website and in all program publications, including the following:

- Student Handbook
- Field Education Manual

Program Mission Consistency with the Purpose of the Social Work Profession

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (2015 Educational Policy and Accreditation Standards, p. 5). Table 1.1 shows how our mission statement encapsulates the above-referenced purpose of the social work profession.

Table 1.1: Link between the CSUF Program Mission and Social Work Purpose

MSW Program Mission	**Social Work Purpose**								
	Human & Community Well-Being	**Person-in-Environment Framework**	**Global Perspective**	**Human Diversity**	**Scientific Inquiry**	**Social & Economic Justice**	**Human Rights**	**Elimination of Poverty**	**Enhancement of the Quality of Life**
(a) Educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations.	✓	✓				✓	✓	✓	✓
(b) Develop competent, ethical, and effective social					✓	✓		✓	

workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice.									
(c) Engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance.	✓	✓							
(d) Include individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.	✓	✓		✓					✓
(e) Educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.		✓	✓			✓	✓		

Our mission reflects the fundamental purpose of social work to promote greater social justice for individuals and communities. We aspire to develop our students' and our own leadership capacities to achieve greater equity and well-being for all in our society through our educational offerings, service, scholarship, and policy practice.

Program Mission Consistency with the Profession's Values

"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (2015 Educational Policy and Accreditation Standards, p. 10). Table 1.2 shows how our mission statement encapsulates the above-referenced social work values.

Table 1.2: Link between the CSUF MSW Program Mission, Purpose and Social Work Values

MSW Program Mission	**Social Work Values**							
	Service	**Social Justice**	**Dignity & Worth**	**Human Relationships**	**Integrity**	**Competency**	**Human Rights**	**Scientific Inquiry**
(a) Educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations.		✓	✓	✓	✓	✓	✓	

(b) Develop competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice.	✓	✓	✓	✓	✓	✓		✓
(c) Engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance.	✓			✓	✓	✓		✓
(d) Include individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.		✓	✓	✓			✓	
(e) Educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.		✓	✓	✓			✓	

The CSUF MSW program mission reflects many of the core values of the social work profession such as the dignity, worth, and well-being of all individuals and communities; the importance of scientific inquiry and the development of evidence-based social work knowledge; and the training and development of competent social work practitioners committed to the purpose of our profession—to protect fundamental human rights and promote greater social justice. The values expressed in our mission statement serve as a foundation for our explicit and implicit curriculum in the MSW program. Inherent in our mission and organizational culture is a call to faculty, staff, students, and alumni to work at multiple levels of social work practice (micro, mezzo, and macro) and accept leadership roles and responsibilities in the profession as a means of achieving greater social justice in our society.

1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

The CSUF MSW program fits well with the overall mission of the university:

> *"California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future."*

The university's mission supports the MSW program through the shared values and vision of scientific inquiry, high-quality teaching and training, and an emphasis on ethics and integrity. The program is supported through the infrastructure of an inclusive and challenging learning

environment where students are encouraged to collaborate with faculty, peers, and community partners to analyze and resolve critical social problems. Further, the Department of Social Work and the university emphasize diversity and inclusion. Table 1.3 shows how our program mission is aligned with the University's mission.

Table 1.3: Link between the Program Mission and the University Mission

MSW Program Mission	University Mission
Educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations.	Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.
Develop competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice.	Cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.
Engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance.	Cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility.
Include individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.	Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.
Educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.	Enriches the lives of students and inspires them to thrive in a global environment.

CSUF places a strong emphasis on the character of our student population and on serving local needs. In addition, the mission of CSUF is to pursue partnerships with educational, public sector, and business communities by developing programs that address contemporary social concerns while fulfilling the university's commitment to teaching and learning, research, scholarship, creative activity, and service. The university is situated in a large, urban setting, rich with potential corporate and community partners, which represent an array of opportunities for collaboration, education, training, and employment without relocation. The demographic diversity of southern California and CSUF's role as an anchor institution in Orange County shape our identity, inform our organizational culture, and reinforce our commitment to core social work values for service, diversity, social and economic justice, evidence-based and informed social work practice, interprofessional practice, and community-university reciprocal collaboration.

These values undergird our entire MSW curriculum as all students are exposed to practice skills and knowledge across the continuum of social work practice in the generalist portion of the program and to specialized practice, research, and policy knowledge and skills in their advanced, specialized course and field work.

Program Consistency with Program Context

"The program context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research" (Council on Social Work Education, 2020).

The campus is located in Orange County, about 30 miles southeast of central Los Angeles. Orange County is the third largest county in California and the 6th most populous county in the United States. In 2020 (the most recent data available), the population of Orange County totaled nearly 3.19 million people, representing 8.0% of the population of California. Most of the communities in Orange County are multiethnic. The ethnic composition of the population in Orange County as of 2020 was: African American (2.1%); Asian American and Pacific Islanders (21.7%); Hispanic/Latinx (34.0%); White (39.8%); and all other races (2.0%). In addition, about 30% of individuals in Orange County are foreign-born, with 45.6% of the population speaking a language at home other than English (U.S. Census, 2021).

The central location of the CSUF MSW program in the southern California region provides our students with a wide range of advanced practice internship opportunities. Key among these opportunities are our long-standing relationships with area hospitals, numerous school districts, governmental agencies, and a variety of nonprofit human service organizations—from large national nonprofits to small grassroots community-based organizations. The CSUF MSW program serves as a model in the immediate community and beyond, at county, state, and national levels, for how an urban university can partner effectively with its surrounding community.

1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.

The CSUF MSW program is designed to address the growing need for social workers to work with individuals, families, groups, organizations, and communities in public and non-profit social service agencies. The goals of the MSW program are driven by the program's mission, with each of the five goals is linked to a relevant statement from the CSUF MSW program mission.

MSW Program Goals

The following five MSW program goals reflect the intent of the MSW missions:

Goal One: *Promote faculty, student, and community collaboration in research.*

Relevance to mission: The MSW curriculum is structured to support critical thinking and problem-solving among students through collaborative work in classroom and field education settings. A liberal arts education empowers learners to deal with change, complexity, and diversity by providing exposure to society, science, and culture (AACU, 2017). Grounded in the liberal arts, the MSW program offers opportunities to explore local and global cultures and traditions, develop analytical skills, and apply knowledge and skills about policies, services, and interventions in real-world settings. Through skill-building and engaging with evidence- and theory-based content, students develop interventions that enhance individual, family, community, and global well-being. These interventions can lead to the prevention and alleviation of human suffering.

The Department of Social Work at CSUF is keenly aware of the importance of including the community and our organizational partners in the development, implementation, and evaluation of evidence-based practices and policies. We see the collaboration of faculty, students, and community partners as integral to the promotion of social welfare in our community and the development of competent and well-trained professional social workers. Explicit to our mission statement is the engagement of communities and organizations to educate developing professional social workers while offering the wider community relevant expertise and assistance.

For example, as co-evaluators, Drs. Mikyong Kim-Goh and Karen Lee have collaborated with Korean Community Services (KCS) and Southland Integrated Services, two of the federally qualified health centers in Orange County on the California Reducing Disparities Project (CRDP) that was funded by the California Department of Public Health Office of Health Equity. The initial 5-year project (2017-22) has received an extension for another 4 years (2022-2026).

Goal Two: Promote and integrate social and economic justice across the curriculum.

Relevance to mission: Students are prepared to become critically conscious and reflexive practitioners in a global and multi-cultural world with emphasis on deeper cultural awareness and humility. Students engage with diverse populations in field placements at community agencies serving diverse populations throughout the Orange County and broader region. Students participate in didactic and experiential curricular components that prepare them to work with diverse populations and experience the dynamics of power, oppression, and privilege. Students engage in a range of learning activities that provide opportunities to link what they are learning in their field placements to what they are learning in the classroom, through a range of equity-minded pedagogical approaches.

For instance, each year the majority of CSUF MSW generalist year students travel by bus to Sacramento to engage in the NASW Legislative Lobby Days. This NASW that unites graduate students from schools and departments of social work across California to advocate for the passage of bills that are important for the clients served by social workers. In Spring 2019, CSUF sent 105 students to Sacramento for this event. The Department of Social Work paid for all costs associated with this event, except for the registration fee, which was paid for by the students. Three full-time faculty members

accompanied the students, providing mentoring and guidance throughout the event. This effort operationalizes social work values such as social and economic justice and directly engages the students in behaviors that activate this value in their professional development.

Goal Three: Advance an innovative and effective program led by competent and diverse faculty.

Relevance to mission: The MSW curriculum provides students with a breadth of activities including providing direct services, evaluating program outcomes, and measuring practice effectiveness. With guidance from experienced faculty, field faculty, and field instructors, activities can lead to developing, analyzing, advocating, and providing direction for ethical policy and service provision, which promotes the development of more socially just agency policies and/or federal, state, or local laws. The MSW program provides important educational content through both didactic and experiential learning activities and exercises for students as beginning social workers to prepare for leadership and specialist roles within the profession. The program provides three distinct areas of focus to prepare students for specialized practice in aging, child welfare, and community mental health, drawing from established and emerging pedagogies informed by dynamic community partnerships.

A prime example of the innovation in the program is the CSUF/ Universidad Tecnológica de Chile International Social Work Service-Learning Program (CSUF/INACAP Service-Learning program) which began in 2013 to promote international social work among CSUF MSW students from Latinx backgrounds. In response to MSW students' growing interest in international social work, the CSUF Department of Social Work integrated global service-learning into the MSW curriculum and developed a 3-unit elective, MSW575: International Social Work. The five-week International Social Work course is offered in the summer and consists of three weeks of intense curricular preparation on the CSUF campus, and a two-week immersive trip to a selected INACAP campus in Chile.

During their stay in Chile, CSUF MSW students are immersed in experiential learning at various community-based social welfare agencies that serve at-risk, vulnerable populations such as those struggling with extreme poverty, the developmentally disabled, abused and maltreated children, migrant families and frail older adults. The program model is based on values of inclusivity, sustainability, innovation and mutual collaboration. Since all CSUF MSW participants of the CSUF/INACAP Service-Learning Program are fluent, bilingual Spanish speakers, their community service experiences in Chile interacting with local residents and service recipients are highly meaningful and impactful. Based on its innovative approach and significant impacts on participating students and the institutions, the CSUF/INACAP Service-Learning Program received the University's media attention and the 2020 Partners in International Education (PIE) Award from the CSWE Commission on Global Social Work Education "in recognition of conceptual, curricular, and programmatic innovations in education for international social work."

Another example of an innovation is the department's partnership with two other universities to enhance virtual reality training in child welfare. CSUF partnered with Azusa Pacific University and the University of Southern California and implemented a simulation-based learning (SBL) project to better prepare public child welfare students. Evaluation findings suggest that "SBL can provide an important bridge by creating practice scenarios that challenge student emotional regulation, interviewing skills, and application of culturally responsive practice in a safe and controlled environment while providing rich opportunities for student learning and development" (Rawlings et al., 2021). The virtual reality software is now integrated into all field seminar courses.

Goal Four: Enhance engagement with diverse communities through mutually empowering partnerships.

*Relevance to mission**:*** All students are required to grapple with issues of identity and culture and process the ways they impact vulnerable and oppressed populations through their participation in the classroom and in field internships. Examples of student engagement in the community in addition to field internships include engagement with the CSUF's Center for Healthy Neighborhoods, a university program that offers a range of free educational and health-related services to economically vulnerable and diverse families.

The MSW curriculum also seeks to recognize the significant contributions to practice, research, and teaching communities made by indigenous people, people of color, people with disabilities, lesbians, gay, bisexual, and transgender individuals. By these means, the curriculum celebrates diversity locally, nationally, and globally both explicitly and implicitly. Cultural awareness and competency are cornerstones of effective practice. The CSUF MSW program mission to serve the community also encompasses the larger national and global context and the faculty provide leadership in all these arenas through consultation, public speaking, presentations at the regional, state, national and international levels, and through contributions to peer-reviewed publications.

In AY 2020-21, the CSUF MSW students participated in fieldwork at 100+ partner agencies that include County social service agencies, healthcare agencies, hospitals, mental health agencies, school districts, and service agencies for older adults. The total number of fieldwork hours that students contributed to the community in that year is at least 120,750 hours (525 hours/year x 230 students = 120,750). All MSW students except for generalist practice year part-time students (3-year model) are required to complete a minimum of 525 hours of fieldwork each year.

Goal Five: Prepare students to become leaders in effecting change.

Relevance to mission: Social work education has its own unique set of values, knowledge, and skills so that students can produce positive change. We educate MSW students at the generalist and specialized levels with values and ethics, and practice skills for micro, mezzo, and macro practice. Further, the skills students develop are practiced

within the context of professional values and ethics and social justice purpose. Students are prepared to conceptualize innovative policies and interventions that seek to improve quality and access to a range of services and supports targeted to diverse populations, individuals, families, groups, organizations, and communities. Students are provided ample opportunities to develop leadership skills throughout the program, such as through a range of classroom activities focusing on skill development, engaging in leadership positions in the MSWA (the program's student association), serving on departmental committees such as the Graduation Planning Committee and serving as team leaders at NASW Legislative Lobby Days. Table 1.4 shows how our program goals are aligned with the program mission.

Table 1.4: Link between the Program Mission, Purpose and the Program Goals

MSW Program Mission	Program Goals
Educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations.	Goal Three: Advance an innovative and effective program led by competent and diverse faculty. Goal Five: Prepare students to become leaders in effecting change.
Develop competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice.	*Goal One: Promote faculty, student, and community collaboration in research.* Goal Two: Promote and integrate social and economic justice across the curriculum.
Engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance.	Goal Four: Enhance engagement with diverse communities through mutually empowering partnerships.
Include individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.	Goal Two: Promote and integrate social and economic justice across the curriculum. Goal Four: Enhance engagement with diverse communities through mutually empowering partnerships.
Educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.	Goal Two: Promote and integrate social and economic justice across the curriculum. Goal Five: Prepare students to become leaders in effecting change.

2. EXPLICIT CURRICULUM

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Accreditation Standard M2.0 – Generalist Practice

M2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0

The MSW program at CSUF embraces the generalist practice model in its explicit curriculum. This practice model, which is grounded in the liberal arts and consistent with a person-in-environment perspective, allows students to achieve a broad base of knowledge and understanding about various methods of inquiry and models of critical thinking across the humanities, arts, and social and behavioral sciences.

The liberal arts foundation nurtures an appreciation and respect for social, cultural, and intellectual diversity. The person-in-environment framework, fundamental in social work education, provides students with a context for understanding individual, familial, group, organizational, and communal functioning, as well as a platform for critical thinking about various methods of problem-solving. The liberal arts perspective and person-in-environment framework form the foundation for the education and training of future competent and progressive social work professionals.

Mission Statement

The program's mission statement is described below:

> The mission of the Department of Social Work at California State University, Fullerton is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community

relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.

Mission Consistent with Generalist Practice

The program's mission statement is consistent with the definition of generalist practice in many ways. The program's focus on preparing students to work with vulnerable, marginalized, and underrepresented client populations provides a natural platform for **engaging diversity** in their practice and **advocating for human rights and social, economic, and environmental justice**. The engagement of diverse individuals and groups from our community and region allows our students to implement **a variety of prevention and intervention methods across micro, mezzo, and macro levels.** The emphasis of the program's mission to practice social work across a breadth of client populations, community settings, and systems levels allows students to **recognize, support, and build on the strengths and resilience of all human beings**, as well as promote the general welfare of all members of our society.

Through the development of competent, ethical, and effective social workers, the program instills in students **ethical principles and critical thinking skills**, as well as **professional identity** consistent with generalist social work practice. This professional social work identity is further reinforced in the program's mission to promote **professional integrity and leadership. Generalist practice skills and values are emphasized in the advancement of social work knowledge, promotion of scientific inquiry and evidence-based practice, recognition of social problems, and advocacy for social justice**. The program's mission to instill ethical principles, critical thinking skills, and leadership in solving social problems and advancing social knowledge, while working with society's most disadvantaged populations, reflects a generalist practice intellectually grounded in **a liberal-arts tradition**. The program's mission also includes engaging communities and organizations to share the faculty's expertise and assistance relevant to **research-informed practices** and recognizing the relationship and impact between community context and current social work practice competencies, skills, training, and interventions.

Program Goals Consistent with Generalist Practice

The program goals are presented below with an accompanying description of how each goal is consistent with the definition of generalist practice.

Goal One

Promote faculty, student, and community collaboration in research.

This program goal is consistent with generalist practice as it seeks to **promote scientific inquiry** and **evidence-based practices** in response to the needs of a diverse community. Collaboration

between faculty, students, and the community ensure that **research-informed practices** are accurately targeted across multiple system levels.

Goal Two

Promote and integrate social and economic justice across the curriculum.

This program goal is consistent with generalist practice as it **seeks to advance human rights and promote social, economic, and environmental justice**. By infusing concepts and values intrinsic to social and economic justice across the curriculum, social work students are immersed in a **liberal arts environment intended to promote human and social well-being**.

Goal Three

Advance an innovative and effective program led by competent and diverse faculty.

This program goal is consistent with generalist practice as it seeks to **model diversity** across the social work profession, **promoting critical thinking** and **multiple perspectives and orientations in the education of generalist social work practitioners**. When students see faculty who reflect their personal and professional characteristics, it helps students **identify with the social work profession**. Social work innovation ensures that generalist social work practitioners **use a variety of social work interventions in their practice with diverse individuals, families, groups, organizations, and communities.**

Goal Four

Enhance engagement with diverse communities through mutually empowering partnerships.

This program goal is consistent with generalist practice as it seeks to build on the **strength and resilience** of community members and organizations. **Engaging diverse individuals and communities** "where they are" promotes **a person-in-environment perspective**, as well as mutual respect, dignity, and worth across practical and professional relationships. This further promotes **ethical principles** of inclusion and equity across **micro, mezzo, and macro levels of generalist social work practice**.

Goal Five

Prepare students to become leaders in effecting change.

This program goal is consistent with generalist practice as it seeks to promote generalist social work practitioners as agents of social change. Students are prepared to **proactively respond to human and social injustices, as well as professional challenges**. Students **advocate for human rights; social, economic, and environmental justice**; and the end of oppression and discrimination against marginalized and vulnerable populations in our local, regional, and global communities.

Table 2.1: Relationship Between Program Mission & Goals and Generalist Practice

Component of the Generalist Practice Definition	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts and person-in-environment framework.	The mission of the Department . . . is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments . . .	*Goal 2: Promote and integrate social and economic justice across the curriculum.* *This goal ensures students are immersed in a liberal arts framework for learning.* *Goal 3: Advance an innovative and effective program led by competent and diverse faculty.* This goal promotes multiple perspectives and orientations in the education of generalist social work practitioners. *Goal 4: Enhance engagement with diverse communities through mutually empowering partnerships.* Enhanced engagement with diverse communities promotes a person-in-environment perspective for working with diverse client populations.
Range of prevention and intervention methods with diverse individuals, families, groups, organizations, and communities across micro, mezzo, and macro levels.	The mission of the Department . . . is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments . . .	*Goal 3: Advance an innovative and effective program led by competent and diverse faculty.* Diverse and innovative faculty promote a greater breadth of social work interventions across diverse client populations and multiple service systems. *Goal 4: Enhance engagement with diverse communities through mutually empowering partnerships.*

		Enhanced engagement with diverse communities promotes a wide range of prevention and intervention methods across multiple system levels.
Scientific inquiry, best practices, and engagement in research-informed practice.	We are committed to developing competent, ethical, and effective social workers who will promote . . . scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice.	*Goal 1:Promote faculty, student, and community collaboration in research.* This goal promotes scientific inquiry and evidence-based practices, as well as ensures the implementation of research-informed practice within our social work community.
Practitioner identifies with the social work profession and applies ethical principles and critical thinking.	We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge . . .	*Goal 3: Advance an innovative and effective program led by competent and diverse faculty.* Diverse faculty model and share professional experiences with diverse students to promote identity, ethics, and critical thinking in the social work profession. *Goal 4: Enhance engagement with diverse communities through mutually empowering partnerships.* Promoting mutually empowering partnerships in our community requires students to employ ethical decision-making and critical thinking in the best interests of clients, organizations, communities, and the social work profession.
Promote human and social well-being and advocate for human rights and social and economic justice.	We are committed to developing competent, ethical, and effective social workers . . . addressing social	*Goal 2: Promote and integrate social and economic justice across the curriculum.*

	problems, and advocating for social justice.	This goal ensures the promotion and inclusion of social and economic justice, as well as advocacy for human rights, within the program's curriculum.
Recognize, support, and build on the strengths and resiliency of all human beings.	We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments . . .	*Goal 4: Enhance engagement with diverse communities through mutually empowering partnerships.* Promoting mutually empowering partnerships in our community recognizes, supports, and builds on the strengths of clients and community partners.
Proactive in responding to the impact of context on professional practice.	We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.	*Goal 5: Prepare students to become leaders in effecting change.* This goal prepares students to proactively respond to human and social injustice in the context of our local, regional, and global communities.

Program Mission and Goals Consistent Across Program Options

The CSUF Department of Social Work offers a single program option with two different time-governed plans of study. The 2-year and 3-year models are both offered at the Fullerton (main) campus. Students in the 2-year program typically attend classes during daytime hours and are considered "full-time" students. Students in the 3-year program typically represent working adults and are considered "part-time," attending courses during evening hours.

M2.0.2: The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

Rationale for Formal Generalist Curricular Design

Through the explicit curriculum, the CSUF MSW program prepares students for professional social work practice. Pedagogically, the program uses an integrative theoretical framework employing multiple teaching and learning modalities to prepare students for professional social work. Didactic individual and group-based coursework, reflective assignments, practice simulations, and fieldwork provide students with opportunities to develop their professional identity, as well as the knowledge, skills, and values necessary to be a competent professional social worker. The program's generalist practice curriculum is grounded in liberal arts and emphasizes a person-in-environment framework. This grounding in liberal arts provides the intellectual and practical bases for a competency-based educational framework.

The competency-based framework focuses largely on students' abilities to demonstrate the nine social work competencies in the context of a generalist practice perspective. Course objectives and student learning goals are explicitly tied to each of the social work competencies. The generalist curriculum design provides students with the fundamental knowledge, values, and skills necessary to practice with diverse individuals, families, groups, organizations, and communities. The curriculum is also designed to promote increased knowledge and understanding of social work objectives from a social justice perspective, including diversity, anti-oppression, human rights, and advocacy for disadvantaged and marginalized individuals, groups, and communities.

Beginning in the first semester, students develop generalist social work practice knowledge and skills. Coursework emphasizes engagement, assessment, intervention, and evaluation of micro, mezzo, and macro practice with diverse groups. Ethical principles and the importance of scientific inquiry in understanding the most effective social work practices and policies is emphasized throughout the curriculum.

The MSW program consists of 60-semester units (20 courses), of which 33 units (11 courses) comprise the foundational generalist practice curriculum. The generalist practice curriculum includes 6-semester units of field education instruction and approximately 500 hours of field practicum. The foundational generalist practice coursework prepares students for coursework in specialized practice. The program does not offer an advanced standing format.

The following is the curriculum sequence followed by a narrative regarding the developmental design of the curriculum and its core concepts.

Curriculum Sequence Across Program Models

2-Year Program Model

First Year

1st Semester (15 Units)

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 510	Social Work Practice I	3
MSW 520	Social Welfare Policy and Services I	3
MSW 550	Social Work Practice with Diverse Populations	3
MSW 540	Social Work Field Instruction I	3

2nd Semester (15 Units)

Course	Course Title	Units
MSW 501	Social Work Perspectives on Human Behavior I	3
MSW 511	Social Work Practice II	3
MSW 521	Social Welfare Policy and Services II	3
MSW 530	Applied Social Work Research Methods	3
MSW 541	Social Work Field Instruction II	3

Second Year

3rd Semester (15 Units)

Course	Course Title	Units
MSW 502	Social Work Perspectives on Human Behavior II	3
MSW 512/514/516	Advanced Social Work Practice (Focus Area)	3
MSW 522/523/524	Advanced Social Work Policy (Focus Area)	3
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3

4th Semester (15 Units)

Course	Course Title	Units
MSW 564	Macro Social Work in Communities and Organizations	3
MSW 543	Advanced Social Work Field Instruction II	3
MSW 597	Master's Project	3
MSW 5XX	Elective*	3
MSW 5XX	Elective*	3

3-Year Program Model

First Year

Fall Semester 1 (9 Units)

Course	Course Title	Units
MSW 501	Social Work Perspectives on Human Behavior I	3
MSW 520	Social Welfare Policy and Services I	3
MSW 550	Social Work Practice with Diverse Populations	3

Spring Semester 1 (9 Units)

Course	Course Title	Units
MSW 502	Social Work Perspectives on Human Behavior II	3
MSW 521	Social Welfare Policy and Services II	3
MSW 510	Social Work Practice I	3

Summer 1 (3 Units)

Course	Course Title	Units
MSW 5XX	Elective*	3

Second Year

Fall Semester 2 (9 Units)

Course	Course Title	Units
MSW 503	Social Work Perspectives on Human Behavior III	3
MSW 511	Social Work Practice II	3
MSW 540	Social Work Field Instruction I	3

Spring Semester 2 (9 Units)

Course	Course Title	Units
MSW 522/523	Advanced Social Work Policy (Focus Area)	3
MSW 512/514	Advanced Social Work Practice (Focus Area)	3
MSW 541	Social Work Field Instruction II	3

Summer 2 (3 Units)

Course	Course Title	Units
MSW 530	Applied Social Work Research Methods	3

Third Year

Fall Semester 3 (9 Units)

Course	Course Title	Units
MSW 542	Advanced Social Work Field Instruction I	3
MSW 596	Master's Project Development	3
MSW 5XX	Elective*	3

Spring Semester 3 (9 Units)

Course	Course Title	Units
MSW 564	Macro Social Work in Communities and Organizations	3
MSW 543	Advanced Social Work Field Instruction II	3
MSW 597	Master's Project	3

*Two 3-unit electives: Students will select two of the following courses. One must be a practice-specific elective.

Practice-specific electives:

MSW 570: Social Work Practice with Addiction Disorders
MSW 572: Spirituality, Religion, and Social Work
MSW 573: Trauma-Focused Social Work
MSW 574: Death and Dying: Social Work Practice and End-of-Life Care
MSW 575: International Social Work
MSW 578: Social Work Practice with Latino/a Populations
MSW 579: Advanced Social Work Practice in Integrated Behavioral Health Care
MSW 583: Social Work Practice with Children and Adolescents

Non-practice-specific elective:

MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context

Generalist Curriculum Core Concepts

The program's eleven 3-unit foundational generalist courses provide students with the necessary generalist practice knowledge, values, and skills in the following curricular foundation areas: human behavior and the social environment; diversity; social welfare policy and services; social work research; and social work practice with individuals, families, groups, organizations, and communities.

The program's generalist curriculum design fosters a coherent and integrated curriculum for both the classroom and field. Core concepts and content fundamental to all aspects of generalist social work practice are integrated across the foundation curriculum and highlighted in specific courses and their assignments. All courses include discourse related to social work values, ethics, and professional behavior; diversity and its relationship to human rights and social justice across multiple system levels; theoretical perspectives and orientations for understanding the etiology of social problems and social welfare practice interventions; and critical thinking and reflection of the students' roles and responsibilities as a professional social worker.

Students completing the generalist practice curriculum are expected to achieve a foundation in generalist social work practice relevant to professional social work ethics and values and basic social work practice skills and competencies for practice with diverse clients, including

individuals, families, groups, organizations, and communities. Among the practice skills taught in the generalist foundation curriculum are engagement, interviewing, differential assessment and diagnosis including biopsychosocial-spiritual assessment, planning, intervention, termination, and evaluation. Policy practice skills, including policy analysis, policy and client advocacy, and lobbying are taught to students in the context of the generalist practice curriculum. Lastly, students learn to apply basic social work research methods to evaluate social work program and practice outcomes.

The generalist practice curriculum is structured so that students gain social work knowledge and experience in accordance with their positionality as a professional social worker. Students enter the program with varying amounts of social work experience and must be taught the fundamentals of social work practice so they can be effective practitioners in their immediate field education experiences, as well as their subsequent professional positions. Ethical and professional responsibility is emphasized across the curriculum; it is critical that students receive this information at the beginning, and throughout, their educational and professional training.

At the beginning of the MSW program, all students take a diversity course (MSW 550: Social Work Practice with Diverse Populations), which explores their personal identity, biases, and values, and how these characteristics impact their professional practices with diverse groups and constituencies. A key assignment in this course, a "Population Immersion Study," is explicitly designed to prepare new students for diversity sensitive practice through a knowledge acquisition process that can be applied to any group in any context. In the generalist social work practice courses (MSW 510: Social Work Practice I and MSW 511: Social Work Practice II), students learn the fundamentals of engagement, assessment, intervention, and evaluation with client populations across micro- and mezzo-level systems, as well as theories for social work practice. These practice courses provide a coherent and cohesive foundation for generalist social work practice with individuals, families, and groups.

Generalist practice courses in human behavior in the social environment reinforce and support what students are learning concurrently in the social work practice courses identified above. MSW 501: Social Work Perspectives on Human Behavior I and MSW 502: Social Work Perspectives on Human Behavior II introduce students to human development across the lifespan, as well as a variety of theoretical perspectives toward understanding behaviors among individuals, families, groups, organizations, and communities. MSW 503: Social Work Perspectives on Human Behavior III is a clinical course focusing on psychopathology and the Diagnostic Manual of Statistical and Mental Disorders. In 2020, predicated on student and field faculty feedback, this course was repositioned in the curriculum to coincide with the student's first semester of field education. Students and faculty felt it was paramount to deliver this course as part of the foundational generalist practice curriculum to serve clients most effectively in field placements.

Macro-level practice with organizations and communities, in the context of the generalist curriculum, is also included in the two social welfare policy and services courses (MSW 520: Social Welfare Policy and Services I and MSW 521: Social Welfare Policy and Services II). In these courses, students are introduced to the history of social welfare and the social work profession in the United States, as well as policy practice skills related to identifying social

problems and appropriate policy and programmatic responses; analyzing the content, policymaking process, and effectiveness of policy responses; advocating for client and social welfare policy; and lobbying political and organizational leaders for effective policy change. Policy practice skills learned in social welfare policy courses complement direct services with clients learned in generalist social work practice and human behavior in the social environment courses.

In the generalist practice curriculum, students are introduced to social work research and methods to evaluate program and practice effectiveness. MSW 530: Applied Social Work Research Methods provides students with a foundation for understanding the value of research-informed practice and practice-informed research. Students learn to be consumers of social work research, developing a fundamental appreciation for evidence-based practices, as well as methods for evaluating their own professional work with clients. Evidence-based practice standards and values established in generalist social work practice courses are integrated and reinforced through social work research discourse structured to develop knowledge and skills related to program and practice evaluation.

The final components of the generalist practice curriculum are the two field education courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Instruction II). These courses coincide with the students' first two semesters of field practicum (i.e., internship). The social work field instruction courses provide a setting for the formal integration of classroom and field curricula. In these practicum courses, students discuss and process field experiences with peers and field faculty. Assignments in these courses focus on students' professional development, including self-reflection and self-care.

The generalist practice curriculum is designed so all students experience social work theory and practice discourse prior (in the 3-year model), or concurrent (in the 2-year model), to their first-year field education experience. This allows students to apply generalist practice knowledge and skills learned in the classroom to practice in their field settings. Coursework from generalist social work practice, diversity, and human behavior in the social environment classes is particularly relevant to practice skills used in the context of the first-year field practicum. Reciprocally, generalist foundation classroom courses regularly draw on experiences students have in their field practicum or professional setting for classroom discussions and exercises.

Assignments in the field instruction course, such as process recordings, an intervention portfolio, and virtual home simulator laboratory integrate knowledge learned in the classroom with social work practice skills developed in the field. Students also complete a learning portfolio that demonstrates how they have internalized and demonstrated each of the nine social work competencies. The integration of classroom theory and skill development with the realities of practice is also facilitated by the efforts of agency field instructors and the field faculty.

Generalist Developmental Plan of Study Across Program Models

In both program model plans of study, the sequencing of coursework is designed so that courses from each area of the generalist curriculum build on one other and provide students with a progressive and comprehensive learning experience. In the social work practice courses, all

students establish a foundation working with diverse client populations in MSW 550: Social Work Practice with Diverse Populations. Then, students build on this knowledge base by learning engagement, assessment, intervention, and evaluation practice skills with individuals in MSW 510: Social Work Practice I, followed by an expansion and application of these skills to families and groups in MSW 511: Social Work Practice II.

MSW 501: Social Work Perspectives on Human Behavior I begins the student's journey in human development by examining theories and behaviors of infants, children, and adolescents. MSW 502: Social Work Perspectives on Human Behavior II completes this educational journey by examining theories and behaviors of human development related to adults, older adults, and individuals at the end of life. MSW 502 also builds on micro-level concepts presented in MSW 501 by incorporating discourse on macro-level theories and behaviors associated with organizations and communities. MSW 503: Social Work Perspectives on Human Behavior III is strategically placed to coincide with the students' first semester of field education.

The social work policy and services courses in the generalist curriculum also build on each other. In MSW 520: Social Welfare Policy and Services I, students learn about the objective conditions present in social welfare policies and programs (e.g., eligibility criteria, benefit provision, administration, and financing). In MSW 521: Social Welfare Policy and Services II, students are introduced to more subjective and interpretive characteristics of social welfare policy examining dynamics and contexts of policymaking and advocacy, as well as the application of policy practice skills and competencies.

MSW 530: Applied Social Work Research Methods is the only research course in the generalist practice curriculum. Developmentally, it is placed in the semester immediately prior to students beginning their capstone master's research project course sequence in the advanced generalized practice curriculum.

The field education practicum courses MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Instruction II build on each other as students' experience more complex field education challenges and learn to process their internship experiences more effectively. Over the course of the first-year field education experience, field instructors monitor student growth to ensure that students are continuously developing their generalist social work practice skills, behaviors, and competencies. Students cannot be in a field placement without participating concurrently in a social work field instruction course.

The generalist social work courses are the foundation of the program's explicit curriculum. Courses in core subject areas provide a foundation for social work practice and prepare students to enter their coursework in specialized practice. For both program models (2-year and 3-year), the content of the generalist practice curriculum is identical; however, the sequencing of the courses is slightly different.

Generalist Plan of Study – 2-Year Model

In the 2-year model students are required to take five 3-unit courses per semester term. Generalist practice courses occur in the first 2 semesters of the program (10 courses), with an additional course MSW 502: Social Work Perspectives on Human Behavior II offered in the students' first semester of their second year. This structure is attributed in part to the program's repositioning of MSW 503: Social Work Perspectives on Human Behavior III to coincide with students' first semester in field education.

Generalist Courses for 2-Year Model

Semester	Course
Fall (Year 1)	MSW 503: Social Work Perspectives on Human Behavior III MSW 510: Social Work Practice I MSW 520: Social Welfare Policy and Services I MSW 540: Social Work Field Instruction I MSW 550: Social Work Practice with Diverse Populations
Spring (Year 1)	MSW 501: Social Work Perspectives on Human Behavior I MSW 511: Social Work Practice II MSW 521: Social Welfare Policy and Services II MSW 530: Applied Social Work Research Methods MSW 541: Social Work Field Instruction II
Fall (Year 2)	MSW 502: Social Work Perspectives on Human Behavior II

Generalist Plan of Study – 3-Year Model

In the 3-year, 8-semester (3 Fall, 3 Spring, and 2 Summer) model, students are required to take three 3-unit courses each Fall and Spring term; during the Summer session students are required to take a minimum of 3 units of coursework. Since students do not begin their field education until the second year of coursework, the original human behavior in the social environment sequence is preserved. Students take their introductory research course (MSW 530: Applied Social Work Research Methods) in the Summer session just preceding their capstone research project experience in the final year of their program.

Generalist Courses for 3-Year Model

Semester	Course
Fall (Year 1)	MSW 501: Social Work Perspectives on Human Behavior I MSW 520: Social Welfare Policy and Services I MSW 550: Social Work Practice with Diverse Populations
Spring (Year 1)	MSW 502: Social Work Perspectives on Human Behavior II MSW 510: Social Work Practice I MSW 521: Social Welfare Policy and Services II
Fall (Year 2)	MSW 503: Social Work Perspectives on Human Behavior III MSW 511: Social Work Practice II

	MSW 540: Social Work Field Instruction I
Spring (Year 2)	MSW 541: Social Work Field Instruction II
Summer (Year 2)	MSW 530: Applied Social Work Research Methods

Generalist Curriculum Courses

Each social work course in the generalist curriculum is designed to help students develop their skills as generalist practitioners by providing opportunities for students to practice theories and concepts learned through didactic instruction and experiential exercises in field settings. The following course descriptions provide more in-depth knowledge of course content and how each course integrates into the curriculum (i.e., how each of the courses influence and build upon each other)

Human Behavior in the Social Environment

Social Work Perspectives on Human Behavior I, II, and III (MSW 501, MSW 502, & MSW 503)

MSW 501: Social Work Perspectives on Human Behavior I. From a developmental perspective, MSW 501 covers the period from birth through adolescence. This course introduces students to a variety of theoretical foundations related to generalist social work practice for understanding and interpreting human behavior in the social environment, with an emphasis on individuals and families. A person-in-environment framework, in conjunction with a bio-psycho-social-spiritual perspective, is used to emphasize the interconnectedness between human beings and their environments. Key to this examination is knowledge of the interrelationships among biological, social, psychological, and cultural systems and human behavior. The dynamics of oppression, especially as it affects disabled, poor, and minority children and adolescents are also explored. This course provides students with a theoretical foundation for understanding the person-in-environment perspective applied to social work practice with individuals.

MSW 502: Social Work Perspectives on Human Behavior II. Prerequisite: MSW 501. MSW 502 builds on MSW 501 and covers the period from young adulthood through middle age, old age, and the end-of-life process. This course expands on the theoretical discourse provided in MSW 501 by introducing theories related to groups, communities, organizations, and societies. The focus of this course is to understand and apply a generalist social work perspective to view and interpret behaviors at the group, organization, and community levels. The role of spirituality in social work is discussed, as is the importance of ethnic identity development. The dynamics of oppression and discrimination, especially as it affects such marginalized groups as people of color and same-sex communities are explored.

MSW 503: Social Work Perspectives on Human Behavior III. MSW 503 emphasizes psychopathology and focuses on a variety of possible cognitive, psychological, and emotional consequences resulting from adverse environmental influences that have created interruptions in healthy development and functioning to the point where individuals are in need of intervention by mental health practitioners. Social work practice requires that the practitioner demonstrate

competence in evaluating and assessing psychosocial dysfunction, as well as provide a professional response that assist clients toward mastery of themselves and their environment. Students have the opportunity to learn about specifically identified sets of biopsychosocial problems that are found in a significant proportion of social work client populations. Clinically sound assessment skills and the importance of differential diagnosis are addressed. MSW 503 is taken concurrently with each student's first field education experience integrating practice skills with clinical coursework.

Social Work Practice

Social Work Practice I and II (MSW 510 & MSW 511)

MSW 510: Social Work Practice I. This is the first social work practice course for all first-year MSW students. Social work practice takes place within a variety of contexts; therefore, understanding how to engage, assess, intervene, and evaluate at the micro level is essential for effective social work. This course builds on the historical, contextual, value, and ethical base of the social work profession. It emphasizes the person-in-environment perspective by considering the environmental context as a focus for practice. This course provides students with an integrative framework focusing on direct practice with individuals. It also focuses on a number of generalist micro-level social works skills including, interviewing clients, intake and engagement, biopsychosocial assessment, treatment planning, motivational interviewing, and terminating a therapeutic relationship. This course provides students with foundational social work practice knowledge.

MSW 511: Social Work Practice II. Prerequisite: MSW 510. MSW 511 builds upon the content in MSW 510 and applies generalist practice knowledge and practice behaviors to social work practice with families and groups. The course deals with the values, knowledge, practice behaviors, issues, and processes which are relevant to social work practice regardless of agency setting. Using an ecosystems assessment perspective, a problem-solving process as the framework for intervention, and generalist social work practice skills, this course surveys the most salient models and methods of contemporary social work practice.

Social Welfare Policy and Services

Social Welfare Policy and Services I and II (MSW 520 & MSW 521)

MSW 520: Social Welfare Policy and Services I. This is the first policy course for all first-year MSW students. This course is an introduction to social welfare policy and services for MSW students. This course is intended to deepen students' knowledge and understanding of the contemporary American welfare state, especially with respect to disadvantaged and vulnerable populations. Specific emphasis is placed on both the historical and current patterns of social welfare service provision, and the development of the social work profession. The place of social welfare policy in the promotion of social and economic justice, and as a reflection of social work ethics and values, is particularly stressed.

MSW 521: Social Welfare Policy and Services II. Prerequisite: MSW 520. MSW 521 builds on knowledge gained in MSW 520. Students learn to apply policy analysis frameworks and key concepts in the analysis of contemporary social welfare policies and service delivery, particularly among vulnerable and oppressed populations. Understanding the dynamics of policy practice and advocacy are also emphasized. Policy practice skill development will take place in areas such as analyzing and interpreting social welfare policies; translating policy initiatives and outcomes into practice; and advocating for social and policy changes in appropriate legislative and organizational settings. Students also learn key strategies for policy and client advocacy practice in social work settings.

Research

Applied Social Work Research Methods (MSW 530)

MSW 530: Applied Social Work Research Methods. This course is designed to develop competent research skills among generalist social work practitioners. It examines the role of research in the social work profession, both in terms of informing individual practice and successfully achieving agency goals. In this course, students learn about all stages of the research process, beginning with formulating research questions within theoretical frameworks and existing research literature, conceptualizing and operationalizing experimental constructs, utilizing appropriate quantitative and qualitative research methods, and evaluating results in the context of social work practice. Ethical issues and considerations involving research design, particularly related to working with disadvantaged and marginalized populations in social work practice, are also addressed. The foundational knowledge students gain in this course is then applied in a practical social work research project during their advanced research curriculum.

Field Education

Social Work Field Instruction I and II (MSW 540 & MSW 541)

MSW 540: Social Work Field Instruction I. This is the first course of a 2-semester fieldwork course experience that focuses on the application and integration of micro- (i.e., individual), mezzo- (i.e., group), and macro-level (i.e., agency or organizational) social work practice, directly connected to the social work perspectives learned in the generalist social work practice curriculum. Students are introduced to the range of social work professional roles, social services infrastructures and policies, professional ethical standards, case management principles, and social work intervention modalities. Process recordings and a learning portfolio connect students to diversity and human difference, practice skills, research-informed practice, and theories of human behavior learned in foundational coursework. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their fieldwork internships.

MSW 541: Social Work Field Instruction II. Prerequisite: MSW 540. MSW 541 is the second course of a 2-semester foundational fieldwork course experience that builds upon generalist social work practice skills learned in the first course (MSW 540). In this course, students will continue to apply theory to practice in order to prepare them to become competent and effective

social work practitioners, with a special emphasis on working with diverse client populations. Students will continue to apply and integrate concepts learned in the classroom. Through ongoing participation in fieldwork settings, students gain and build on knowledge, skills, and further developing a sense of professionalism, thereby strengthening their confidence as effective practitioners. Process recordings and a learning portfolio continue to connect students to diversity and human difference, practice skills, research-informed practice, and theories of human behavior learned in foundational coursework.

Diversity

Social Work Practice with Diverse Populations (MSW 550)

MSW 550: Social Work Practice with Diverse Populations. In this generalist social work practice course, students consider diversity issues from a historical perspective, as well as societal and institutional organization and structure, and the way in which power and oppression have shaped the experiences and identities of individuals and groups. Because diversity competence requires introspection and self-awareness, students are encouraged to consider the way in which diversity issues are shaped and filtered through the lens of personal experiences and culture through assignments and class discussion. This course provides students with a process and structure for gaining a measure of diversity competence, which can be used in working with any group in any setting and professional context (i.e., generalist social work perspective). Especially, this course focuses on the special commitment of our profession to members of oppressed and vulnerable groups in our society. Every student takes this course during their first semester in the program to ensure increased knowledge and sensitivity to the experiences of diverse individuals and communities, as well as social problems related to racism, discrimination, oppression, and social injustice. These knowledge and sensitivity are fundamental to course content across the curriculum.

M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Matrix Illustrating How Generalist Practice Content Implements Competencies

The matrix illustrates how the nine required social work competencies are integrated across the generalist practice curriculum. The generalist practice curriculum matrix for the MSW program identifies the nine social work competencies; no additional competencies are added by the program.

The program prepares competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency 1*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings, a learning portfolio, and supervision and consultation specific to ethical and

professional behavior during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 2*** via the Population Immersion Assignment in MSW 550: Social Work Practice with Diverse Populations, and process recordings and a learning portfolio specific to diversity and human difference during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 3*** via the Population Immersion Assignment in MSW 550: Social Work Practice with Diverse Populations, Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings and a learning portfolio specific to human rights and practices that advance social, economic, and environmental justice during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 4*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Research Proposal Assignment in MSW 530: Applied Social Work Research Methods, and process recordings and a learning portfolio specific to the use of evidence-based practice to inform and improve practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 5*** via the Policy Analysis Assignment and Policy Practice Assignment in MSW 521: Social Welfare Policy and Services II, and process recordings and a learning portfolio specific to how organizational policies affect practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 6*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to engagement with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 7*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to assessment with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 8*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, and process recordings and a learning portfolio specific to interventions with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The program prepares competent social work practitioners, by emphasizing knowledge and skills, values, cognitive and affective processes related to ***Competency 9*** via the Recorded Interview: Observation and Analysis Evaluation Assignment in MSW 510: Social Work Practice I, Research Proposal Assignment in MSW 530: Applied Social Work Research Methods, and process recordings and a learning portfolio specific to evaluation of practice with clients during their field experience and practicum courses (MSW 540: Social Work Field Instruction I and MSW 541: Social Work Field Education II).

The generalist practice curriculum matrix is structured with each of the following:

- The nine social work competencies
- The Master of Social Work course number and name
- The most relevant and exemplary course content for implementing the competency
- The system level relevant to course content (competencies 6-9 only)
- The four dimensions associated with course content for each competency
- The page number in Volume 2 corresponding with content in the course syllabus

Table 2.2: Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 1: **Demonstrate Ethical and Professional Behavior**	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lecture, and discussion (Week 2) related to personal identity and professional role		Knowledge, Values, C/A Processes	34
		Personal Identity Assignment 1. Students explore and reflect on personal identity and its relationship with the development of professional identity		Knowledge, Values, C/A Processes	26-27
		Group Professional Training Presentation 1. Students create a professional training for colleagues on a topic related to human behavior in the social environment. During the presentation, students demonstrate professional demeanor and effective oral, written, and electronic communication to colleagues		Knowledge, Values, Skills, C/A Processes	27-29

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 503: Social Work Perspectives on Human Behavior III	Clinical Presentation Assignment 1. Students present a clinical case study to colleagues demonstrating professional and ethical values and behaviors, including clear oral, written, and electronic communication		Knowledge, Values, Skills, C/A Processes	46-48
	MSW 510: Social Work Practice I	Readings, lecture, and discussion (Week 1) on social work values and ethics, and the integration of personal and professional values		Knowledge, Values, C/A Processes	74
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students apply ethical decision making toward observing and interviewing clients 2. Students behave and communicate in a professional manner when interviewing and observing clients		Knowledge, Values, Skills, C/A Processes	67-70

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 520: Social Welfare Policy and Services I	Readings, lecture, and discussion (Week 5) related to the history of the social work profession, its mission, and the roles and responsibilities of the profession from a historical context		Knowledge, Values, C/A Processes	161-162
	MSW 521: Social Welfare Policy and Services II	Policy Practice Assignment: 1. Students use technology to facilitate advocacy and lobbying ethically and appropriately in policy practice		Knowledge, Values, Skills, C/A Processes	171-173
	MSW 530: Applied Social Work Research Methods	Readings, lecture, and discussion (Week 10) related to ethical decision-making in social work research, including the protection of human subjects		Knowledge, Values, C/A Processes	234
	MSW 540: Social Work Field Instruction I	Field education experience Students use supervision and consultation to guide professional judgement and behavior Process recordings indicating ethical and professional behavior with clients		Knowledge, Values, Skills, C/A Processes	241-243, 249

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating ethical and professional behavior with clients			
	MSW 541: Social Work Field Instruction II	Field education experience Students use supervision and consultation to guide professional judgement and behavior Process recordings indicating ethical and professional behavior with clients Learning portfolio indicating ethical and professional behavior with clients		Knowledge, Values, Skills, C/A Processes	262-264, 269-272
	MSW 550: Social Work Practice with Diverse Populations	Cultural Autobiography Assignment: 1. Students understand how their personal experiences and affective processes influence their professional judgment and behavior 2. Students use reflection to understand, identify, assess, and manage personal values in practice situations		Knowledge, Values, C/A Processes	320-322

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 2: **Engage Diversity and Difference in Practice**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussions (Weeks 6-8) related to multiple dimensions of persons and environment, including the influence of cultural, ethnic, racial, socioeconomic, sexual orientation, religion, and gender diversity in shaping social work practice with children and adolescents		Knowledge, Values, C/A Processes	17-19
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussions (Weeks 2, 14, & 15) on the impact of racial, ethnic, social class, sexual orientation, and gender membership, and the effects of discrimination and social/economic oppression on individuals, families, groups, organizations, and communities		Knowledge, Values, C/A Processes	34, 40-41
		Students participate in two-part LGBTQ Safe Space Training sponsored by the University's LGBT Queer Resource Center (Weeks 4 & 5)		Knowledge, Values, Skills, C/A Processes	35
	MSW 503: Social Work Perspectives on Human Behavior III	Readings, lecture, and discussion (Week 2) related to understanding the cultural context of mental illness and its role in effective assessment, diagnosis, and clinical management of mental health clients		Knowledge, Values, C/A Processes	52-53

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 510: Social Work Practice I	Readings, lecture, and discussion (Week 1) emphasizing cultural competence and the importance of diversity and difference in shaping life experiences in practice at the micro-level (individuals)		Knowledge, Values, C/A Processes	74
	MSW 511: Social Work Practice II	Readings, lectures, and discussions (Weeks 3 & 10) emphasizing cultural competence and the importance of diversity and difference in shaping life experiences in practice at the mezzo-level (families and groups)		Knowledge, Values, C/A Processes	93-94, 97
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating engagement of diversity and difference in practice with clients Learning portfolio indicating engagement of diversity and difference in practice with clients		Knowledge, Values, Skills, C/A Processes	241-243, 249-250
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating engagement of diversity and difference in practice with clients		Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating engagement of diversity and difference in practice with clients			
	MSW 550: Social Work Practice with Diverse Populations	Readings, lectures, and discussions (Weeks 1-12) related to mechanisms of oppression, racism, marginalization, and alienation, and their relationship to the lived experiences of social work clients		Knowledge, Values, C/A Processes	328-333
		Readings, lectures, and discussions (Weeks 1-12) related to the student's personal identity, biases, and values, and their impacts on professional practices with diverse groups and constituencies		Knowledge, Values, C/A Processes	328-333
		Cultural Autobiography Assignment: 1. Students identify and describe dynamics and factors associated with personal identity development and its relationship to professional practice		Knowledge, Values, C/A Processes	320-322
		Population Immersion Assignment: 1. Students apply and communicate the importance of diversity and difference in shaping life		Knowledge, Values, Skills, C/A Processes	323-325

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		experiences in their practice with diverse client systems 2. Students apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice**	MSW 521: Social Welfare Policy and Services II	Readings, lectures, and discussions (Weeks 4, 5, & 7) emphasizing the fundamental rights of all individuals to equal opportunity, adequate standard of living, health care, and education		Knowledge, Values, C/A Processes	177-178
		Readings, lectures, and discussions (Weeks 7-9, 12-14) related to strategies intended to eliminate oppression and ensure social responsibility, equity, and protection within diverse social and economic groups in our society		Knowledge, Values, C/A Processes	178-182
		Policy Analysis Assignment: 1. Students analyze, formulate, and advocate for policies that advance social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	169-171

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Policy Practice Assignment: 1. Students apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 2. Students advocate for human rights and social, economic, and environmental justice at the individual and system levels		Knowledge, Values, Skills, C/A Processes	171-173
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice Learning portfolio indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	241-243, 250

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice Learning portfolio indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	262-264, 269-272
	MSW 550: Social Work Practice with Diverse Populations	Readings, lectures, and discussions (Weeks 1-12) related to understanding oppressive and structural barriers to social, economic, and environmental justice		Knowledge, Values, C/A Processes	328-333
		Readings, lecture, and discussion (Weeks 13) related to community organizing and advocating for human rights		Knowledge, Values, C/A Processes	333-334
		Population Immersion Assignment: 1. Students apply understanding of social, economic, and environmental justice to advocate		Knowledge, Values, Skills, C/A Processes	323-325

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		for human rights at the individual and system levels			
Competency 4: **Engage in Practice-informed Research and Research-informed Practice**	MSW 510: Social Work Practice I	Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students use research to inform practice decisions with clients		Knowledge, Skills	67-70
	MSW 530: Applied Social Work Research Methods	Readings, lectures, and discussions (Weeks 1, 2, & 10) related to the principles of logic, scientific inquiry, and culturally-informed and ethical approaches to social work research		Knowledge, Values, C/A Processes	231, 234
		Readings, lectures, and discussions (Weeks 2-9) related to quantitative research methods and their role in program and practice evaluation		Knowledge	231-234
		Readings, lectures, and discussions (Weeks 11 & 12) related to qualitative research methods and their role in program and practice evaluation		Knowledge	234-235
		Survey Construction Assignment: Students apply quantitative and qualitative methodological concepts to the		Knowledge, Skills	223-224

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		construction of a measurement instrument intended to assist in the evaluation of a social work practice intervention			
		Research Proposal – Introduction and Literature Review Assignment: 1. Students identify relevant theoretical and conceptual frameworks for the evaluation of social work practice interventions 2. Students critically evaluate past research methods and findings from multiple disciplines to inform current methodological decision-making to evaluate social practice interventions		Knowledge, Values, Skills, C/A Processes	225-226
		Research Proposal – Methods Section, Revised Introduction and Literature Review Assignment: 1. Students conceptualize quantitative and qualitative research design and methodology to evaluate social work practice interventions		Knowledge, Values, Skills, C/A Processes	226-228

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		2. Students use culturally-informed and ethical approaches in research design to evaluate social practice interventions			
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating an understanding of the use of evidence-based practice to inform and improve practice with clients Learning portfolio indicating an understanding of the use of evidence-based practice to inform and improve practice with clients		Knowledge, Values, Skills, C/A Processes	241-243, 251
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating an understanding of the use of evidence-based practice to inform and improve practice with clients Learning portfolio indicating an understanding of the use of evidence-based practice to inform and improve practice with clients		Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 5: **Engage in Policy Practice**	MSW 520: Social Welfare Policy and Services I	Readings, lectures, and discussions (Weeks 4-6) related to the historical evolution of social welfare in the United States		Knowledge, C/A Processes	161-162
		Readings, lectures, and discussions (Weeks 9-15) related to the current structure and programs in the US social welfare system		Knowledge, C/A Processes	163-165
		Readings, lectures, and discussions (Weeks 9-15) related to identifying social policy at the local, state, and federal levels and how it impacts client and societal well-being, service delivery, and access to social services		Knowledge, C/A Processes	163-165
		Problem, Policy, and Program Assignment: 1. Students assess how social welfare and economic policies impact the delivery of and access to social services 2. Students apply critical thinking to more comprehensively understand policies that advance human rights and social, economic, and environmental justice		Knowledge, C/A Processes	156-157

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 521: Social Welfare Policy and Services II	Readings, lectures, and discussions (Weeks 2-5) related to social welfare policy analytical frameworks and techniques		Knowledge	176-177
		Readings, lectures, and discussions (Weeks 7-9, 12-14) related to policy implementation and administration at various levels of government and social welfare agency		Knowledge	178-182
		Readings, lecture, discussion, and policy practice experience (Weeks 10 & 11) emphasizing the role of social workers in policy development and implementation within practice settings		Knowledge, Values, C/A Reaction	179-180
		Readings, lecture, discussion, and policy practice experience advocating for social welfare policy (Weeks 10 & 11)		Knowledge, Values, C/A Reaction	177-180
		Policy Analysis Assignment: 1. Students identify social policy at local, state, and federal levels and assess its impact on client and societal well-being, service delivery, and access to social services		Knowledge, Values, Skills, C/A Processes	169-171

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		2. Students apply critical thinking to analyze policies that advance human rights and social, economic, and environmental justice			
		Policy Practice Assignment: 1. Students advocate for client access to social welfare services 2. Students describe collaboration with colleagues and clients for effective policy action at a policy practice event		Knowledge, Values, Skills, C/A Processes	171-173
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating an understanding of how organizational policies affect practice with clients Learning portfolio indicating an understanding of how organizational policies affect practice with clients		Knowledge, Values, Skills, C/A Processes	241-243, 251-252
	MSW 541: Social Work Field Instruction II	Field education experience		Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Process recordings indicating an understanding of how organizational policies affect practice with clients Learning portfolio indicating an understanding of how organizational policies affect practice with clients			
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussion (Weeks 2-7) related to theories of human behavior and the social environment and the engagement of individual clients and families	Individuals	Knowledge, C/A Processes	15-18
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussion (Weeks 12-15) related to theories of human behavior and the social environment and the engagement of groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes	38-41
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to client engagement, including empathy and communication (Week 2), reflection (Week 3), intake (Week 7), confrontation and self-disclosure (Week 10), motivation (Weeks 12 & 13), and termination (Week 15)	Individuals	Knowledge, Values, Skills, C/A Processes	74-80

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students apply practice knowledge, perspective, and theory to engage with clients 2. Students understand and utilize interviewing and clinical skills to engage with diverse clients	Individuals	Knowledge, Values, Skills, C/A Processes	67-70
	MSW 511: Social Work Practice II	Readings, lecture, and discussion related to family engagement (Week 2)	Families	Knowledge, C/A Processes	93
		Readings, lectures, and discussions related to group engagement (Weeks 8 & 9)	Groups	Knowledge, C/A Processes	95-96
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating engagement with clients Learning portfolio indicating engagement with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	241-243, 252-253
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating engagement with clients	Individuals, Families, Groups,	Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating engagement with clients	Organizations, Communities		
	MSW 550: Social Work Practice with Diverse Populations	Cultural Autobiography Assignment: 1. Students understand how their personal experiences and affective processes may impact their ability to effectively engage with diverse clients	Individuals, Families, Groups	Knowledge, Values, C/A Processes	320-322
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussions (Weeks 2-7) related to theories of human behavior and the social environment and the assessment of individual clients and families	Individuals, Families	Knowledge, C/A Processes	15-18
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussions (Weeks 12-15) related to theories of human behavior and the social environment and the assessment of groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes	38-41
	MSW 503: Social Work Perspectives on Human Behavior III	Readings, lectures, and discussions related to mental health assessment and diagnosis, as well as comorbidity and differential diagnosis (Weeks 3 & 4)	Individuals	Knowledge, C/A Processes	53-55

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Clinical Presentation Assignment 1. Students demonstrate the ability to accurately assess and diagnosis clients in the context of a clinical case study	Individuals	Knowledge, Skills, C/A Processes	46-48
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to client assessment, including observation (Week 2), biopsychosocial assessment and mental status examination (Week 7), motivation (Weeks 12 & 13), and termination (Week 15)	Individuals	Knowledge, Values, Skills, C/A Processes	74-77, 79-80
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students clearly organize and document information on client demographics, diverse background, reasons for referrals, and clients' primary concerns and needs 2. Students apply practice knowledge, perspective, and theory in the assessment of clients	Individuals	Knowledge, Values, Skills, C/A Processes	67-70

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 511: Social Work Practice II	Readings, lecture, and discussion related to family assessment (Week 3)	Families	Knowledge, C/A Processes	93-94
		Generation Genogram and Ecomap Assignment 1. Students complete a three-generation genogram assessment to graphically represent family patterns and dynamics 2. Students complete an ecomap assessment for risk and protective factors	Individuals, Families, Groups	Knowledge, Skills, C/A Processes	85-86
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating assessment with clients Learning portfolio indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	241-243, 253
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating assessment with clients			
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Readings, lectures, and discussions (Weeks 2-7) related to theories of human behavior and the social environment and intervening with individual clients and families	Individuals, Families	Knowledge, C/A Processes	15-18
	MSW 502: Social Work Perspectives on Human Behavior II	Readings, lectures, and discussions (Weeks 12-15) related to theories of human behavior and the social environment and intervening with groups, organizations, and communities	Groups, Organizations, Communities	Knowledge, C/A Processes	38-41
	MSW 503: Social Work Perspectives on Human Behavior III	Clinical Presentation Assignment 1. Students apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in interventions and treatment planning with clients and constituencies	Individuals, Families	Knowledge, Skills, C/A Processes	46-48
	MSW 510: Social Work Practice I	Readings, lectures, and discussions related to intervening with clients, including interviewing (Week 2), selecting and applying appropriate practice perspectives	Individuals	Knowledge, Values, Skills, C/A Processes	74-76, 78-80

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		(Weeks 4 & 5), and motivational interviewing (Weeks 11-13)			
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students apply practice knowledge, perspective, and theory in selecting appropriate intervention strategies for clients 2. Students understand and use interviewing and clinical skills to provide interventions to clients	Individuals	Knowledge, Values, Skills, C/A Processes	67-70
	MSW 511: Social Work Practice II	Readings, lectures, and discussions related to family interventions and practice, including cognitive family therapy, structural family therapy, solution-focused family therapy, and systems family therapy (Weeks 4, 5, & 7)	Families	Knowledge, C/A Processes	94-95
		Readings, lectures, and discussions related to group interventions and practice, including working with diverse groups, psychoeducational groups, task-oriented groups, and rational-emotive therapy and dialectical behavior therapy (Weeks 10-12)	Groups	Knowledge, C/A Processes	97-98

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Curriculum Development Exercise – Group Proposal Assignment 1. Students develop an evidence-based practice curriculum designed to be delivered to social work colleagues and other professionals from multiple disciplines	Groups, Organizations	Knowledge, Skills, C/A Processes	86-89
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating interventions with clients Learning portfolio indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	241-243, 253-254
		Intervention Portfolio Assignment 1. Students demonstrate intervention techniques used in field education experience	Individuals, Families, Groups, Organizations, Communities	Knowledge, Skills, C/A Processes	242
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating interventions with clients			
		Intervention Portfolio Assignment 1. Students demonstrate intervention techniques used in field education experience	Individuals, Families, Groups, Organizations, Communities	Knowledge, Skills, C/A Processes	263-264
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	MSW 501: Social Work Perspectives on Human Behavior I	Group Project Assignment: 1. Students apply theories of human behavior in the social environment in the observation and developmental analysis of children and adolescents	Individuals	Knowledge, Values, Skills, C/A Processes	9-10
	MSW 510: Social Work Practice I	Readings, lecture, and discussion related to evaluating clients, including the use of service and treatment plans, and SMART goals (Week 8)	Individuals	Knowledge, C/A Processes	77
		Recorded Interview: Observation and Analysis Evaluation Assignment 1. Students analyze, monitor, and evaluate engagement, assessment, and intervention processes	Individuals	Knowledge, Values, Skills, C/A Processes	67-70

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		2. Students use a strengths perspective to evaluate outcomes and propose ways to improve practice effectiveness			
	MSW 530: Applied Social Work Research Methods	Readings, lectures, and discussions (Weeks 2-11) related to quantitative and qualitative research methods and their role in evaluating outcomes and practice effectiveness with individuals, families, groups, organizations, and communities	Individuals, Families, Groups, Organizations, Communities	Knowledge, C/A Processes	231-234
		Research Proposal – Methods Section, Revised Introduction and Literature Review Assignment: 1. Students conceptualize quantitative and qualitative research design and methodology to evaluate social work practice interventions with individuals, families, groups, organizations, and communities	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	226-228
	MSW 540: Social Work Field Instruction I	Field education experience Process recordings indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	241-243, 254-255

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating evaluation of practice with clients			
	MSW 541: Social Work Field Instruction II	Field education experience Process recordings indicating evaluation of practice with clients Learning portfolio indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	262-264, 269-272

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice (as described in EP 2.0), adapting and extending the social work competencies for practice with specific populations, problem areas, methods of intervention, perspectives or approaches to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

Accreditation Standard M2.1 Specialized Practice

M2.1.1: The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.

The Program Identifies its Area of Specialized Practice

The MSW program prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine social work competencies and prepare students for practice in the area of specialization. The single area of specialized practice in the MSW program at CSUF is **advanced generalist practice**. Advanced generalist practice refers to the practice of a master-level social worker who possesses advanced competencies in multi-level, multi-method approaches and is equipped to work independently in complex environments that may require a specialized set of skills. Advanced generalist practice allows for the integration of advanced practice skills in a wide range of interventions, roles, theories, systems, and settings. The advanced generalist social worker possesses a greater professional and clinical acumen to engage, assess, intervene, and evaluate services at all system levels, including individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply advanced skills in leadership, collaboration, cultural humility, ethical reasoning and decision-making, policy practice, community organizing and assessment, organizational management, administration, and program and practice evaluation.

Advanced generalist practice is an appropriate specialized area of practice for emerging professional social workers in the southern California region. The professional landscape in southern California requires social workers to possess knowledge and skills related to a breadth of diverse client populations, cultural competencies, service delivery, and social work practice settings. As an area of specialized practice, advanced generalist practice prepares students to provide professional leadership in the social work community, collaborate with other helping professionals and organizations, and integrate service systems for comprehensive and holistic social work practice with clients and constituencies.

Areas of Focus

Within the context of the advanced generalist practice curriculum, all students must select an area of focus. The three areas of focus available to students in the 2-year model are *aging, child welfare,* and *community mental health*. In the 3-year model, due to the size of the cohort (25-30 students), students may select from *child welfare* or *community mental health.* The advanced social work practice and policy courses in the advanced generalist practice curriculum correspond to each student's area of focus.

Advanced generalist social work practitioners understand and apply a breadth of social work practice knowledge and skills. Additionally, they possess the knowledge and skills required for specialized practice with unique client populations and settings. Each area of focus provides students with a unique lens to view social work practice, as well as expertise for working with a specific client population. Students also experience the intellectual and practical diversity associated with practice methods, policies, and research relevant to a specific client population or field of social work practice. With this experience comes knowledge of client characteristics, best practices, agency settings, and current policies affecting a specific client population.

How Area of Specialized Practice Builds on Generalist Practice Across Program Options

The CSUF Department of Social Work offers a single program option with two different time-governed plans of study, a 2-year and 3-year model, both located on the Fullerton main campus.

The advanced generalist practice curriculum focuses on adapting and extending the knowledge, values, and skills necessary to engage, assess, intervene, and evaluate practice skills first mastered in the generalist practice curriculum. The advanced generalist practice curriculum builds on the foundations of the generalist practice curriculum by **increasing students understanding and application of social work practice and policy knowledge and skills**. The advanced generalist practice curriculum differentiates itself from the generalist practice curriculum by helping students to understand the complexity of social work practice and client problems and situations. The advanced generalist practice curriculum builds on and further develops the themes introduced in the generalist curriculum by **extending and enhancing students' knowledge, understanding, and implementation of the nine social work competencies**.

In the advanced generalist practice curriculum, each student is required to take one advanced social work practice course, as well as a course in macro social work practice. Advanced generalist practice courses include discourse on **social work values, ethics, and behaviors in the context of professional supervision, inter-professional and inter-organization collaboration, and social work practice within a student's area of focus**. Advanced generalist practice knowledge and skills in engagement, assessment, intervention, and evaluation are applied to specific client populations and constituencies. The advanced social work practice courses also allow students the opportunity to explore scientific inquiry and evidence-based interventions specific to their area of focus.

In the advanced generalist practice curriculum, students are required to take **a macro-level social work practice course that builds on micro- and mezzo-level generalist practice knowledge and skills** learned in the generalist practice curriculum. Macro-level practice knowledge and skills are developed for advanced tasks, such as community assessment, organizational development and grant writing. Students also learn to **advocate for individuals, organizations, and communities** in the advancement of human rights and social, economic, and environmental justice.

In addition to the specialized practice courses, students must also take a 3-unit practice elective from a variety of supplemental practice electives (e.g., social work with addictions, international social work, trauma-focused social work, social work practice with Latinx populations). For a complete list of practice electives, see the Curriculum Sequence for Program Models section.

In the advanced generalist practice curriculum, students participate in the second year of field education. The advanced field placement and corresponding advanced field practicum courses are intended to build on practice knowledge and skills gained during the first-year practicum, as well as provide students with **a placement more accurately reflecting their professional aspirations and intentions**. This allows students to gain experience working with clients in their specific area of focus. The advanced generalist practice curriculum is structured such that students gain social work knowledge and experience reflective of a student approaching completion of a master-level social work program.

A primary component of the advanced specialized curriculum is to **ensure that students are prepared to enter a career as a professional social worker. Ethical and professional behavior**, as well as client safety, are emphasized across the advanced generalist practice curriculum. Students process their second-year field education experiences in advanced field instruction courses. Topics in the advanced generalist practicum courses include dealing with vicarious trauma, professional resilience, and career development and becoming a professional social work supervisor.

In the advanced generalized practice curriculum, students are required to take one advanced policy courses related to their area of focus. In the advanced policy course, **policy analysis and policy practice skills are extended and enhanced when applied to specific client populations and constituencies**. Advanced generalist policy courses include **in-depth course content relevant to the student's area of focus**, including historical information; local, state and federal policies; and policy advocacy and alternatives to existing policies and programs. All advanced policy courses reinforce and build on the importance of human rights and social, economic, and environmental justice established in the generalist foundation policy courses.

The advanced generalized practice curriculum includes an **applied social work research** project where students conceptualize, design, implement, analyze, and present findings on a social work topic area of their interest. Students build on foundational research methodological knowledge and skills learned in the generalist practice curriculum by participating in a 2-semester masters-level capstone research project. Following completion of this applied research project, student present findings to faculty and colleagues from the social work community.

Table 2.3: Generalist Practice and Advanced Generalist Practice Alignment

Component of the Generalist Practice Definition	Component of Advanced Generalist Practice
Grounded in the liberal arts and person-in-environment framework.	The person-in-environment perspective is extended and enhanced to include practice considerations for a specific client population (i.e., area of focus).
Range of prevention and intervention methods with diverse individuals, families, groups, organizations, and communities across micro, mezzo, and macro levels.	Students apply knowledge from foundational generalist practice coursework in diversity and social work practice to a specific area of focus, including the critical evaluation of evidence-based practices for a specific client population. Students participate in a macro-level social work practice course focusing on organizational- and community-level interventions. This builds on micro- and mezzo-level interventions emphasized in the foundational generalist practice curriculum.
Scientific inquiry, best practices, and engagement in research-informed practice.	Students use foundational knowledge in research methods from the generalist practice curriculum to conceptualize, implement, and present an applied social work research project.
Practitioner identifies with the social work profession and applies ethical principles and critical thinking.	Advanced field education courses allow students to discuss and process practice experiences form advanced field placements, enhancing and building on their knowledge and understanding of more complex ethical situations and decision-making.
Promote human and social well-being and advocate for human rights and social and economic justice.	Advanced policy courses allow students to apply foundational policy practice skills from generalist policy courses to a specific area of focus. These advanced policy practice skills include policy analysis, proposing policy alternatives, and advocating for human rights and social, economic, and environmental justice for a specific client population.

Recognize, support, and build on the strengths and resiliency of all human beings.	Client and community assessments in advanced and macro-level social work practice courses continue to promote a strengths-based perspective, including more in-depth considerations of strengths for a specific client population (i.e., area of focus).
Proactive in responding to the impact of context on professional practice.	Community assessment and action coursework in the advanced macro social work practice course allows students to evaluate the effect of community, regional, and global dynamics (e.g., social, economic, and political dynamics) in contextualizing social work practice within the Fullerton community, southern California region, and national and international communities. Advanced coursework in the advanced policy courses and macro-level social work practice course allows students to demonstrate policy advocacy skills that involve individuals, organizations, and communities in the advancement of human rights and social, economic, and environmental justice.

M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

Rationale for Formal Curriculum Design for Specialized Practice

The MSW program at CSUF identifies one area of specialized practice: advanced generalist practice. Pedagogically, in the teaching of the advanced generalist practice curriculum, the program continues to use an integrative theoretical framework employing multiple teaching and learning modalities to prepare students for professional social work. Didactic individual- and group-based coursework, reflective assignments, practice simulations, and fieldwork provide students with opportunities to further develop their professional identity, as well as extend and enhance their knowledge, skills, and values necessary for competent professional social work practice. The program's advanced generalist practice curriculum maintains a grounding in liberal arts and a person-in-environment perspective.

The advanced generalist practice curriculum is designed to expand on the foundational generalist practice curriculum by providing master-level social work students with additional knowledge

and skills for working with individuals, families, groups, organizations, and communities. The program seeks to prepare social workers to address complex issues through multi-method, multi-level, and theoretically grounded perspectives and to work effectively with diverse groups and constituencies at all system levels. The advanced generalized practice curriculum is a competency-based educational framework that extends and enhances the description and implementation of the nine core social work competencies. The competency-based framework focuses largely on students' abilities to demonstrate the nine social work competencies in the context of an advanced generalist practice perspective.

The advanced generalized practice curriculum consists of seven 3-unit courses. In the first semester of the advanced generalist practice curriculum, students begin to develop advanced generalist practice and policy knowledge and skills in an area of focus (*aging, child welfare, or community mental health*). Students also take their first advanced field instruction course and the first course of their master's research project. Following completion of these four courses, all students matriculate to a course in macro-level social work practice, as well as their final courses in advanced field instruction and social work research. While students are taking their advanced field instruction courses, they are also participating in approximately 500 hours of advanced field practicum (i.e., second-year placement).

Advanced Generalized Practice Curriculum Core Concepts

The program's seven 3-unit advanced generalist courses provide students with advanced generalist practice knowledge, values, and skills in the following curricular areas: social welfare policy and services; social work research; and social work practice with individuals, families, groups, organizations, and communities.

The program's advanced generalist practice curriculum design fosters a coherent and integrated curriculum for both classroom and field. Core concepts and content related to advanced generalist social work practice are integrated across the advanced generalized practice curriculum and highlighted in specific courses and their assignments. Much of the focus in the advanced generalized practice curriculum is on the application of knowledge gained in the generalist foundation curriculum and the development of new knowledge and skills relevant to a specific client population or social work setting. The importance of scientific inquiry, critical thinking, person-in-environment, self-reflection, diversity, and cultural competence continue to be emphasized throughout the advanced generalized practice curriculum.

The first two courses students take in the advanced generalist practice curriculum are the advanced social work practice and advanced social work policy courses relevant to their area of focus. These courses are designed to provide students with advanced knowledge and skills specific to a particular client population or social work practice setting (*aging, child welfare, or community mental health*). However, to ensure consistency in advanced generalist-based learning goals and objectives, the learning experiences across the advanced practice courses and advanced policy courses are consistent, regardless of the area of focus. For example, in the advanced generalist practice courses (MSW 512: Child Welfare: Advanced Social Work Practice; MSW 514: Community Mental Health: Advanced Social Work Practice; MSW 516: Aging: A Multigenerational Perspective: Advance Social Work Practice), all students complete a self-

assessment, agency-based evaluation, evidenced-based practice process evaluation, case assessment, and oral presentation. All assignments reflect course content endemic to advanced generalist social work practice (e.g., advanced engagement, assessment, intervention, and evaluation knowledge and skills).

Similarly, in the advanced generalist policy courses (MSW 522: Child Welfare Policy and Social Work; MSW 523: Community Mental Health Policy and Social Work; MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work), all students complete a midterm examination; term paper and oral presentation based on a problem, policy, and/or program of the student's interest; and a final examination. All assignments reflect course content endemic to advanced generalist social work policy (e.g., advanced policy analysis and policy practice skills). Advanced policy analysis and policy practice skills include the use of an allocation-provision-delivery-finance framework when describing a program, the inclusion of historical information relevant to the topic, and a policy alternative section proposing or advocating for specific policy or program changes, with sensitivity to the advancement of human or client rights and social, economic, and/or environmental justice.

The advanced generalist social work practice and policy courses are taken concurrently by all students with the explicit intention of provided coherent and integrated course content specific to each student's area of focus. These advance generalist practice and policy courses build on knowledge, skills, and cognitive and affective processes learned in the generalist practice curriculum, as well as provide students with specialized knowledge and skills in their area of focus.

Concurrently (2-year model) or directly following (3-year model) the advanced generalist practice and policy courses, students take the first course in their master's capstone research course sequence (MSW 596: Master's Project Development) and the first course in their advanced field education instruction (MSW 542: Advanced Social Work Field Instruction I). The first advanced generalist research course allows students to apply core concepts learned in the generalist research methods course (MSW 530: Applied Social Work Research Methods) to the conceptualization, design, and implementation of an applied research project focusing on each student's area of focus. MSW 596 reinforces the importance of research-informed practice and practice-informed research. MSW 596 also introduces students to higher levels of research knowledge and skills, including accessing public data, data management, and analytical design.

The first advanced field instruction course (MSW 542: Advanced Social Work Field Instruction I) allows students to apply core concepts learned in the generalist and advance generalist social work practice courses; this course is taken in conjunction with each student's first semester in their second-year field practicum. MSW 542 includes advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in aging, child welfare, and community mental health settings. The field instruction courses in the advanced generalized practice curriculum are intended to prepare students to practice and learn experientially in the field and process practice challenges encountered in their advanced fieldwork internships.

In the last semester of the MSW program, all students take a macro-level course in social work practice (MSW 564: Macro Social Work Practice). This course introduces students to advanced generalist macro-level practice concepts, such as grant writing and fiscal realities of social services agencies, organizational development and program theory, and community assessment and action. MSW 564 also touches on social work leadership and innovation, as well as the knowledge and skills required to be an effective social work supervisor. This macro-level social work practice course builds on macro-level discourse learned in generalist policy and human behavior in the social environment courses, as well as the students' first advanced generalist practice course. This course also infuses organizational and supervisory discourse to complement students' advanced field experience during their final semester in the program.

In conjunction with the final semester of field practicum, students take their final advanced field instruction course (MSW 543: Advanced Social Work Field Instruction II). MSW 543 continues to prepare students to practice and learn experientially in the field and process practice challenges encountered in their advanced fieldwork internships; however, it also focuses on preparing students for the transition from graduate social work student to professional social work practitioner. In this course, students create a professional portfolio, including a résumé, training certificates, and professional references. The advanced generalist field instruction course also exposes students to a mock job interview and information related to state licensing examinations and requirements.

In the last semester of the MSW program, all students complete their master-level social work research project. With regard to curriculum, this occurs in MSW 597: Master's Project. In MSW 597, students analyze data, report findings, and discuss the implications of their research on social work practice and policy. Students present their research to peers, colleagues, faculty, and other members of the social work community. This research project and subsequent presentation represent the culminating learning experience for graduate students in the MSW program and California State University system.

Advanced Generalist Developmental Plan of Study Across Program Models

For both program models (2-year and 3-year), the content of the advanced generalist practice curriculum is identical; however, the sequencing of the courses is slightly different. In the 2-year model, students complete the advanced generalist coursework over their final 2 semesters of coursework, and, in the 3-year model, students complete the advanced generalist coursework over their final 3 semesters in the program.

All MSW students begin the advanced generalist practice curriculum by taking an advanced social work practice course in their area of focus (*aging, child welfare, or community mental health*). This course is taken concurrently with an advanced generalist policy course in each student's area of focus. Developmentally, these two courses provide the necessary knowledge, values, and skills students require to practice with a specific client population or in a specific social work practice setting.

The advanced social work field education courses (MSW 542: Advanced Social Work Field Instruction I and MSW 543: Advanced Social Work Field Instruction II) are offered sequentially

and in conjunction with each student's second field education practicum. Students cannot be in a field placement without participating concurrently in an advanced social work field instruction course. In the advanced social work field education courses, critical thinking, affective reactions, and professional judgement are nurtured and applied at an advanced level of field education.

The advanced generalist research courses are also offered sequentially. These courses (MSW 596: Master's Project Development and MSW 597: Master's Project) represent a 2-semester learning experience resulting in a completed social work research project. This sequence of courses is offered directly following the students' completion of applied social work research methods (MSW 530) in their generalist practice curriculum.

Lastly, students take macro-level social work practice in their final semester in the program. This allows students to apply information from previous practice, policy, and human behavior in the social environment courses to a single macro-level social work practice course focusing on social work knowledge, values, and skills with organizations and communities.

Advanced Generalist Plan of Study – 2-Year Model

In the 2-year, 4-semester, model, students are required to take five 3-unit courses each term. The advanced generalist practice curriculum consists of seven 3-unit courses. Advanced generalist practice courses occur in the final 2 semesters of the program.

Advanced Generalist Courses for 2-Year Model

Semester	Course
Fall (Year 2)	MSW 512/514/516: Advanced Social Work Practice (Focus Area) MSW 522/523/524: Advanced Social Welfare Policy (Focus Area) MSW 542: Advanced Social Work Field Instruction I MSW 596: Master's Project Development
Spring (Year 2)	MSW 543: Advanced Social Work Field Instruction II MSW 564: Macro Social Work in Communities and Organizations MSW 597: Master's Project

Advanced Generalist Plan of Study – 3-Year Model

In the 3-year, 8-semester (3 Fall, 3 Spring, and 2 Summer) model, students are required to take three 3-unit courses each Fall and Spring term; during the summer session, students are required to take a minimum of 3 units of coursework. The advanced generalist practice coursework begins in the Spring semester of the student's second year in the program.

Advanced Generalist Courses for 3-Year Model

Semester	Course
Spring (Year 2)	MSW 512/514: Advanced Social Work Practice (Focus Area) MSW 522/523: Advanced Social Welfare Policy (Focus Area)

Fall (Year 3)	MSW 542: Advanced Social Work Field Instruction I MSW 596: Master's Project Development
Spring (Year 3)	MSW 543: Advanced Social Work Field Instruction II MSW 564: Macro Social Work in Communities and Organizations MSW 597: Master's Project

Specialized Curriculum Courses

The following course descriptions provide more in-depth knowledge of course content and how each course integrates into the curriculum (i.e., how each of the courses influence and build upon each other).

Social Work Practice

Advanced generalist practice courses build on social work practice skills learned in the generalist practice curriculum. In the advanced generalist practice courses, students learn to extend their practice acumen while focusing on a specific client population in aging, child welfare, and community mental health settings. Students deepen their understanding of professional social work values and ethical decision-making.

Advanced Social Work Practice (MSW 522: Child Welfare; MSW 523: Community Mental Health; MSW 524: Aging)

MSW 512: Child Welfare: Advanced Social Work Practice. Prerequisite: MSW 511. MSW 512 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in child welfare settings. This course presents the historical and social underpinnings of child maltreatment in the United States, as well as an overview of programs and services specific to the American child welfare system. Case assessment and the evidence-based practice process are emphasized. Special consideration is given to the role of culture and diversity in the provision of child welfare services. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced child welfare policy course.

MSW 514: Community Mental Health: Advanced Social Work Practice. Prerequisite: MSW 511. MSW 514 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in mental health settings. Psychosocial treatment modalities are discussed including various therapeutic approaches to individual and family psychotherapy. An overview of the mental health recovery paradigm and the psychosocial rehabilitation model are presented. The importance of the social worker's role in using psychotropic medication is considered. Case assessment and the evidence-based practice process are emphasized. The roles of stigma, culture, and family in treatment planning are also examined. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced mental health policy course.

MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice. Prerequisite: MSW 511. MSW 516 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in older adult settings. Students are introduced to theories on the biopsychosocial functioning of older adults and are taught how to assess that functioning and plan and implement interventions from a social work perspective. This course includes content on abuse and neglect of older adults, drug and alcohol abuse, and the social worker's role in dying, bereavement, hospice care, and advance directives. Case assessment and the evidence-based practice process are emphasized. Special attention is given to older adults from diverse ethnic and cultural backgrounds. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced aging policy course.

Social Welfare Policy and Services

Advanced generalist policy courses build on social work policy and services and policy practice skills learned in the generalist policy curriculum. In the advanced generalist policy courses, students learn to extend their policy knowledge and policy practice acumen by focusing on a specific client population in child welfare, mental health, and aging settings and presenting information from a focus-specific research topic to program peers.

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Advanced Social Welfare Policy and Services (MSW 522: Child Welfare; MSW 523: Community Mental Health; MSW 524: Aging)

MSW 522: Child Welfare Policy and Social Work. Prerequisite: MSW 521. MSW 522 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in child welfare. The course examines social policies affecting children and families in relation to political, social, economic, and cultural factors. A particular emphasis is policy related to family violence, mental illness, substance abuse, and poverty that shape agency-based public child welfare and social work practice. The course uses a risk and resilience framework to provide a conceptual foundation for thinking about possible alternatives to current child welfare policy. Tenets of ecological theory and life course development are introduced as essential parts of the framework. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced child welfare practice course.

MSW 523: Community Mental Health Policy and Social Work. Prerequisite: MSW 521. MSW 523 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in community mental health. The historical and conceptual evolution of mental health policy in the United States is presented. Individual rights, especially as they relate to involuntary commitment, conservatorship, forced medication, and professional conduct are examined. The epidemiology and mental health services available to specific client populations (e.g., children, adults, the elderly, and substance abusers) are discussed. Special attention is given to persons with severe and persistent mental conditions, as well as persons from diverse ethnic and cultural backgrounds. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced mental health practice course.

MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work. Prerequisite: MSW 521. MSW 524 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in aging. The course examines social policies affecting older adults and their families in relation to political, social, economic, and cultural factors. The course uses a policy practice framework to provide a conceptual foundation for thinking about possible alternatives to current aging and family policy choices. Tenets of ecological theory and life course development are introduced as essential parts of the framework. Special attention is given to older adults from diverse ethnic and cultural backgrounds. Issues of disability are also presented. Knowledge gained in this course complements and integrates with knowledge gained in the concurrently taken advanced aging practice course.

Field Education

Advanced generalist field education courses build on social work field experiences in the generalist practice curriculum. In the advanced generalist field education courses, students learn to extend their field experience processes while focusing on a specific client population in child welfare, mental health, and aging field education practicums. Students discuss and process the implementation of more complex ethical decision-making in specific social work practice settings.

Advanced Social Work Field Instruction I and II (MSW 542 & MSW 543)

MSW 542: Advanced Social Work Field Instruction I. Prerequisite: MSW 541. This is the first course in a 2-semester advanced fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-level (i.e., organization and community) social work practice learned in the generalist practice curriculum. MSW 542 includes advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in child welfare, community mental health, and aging settings. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their advanced fieldwork internships. This course requires 2 hours per week of field instruction and 16-20 hours per week in agency placements.

MSW 543: Advanced Social Work Field Instruction II. Prerequisites: MSW 542. This is the second course of a 2-semester advanced fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-level (i.e., organization and community) social work practice learned in the generalist practice curriculum. MSW 543 is a continuation of advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in child welfare, community mental health, and aging settings. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their advanced fieldwork internships. This course requires 2 hours per week of field instruction and 16-20 hours per week in agency placements.

Macro-Level Social Work

The advanced generalist macro social work practice course builds on macro-level social work practice and skills learned in the generalist practice curriculum. In the advanced generalist practice courses, students learn to extend their macro-level practice acumen by focusing on a specific client population in child welfare, mental health, and aging organizational settings, as well as macro-level social work practice skills related to grant writing and community-based needs assessment.

Macro Social Work in Communities and Organizations (MSW 564)

MSW 564: Macro Social Work in Communities and Organizations. No prerequisites. This advanced generalist practice course introduces students to the knowledge, skills, and tools required for conducting macro-level social work practice in social welfare organizations and communities. Additionally, students acquire the working knowledge to assist the modern social services organization with resource development through both an understanding of fiscal issues and their knowledge of grant writing and the public and private 'granting' process. Community-based needs assessment and action planning are also addressed. This course complements and integrates with practice discourse learned in the advanced social work practice courses specific to a student's area of focus.

Research

Advanced generalist research courses build on social work research skills learned in the generalist practice curriculum. In the advanced generalist research courses, students learn to extend their research acumen by focusing on a specific client population in child welfare, mental health, and aging settings, conceptualizing and implementing a research project, analyzing data, reporting and discussing results, and presenting the completed project at a community-wide poster presentation. The master's project represents the culminating experience for students integrating knowledge gained across all courses within the curriculum into a single coherent and cohesive social work research project.

Master's Project Development and Master's Project (MSW 596 & MSW 597)

MSW 596: Master's Project Development. Prerequisite: MSW 530: The master's (capstone) project is intended for students to develop an understanding of the scientific method for evaluating social work practice and program services. This course applies methodological skills learned in MSW 530 (Applied Social Work Research Methods) toward the exploration and analysis of an original and individualized research question developed by students for their culminating experience in the MSW program. Utilizing secondary data, students conceptualize a research question from a pre-determined set of variables; proposes a hypothesis; writes a review of research literature; and constructs a research methodology and addresses any potential ethical or human subjects concerns. Following completion of the project's developmental foundation, students are introduced to secondary data analysis and statistical analysis utilizing the Statistical Package for the Social Sciences (SPSS).

MSW 597: Master's Project. Prerequisite: MSW 596: In MSW 597, students complete the capstone project by adding results and discussion chapters to previous work completed in MSW 596 (Master's Project Development). MSW 597 begins with an introduction to SPSS, data entry, and descriptive analysis. Following an introduction to SPSS and descriptive statistical analysis, students are introduced to hypothesis testing and inferential statistical analysis. Students learn various statistical tests and how to select and conduct appropriate analyses for exploring relationships and proposed hypotheses related to their research questions. Upon completion of the statistical module, students write results and discussion chapters for the capstone project. The discussion chapter integrates project goals, intentions, hypotheses, and results into a cogent and cohesive narrative, focusing on the project's outcomes, relationships to existing research, and contributions to the field of social work. Finally, at the conclusion of the academic year, students present their work to faculty and colleagues from the professional social work community in a poster presentation.

M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine social work competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

Program's Specialization Extends and Enhances the Nine Social Work Competencies

The MSW program at CSUF identifies advanced generalist practice as its single area of specialized practice. Through the advanced generalized practice curriculum, the program seeks to further extend and enhance the nine core social work competencies in several important ways. The advanced generalized practice curriculum provides students with increased knowledge, values, skills, and cognitive and affective processes related to engaging, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities. Advanced competencies in multi-level, multi-method approaches equip students to work independently in complex environments that may require a specialized set of skills. Advanced generalist practice allows for the integration of advanced practice skills in a wide range of interventions, roles, theories, systems, and settings. Students acquire advanced skills in leadership, collaboration, cultural humility, ethical reasoning and decision-making, policy practice, community organizing and assessment, organizational management, administration, and program and practice evaluation.

The following section presents each of the nine social work competencies along with: 1) a competency description specifically developed by the program for the specialized area of practice; 2) the associated behaviors specifically developed by the program to operationalize the nine advanced generalist social work competencies; and 3) a summary of how the advanced generalized practice curriculum extends and enhances the nine generalist social work competencies. The program has not created any additional competencies for its advanced generalist practice curriculum.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Advanced generalist social workers:

- Apply professional social work ethics and laws to make ethical decisions in the context of practice with diverse client populations across multiple system levels
- Use ethical reasoning to process complex ethical issues and arrive at principled decisions
- Use self-awareness, self-reflection and self-regulation to deepen their understanding and implementation of professional values, ethics, and boundaries
- Critically evaluate professional supervision from colleagues regarding practice effectiveness to develop a professional identity and optimize professional use of self
- Critically evaluate the use of technology to engage with others and make social work practice more effective and efficient
- Effectively communicate emerging professional concepts, evidence-based practices, and research outcomes with colleagues and community partners

Extension and Enhancement of Competency 1

In the advanced generalist practice curriculum, students become increasingly adept at communicating complex issues as they acquire more knowledge and skills in meeting program and practicum agency expectations. With respect to ethical competence, students have a higher level of understanding of how personal values must be reconciled with professional values. Students also learn to tolerate a greater degree of ambiguity with respect to resolving ethical conflicts and effectively using social work ethical principles. Students apply critical thinking to inform and communicate professional judgment. Critical thinking requires students to acquire and employ multiple sources of knowledge that are specifically reflective of their advanced generalist practice curriculum and specific area of focus. Students in the advanced generalist practice curriculum are expected to use knowledge and experience in dealing with practical aspects of professional social work, including supervision, continuing education, inter-professional collaboration, appropriate use of technology, and leadership. These skills are further extended and enhanced within the context of each student's area of focus and their advanced field practicum.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Advanced generalist social workers:

- Identify and understand how human diversity and difference impact clients' lives
- Recognize and effectively reconcile or eliminate personal biases related to human diversity and difference in professional practices
- Integrate the value of diversity and an understanding of structural inequalities as part of the professional social work role
- Demonstrate knowledge of practice methods addressing diversity and how to integrate those methods into practice with clients
- Provide leadership in identifying and challenging systemic forms of oppression, discrimination, and social injustice

Extension and Enhancement of Competency 2

In the advanced generalist practice curriculum, students engage in cognitive and affective processes to extend and enhance their understanding of personal values and biases. Students self-assess their abilities and capacities to work with a client population or in a social work practice setting specific to their area of focus. In advanced social work practice courses, students apply complex theoretical perspectives, such as intersectionality, in assessing the multiple social and cultural aspects of clients' lived experiences. Students build on this understanding by identifying appropriate practice methods addressing diversity and human difference, as well as advocating for human rights, social justice, and positive social change. Students further extend and enhance their understanding and engagement of diversity and difference in field education exercises, including a self-reflection journal, process recordings, and simulation labs.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable,

marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Advanced generalist social workers:

- Effectively advocate for social welfare policies to advance human rights and social, economic, and environmental justice
- Identify problems and assess the needs of oppressed and marginalized individuals and communities
- Analyze and evaluate policies and programs that advance human rights and social, economic, and environmental justice
- Implement strategies and plans to advance human rights and social, economic, and environmental justice across multiple system levels

Extension and Enhancement of Competency 3

In the advanced generalist practice curriculum, students develop a greater understanding relevant to the social work profession's mission and cause to advance human rights and eliminate social injustice. Students engage in coursework that identifies and assesses the needs of oppressed and marginalized individuals and communities to advance human rights and social, economic, and environmental justice. In advanced generalist policy courses, students conduct competent policy analysis and make recommendations for social, political, and programmatic change relevant to a specific client population or social work practice setting. In the macro-level practice course, students develop and implement strategies for community action intended to mitigate structural inequalities and provide equitable social service delivery to disadvantaged and vulnerable populations. In their advanced field practicum, through enhanced practical experience and discussions with field instructors, students become more aware of how organizational climate, structure, and mission relate to the advancement of human rights and social justice, particularly for that community and specific client population. This practical experience complements organizational discourse covered in the advanced macro-level social work practice curriculum.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Advanced generalist social workers:

- Identify, synthesize, and critically appraise research evidence for clinical practice

- Conceptualize and implement research methods to examine social work research problems and topic areas
- Understand and apply basic elements of quantitative and qualitative data analysis
- Generate conclusions based on social work research that promote linkages between research, theory, practice, and policy
- Produce professional reports and presentations related to social work research outcomes

Extension and Enhancement of Competency 4

In the advanced generalist practice curriculum, students extend and enhance their foundational knowledge gained in the generalist practice and research curriculum. In the advanced social work practice courses, students research and evaluate the evidence-based practice process and discuss how they will incorporate this process into their area of focus, as well as the work they are doing in their advanced field practicum. In advanced generalist research courses, students conceptualize and implement a research project that includes a review of past research on a social work topic or problem, including an appropriate theoretical framework for their study; design a research methodology, including ethical and cultural considerations for the study population; access and analyze data; report findings; discuss implications and make recommendations for improvements to social work practice and policy; and present the study to peers, colleagues, and other members of the professional social work community.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

Advanced social work practitioners:

- Effectively advocate for social welfare policies to advance human rights and social, economic, and environmental justice across multiple levels of government
- Evaluate the impact of social welfare policy and service delivery on the well-being of various client populations
- Understand the social workers' role in policy and program development and implementation at the organizational level
- Formulate and effectively communicate policy recommendations to communities and constituencies
- Provide leadership in organizing, implementing, and effecting social and political efforts toward positive social change

Extension and Enhancement of Competency 5

In the advanced generalist practice curriculum, students develop policy practice skills that can be applied across multiple system levels and social work practice settings, as well as to a specific area of focus. In the advanced generalist policy courses, students apply critical thinking to analyze, formulate, and advocate for social welfare policies that advance human rights and social, economic, and environmental justice. In an oral presentation, students advocate for policy and programmatic changes that advance clients' rights and social justice in their area of focus. Students also have the opportunity to lead lobbying and advocacy groups at NASW-CA Legislative Lobby Days in Sacramento. In the macro-level social work practice course, students use advanced policy practice skills to identify key stakeholders, formulate policy recommendations, and advocate for policy changes at the organizational and community levels. In their advanced field education courses, students demonstrate how organizational policies affect practice with clients.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Advanced generalist social workers:

- Use knowledge, theories, and research related to best practices in engaging individuals, families, groups, organizations, and communities
- Identify professional level of interpersonal and clinical skills to effectively engage clients and build collaborative relationships within and across multiple system levels and social work practice settings
- Use macro-level resources, data, and research to appropriately identify social problems and engage communities for assessment

Extension and Enhancement of Competency 6

In the advanced generalist practice curriculum, students extend and enhance generalist knowledge and practice skills for engaging with individuals, families, groups, organizations, and communities. Students demonstrate reflexive learning skills by describing, in the context of a case assessment assignment, how they will use their professional self to build rapport and engage

clients in their area of focus. Students demonstrate how their personal experiences, biases, and affective processes may impact their ability to establish and nurture effective helping relationships, as well as effectively communicate with diverse clients and constituencies. Students differentiate and apply theoretical discourse learned in the generalist curriculum to engage clients in their advanced field practicums. This also establishes the foundation for critically assessing, intervening, and evaluating social work practice at an advanced level. In the context of a community needs assessment, students demonstrate their knowledge related to community engagement in the macro-level social work practice course.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Advanced generalist social workers:

- Use knowledge, theories, and research related to best practices in assessing individuals, families, groups, organizations, and communities
- Conduct assessments using standardized measures, tools, and procedures that advance social justice and improve outcomes for individuals, families, groups, organizations, and communities
- Identify professional level of interpersonal and clinical skills to effectively assess clients and build collaborative relationships within and across multiple system levels and social work practice settings
- Use macro-level resources, data, and research to appropriately identify social problems and assess communities

Extension and Enhancement of Competency 7

In the advanced generalist practice curriculum, students extend and enhance generalist knowledge and practice skills for assessing individuals, families, groups, organizations, and communities. Advanced generalist social workers view assessment as an ongoing, dynamic, and interactive process of social work practice. In the advanced generalist social work practice courses, students build on knowledge of foundational theoretical frameworks, the person-in-environment perspective, and assessment skills learned in the DSM course to apply these concepts in their advanced field practicum and specific area of focus. Students use advanced assessment skills to establish intervention goals, objectives, and strategies for clients in their advanced field practicum. Advanced generalist social workers enhance interprofessional

collaboration through their unique perspectives of ecological systems, person-in-environment, client self-determination, and social justice. From a macro-practice perspective, students complete a community assessment, including a systematic framework or methodology for the assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Advanced generalist social workers:

- Use knowledge, theories, and research related to best practices in identifying and implementing interventions with individuals, families, groups, organizations, and communities
- Integrate knowledge related to diversity and difference into the design and implementation of interventions with individuals, families, groups, organizations, and communities
- Identify professional level of interpersonal and clinical skills to effectively intervene with clients and build collaborative relationships within and across multiple system levels and social work practice settings
- Use macro-level resources, data, and research to appropriately identify and implement interventions for communities

Extension and Enhancement of Competency 8

In the advanced generalist practice curriculum, students extend and enhance generalist knowledge and practice skills for intervening with individuals, families, groups, organizations, and communities. Students build upon knowledge obtained through the generalist curriculum, with respect to evidence-based interventions, to help them develop goals and objectives with clients in their advanced field practicum and area of focus. Advanced generalist social workers use active listening and reflection to make decisions and modify interventions for clients, as necessary, to respond to challenges confronted by individuals, families, groups, organizations, and communities. At a macro-level, students develop appropriate interventions in response to community assessments. including program planning and development, and community organizing.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

Advanced generalist social workers:

- Use knowledge, theories, and research related to best practices in evaluating social work practice with individuals, families, groups, organizations, and communities
- Use appropriate research methodology to evaluate program and practice processes and outcomes across multiple system levels and social work practice settings
- Identify professional level of interpersonal and clinical skills to effectively evaluate clients and build collaborative relationships within and across multiple system levels and social work practice settings
- Use macro-level resources, data, and research to appropriately evaluate social work practice with organizations and communities

Extension and Enhancement of Competency 9

In the advanced generalist practice curriculum, students build upon evaluation knowledge and skills developed in the generalist practice curriculum. Students demonstrate an ability to review and critique research literature, with a focus on a specific client population or social work practice setting. Students apply theoretical frameworks to the understanding and explanation of social phenomena, as well as the relationship between social problems and antecedents. Students apply evaluation principles and procedures across multiple system levels conducting evaluations for individuals, organizations, and communities. In the advanced generalist practice curriculum, students analyze, interpret, and present findings from evaluations and research to peers, colleagues, and other members of the professional social work community. Students also articulate the implications of evaluation and research on practice, policy, and positive social change.

M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Matrix Illustrating How Specialized Practice Curriculum Implements Competencies

The matrix illustrates how the nine required social work competencies are implemented across the advanced generalist practice curriculum. The advanced generalist practice curriculum matrix for the MSW program identifies the nine social work competencies; no additional competencies are added by the program.

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency1*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; Poster Presentation of Final Research Project in MSW 597: Master's Project; and process recordings, a learning portfolio, and supervision and consultation specific to ethical and professional behavior during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency2*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; and process recordings and a learning portfolio specific to diversity and human difference during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency3*** via the Community Assessment and Action Assignment in MSW 564: Macro Social Work in Communities and Organizations, and process recordings and a learning portfolio specific to human rights and practices that advance social, economic, and environmental justice during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency4*** via the Evidence-Based Practice Process Assignment and Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; Final Research Project in MSW 597: Master's Project; and process recordings and a learning portfolio specific to the use of evidence-based practice to inform and improve practice with clients during their advanced field experience and practicum

courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency5*** via the Community Assessment and Action Assignment in MSW 564: Macro Social Work in Communities and Organizations, and process recordings and a learning portfolio specific to how organizational policies affect practice with clients during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency6*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; and process recordings and a learning portfolio specific to engagement with clients during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency7*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; and process recordings and a learning portfolio specific to assessment with clients during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency8*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; and process recordings and a learning portfolio specific to interventions with clients during their advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The program is confident that we are preparing competent social work practitioners because they learn knowledge, skills, values, and cognitive and affective processes related to ***Competency9*** via the Case Assessment Assignment in MSW 512: Child Welfare: Advanced Social Work Practice, MSW 514: Community Mental Health: Advanced Social Work Practice, and MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice; Grant Proposal Assignment in MSW 564: Macro Social Work in Communities and Organizations; and process recordings and a learning portfolio specific to evaluation of practice with clients during their

advanced field experience and practicum courses (MSW 542: Advanced Social Work Field Instruction I and MSW 541: Advanced Social Work Field Education II).

The generalist practice curriculum matrix is structured with each of the following:

- The nine social work competencies
- The Master of Social Work Course number and name
- The most relevant and exemplary course content for implementing the competency
- The system level relevant to course content (competencies 6-9 only)
- The four dimensions associated with course content for each competency
- The page number in volume 2 corresponding with content in the course syllabus

Table 2.4: Advanced Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 1: **Demonstrate Ethical and Professional Behavior**	MSW 512: Child Welfare: Advanced Social Work Practice	Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to child maltreatment and working in the child welfare system		Values, C/A Processes	103
		Case Assessment Assignment: 1. Students incorporate ethical consideration into the assessment of a child welfare case 2. Students reflect on the professional use of self in an assessment of a child welfare case 3. Students evaluate legal issues associated with an assessment of a child welfare case 4. Students demonstrate professional level of written communication in assessment of child welfare case		Knowledge, Values, Skills, C/A Processes	105-107

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Case Assessment Oral Presentation: 1. Students demonstrate professional demeanor and communication through an oral presentation of their child welfare case assessment assignment		Knowledge, Skills	107
	MSW 514: Community Mental Health: Advanced Social Work Practice	Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to mental health, and working in the community mental health system		Values, C/A Processes	121
		Case Assessment Assignment: 1. Students incorporate ethical consideration into the assessment of a mental health case 2. Students reflect on the professional use of self in an assessment of a mental health case 3. Students evaluate legal issues associated with an assessment of a mental health case		Knowledge, Values, Skills, C/A Processes	123-125

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		4. Students demonstrate professional level of written communication in assessment of mental health case			
		Case Assessment Oral Presentation: 1. Students demonstrate professional demeanor and communication through an oral presentation of their mental health case assessment assignment		Knowledge, Skills	125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to aging and working with older adults		Values, C/A Processes	139
		Case Assessment Assignment: 1. Students incorporate ethical consideration into the assessment of an aging case 2. Students reflect on the professional use of self in an assessment of an aging case		Knowledge, Values, Skills, C/A Processes	141-143

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		3. Students evaluate legal issues associated with an assessment of an aging case 4. Students demonstrate professional level of written communication in assessment of aging case			
		Case Assessment Oral Presentation: 1. Students demonstrate professional demeanor and communication through an oral presentation of their aging case assessment assignment		Knowledge, Skills	144
	MSW 522: Child Welfare Policy and Social Work	Readings, lecture, and discussion (Week 1) related to the history and role of the social work profession in the context of child welfare policy and services in the United States		Knowledge, Values, C/A Processes	189
	MSW 523: Community Mental Health Policy and Social Work	Readings, lectures, and discussions (Weeks 1-2) related to the history and role of the social work profession in the context of mental health policy and services in the United States		Knowledge, Values, C/A Processes	202

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work	Readings, lecture, and discussion (Week 2) related to the history and role of the social work profession in the context of aging policy and services in the United States		Knowledge, Values, C/A Processes	214
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Students use supervision and consultation to guide professional judgement and behavior Process recordings indicating ethical and professional behavior with clients Learning portfolio indicating ethical and professional behavior with clients		Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Students use supervision and consultation to guide professional judgement and behavior Process recordings indicating ethical and professional behavior with clients Professional portfolio indicating professional experience, strengths, and		Knowledge, Values, Skills, C/A Processes	302-304, 308-317

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		skills; a mock job interview is also associated with this assignment			
	MSW 596: Master's Project Development	Methodology Assignment: 1. Students compose a human subject protocol for an independent research project consistent with the ethical values and practices of the social work profession		Knowledge, Values, Skills, C/A Processes	359-360
	MSW 597: Master's Project	Final Research Project Assignment: 1. Students analyze data, report results, and provide discussion for an independent research project consistent with the ethical values and practices of the social work profession		Knowledge, Values, Skills, C/A Processes	371-373
		Poster Presentation: 1. Students demonstrate professionalism in written communication by creating a poster presentation of their final research proposal 2. Students demonstrate professional behavior, demeanor, and oral		Knowledge, Values, Skills, C/A Processes	373

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		communication in a poster presentation of their independent social work research project to the academic and professional communities			
Competency 2: **Engage Diversity and Difference in Practice**	MSW 512: Child Welfare: Advanced Social Work Practice	Readings, lecture, and discussion (Week 2) related to the impact of culture and poverty on family dynamics and child welfare		Knowledge, C/A Processes	111
		Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to child welfare and working with diverse child welfare clients		Values, C/A Processes	103
		Case Assessment Assignment: 1. Students profile child welfare clients from an intersectionality perspective including multiple aspects of human experience 2. Students demonstrate knowledge of practice methods addressing diversity and how to integrate those methods in child welfare practice		Knowledge, Values, Skills, C/A Processes	105-107

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 514: Community Mental Health: Advanced Social Work Practice	Readings, lecture, and discussion (Week 13) related to multicultural theories of psychotherapy, as well as the role of culture in working with mental health clients		Knowledge, C/A Processes	134
		Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to mental health and working with diverse mental health clients		Values, C/A Processes	121
		Case Assessment Assignment: 1. Students profile mental health clients from an intersectionality perspective including multiple aspects of human experience 2. Students demonstrate knowledge of practice methods addressing diversity and how to integrate those methods in mental health practice		Knowledge, Values, Skills, C/A Processes	123-125

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Readings, lecture, and discussion (Week 3) related to social and cultural theories of psychotherapy, ageism, and the role of culture in working with older adults		Knowledge, C/A Processes	147-148
		Self-Assessment Assignment: 1. Students reflect on personal values, beliefs, and feelings related to aging and working with diverse aging clients		Values, C/A Processes	139
		Case Assessment Assignment: 1. Students profile older adult clients from an intersectionality perspective including multiple aspects of human experience 2. Students demonstrate knowledge of practice methods addressing diversity and how to integrate those methods in aging practice		Knowledge, Values, Skills, C/A Processes	141-143
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating engagement of diversity and difference in practice with clients		Knowledge, Values, Skills, C/A Processes	281-283, 287-296

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Learning portfolio indicating engagement of diversity and difference in practice with clients			
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating engagement of diversity and difference in practice with clients		Knowledge, Values, Skills, C/A Processes	302-304, 308-317
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lecture, and discussion (Week 2) related to defining and understanding social and community problems		Knowledge, C/A Processes	347
		Community Assessment and Action Assignment: 1. Students apply understanding of the importance of diversity and difference in the lives of communities and macro-level social work practice		Knowledge, Values, Skills, C/A Processes	340-341
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice**	MSW 522: Child Welfare Policy and Social Work	Term Paper Assignment: 1. Students conduct competent child welfare policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages		Knowledge, Values, Skills, C/A Processes	185

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		in the advancement of social, economic, and environmental justice			
	MSW 523: Community Mental Health Policy and Social Work	Term Paper Assignment: 1. Students conduct competent mental health policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	198
	MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work	Term Paper Assignment: 1. Students conduct competent aging policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	211
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating the understanding of human rights and		Knowledge, Values, Skills, C/A Processes	281-283, 287-296

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		engagement of practices that advance social, economic, and environmental justice Learning portfolio indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice			
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating the understanding of human rights and engagement of practices that advance social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	302-304, 308-317
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures, and discussions (Weeks 2-5) intended to understand the etiology of social and community problems, and understand strategies designed to eliminate oppressive structural barriers and advance human rights and social, economic, and environmental justice		Knowledge, Values, C/A Processes	347-349
		Community Assessment and Action Assignment:		Knowledge, Values, Skills, C/A Processes	340-341

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		1. Identify the needs of oppressed and marginalized individuals and communities to advance human rights and social, economic, and environmental justice 2. Demonstrate macro-practice skills that involve individuals, organizations, and communities in the advancement of human rights and social, economic, and environmental justice			
Competency 4: **Engage in Practice-informed Research and Research-informed Practice**	MSW 512: Child Welfare: Advanced Social Work Practice	Lectures, readings, and discussions (Weeks 5 & 6) related to using previous research, including, systematic reviews and meta-analyses in evidence-based child welfare practice		Knowledge, C/A Processes	112-113
		Evidence-Based Practice Process Assignment: 1. Students research and evaluate the evidence-based practice process relevant to a child welfare practice case 2. Students discuss how they will incorporate evidence-based practice and the evidence-based		Knowledge, Skills, C/A Processes	104-105

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		process into their child welfare practice			
		Case Assessment Assignment 1. Students, identify, evaluate, and synthesize evidence-based practice research to inform intervention choices for child welfare clients		Knowledge, Values, Skills, C/A Processes	105-107
	MSW 514: Community Mental Health: Advanced Social Work Practice	Lectures, readings, and discussions (Weeks 8 & 9) related to using previous research, including, systematic reviews and meta-analyses in evidence-based mental health practice		Knowledge, C/A Processes	131-133
		Evidence-Based Practice Process Assignment: 1. Students research and evaluate the evidence-based practice process relevant to a mental health practice case 2. Students discuss how they will incorporate evidence-based practice and the evidence-based process into their mental health practice		Knowledge, Skills, C/A Processes	122-123

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Case Assessment Assignment 1. Students, identify, evaluate, and synthesize evidence-based practice research to inform intervention choices for mental health clients		Knowledge, Values, Skills, C/A Processes	123-125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Lectures, readings, and discussions (Weeks 8 & 9) related to using previous research, including, systematic reviews and meta-analyses in evidence-based aging practice		Knowledge, C/A Processes	149-151
		Evidence-Based Practice Process Assignment: 1. Students research and evaluate the evidence-based practice process relevant to an aging practice case 2. Students discuss how they will incorporate evidence-based practice and the evidence-based process into their aging practice		Knowledge, Skills, C/A Processes	140-141
		Case Assessment Assignment 1. Students, identify, evaluate, and synthesize evidence-based practice research to inform		Knowledge, Values, Skills, C/A Processes	141-143

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		intervention choices for aging clients			
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating an understanding of the use of evidence-based practice to inform and improve practice with clients Learning portfolio indicating an understanding of the use of evidence-based practice to inform and improve practice with clients		Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating an understanding of the use of evidence-based practice to inform and improve practice with clients		Knowledge, Values, Skills, C/A Processes	302-304, 308-317
	MSW 596: Master's Project Development	Lectures, readings, and discussions (Weeks 1, 2, & 9-12) related to using practice-based research and theoretical and conceptual frameworks to inform scientific inquiry and research design		Knowledge, C/A Processes	364, 366-367
		Lectures, readings, and discussions (Weeks 10-13) related to using		Knowledge, C/A Processes	366-367

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		quantitative and qualitative research methods in social work research			
		Introduction and Literature Review Assignment: 1. Students identify relevant theoretical and conceptual frameworks for application in an independent social work research project 2. Students critically evaluate past research methods and findings, including gaps in the research, from multiple disciplines to inform methodological decision-making in an independent social work research project		Knowledge, Skills, C/A Processes	357-358
		Methodology Assignment: 1. Students apply quantitative and qualitative research design and methodological concepts to implement an independent social work research project 2. Students use culturally-informed and ethical approaches in research		Knowledge, Values, Skills, C/A Processes	359-360

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		design of an independent social work research project			
	MSW 597: Master's Project	Lectures, readings, and discussions (Weeks 1-7) related to analyzing, using, and translating research evidence to inform and improve practice, policy, and service delivery		Knowledge, C/A Processes	377-379
		Final Research Project: Results: 1. Students apply critical thinking to engage in analysis of quantitative and qualitative research data		Knowledge, Values, Skills, C/A Processes	371
		Final Research Project: Discussion: 1. Students apply critical thinking to translate and interpret research findings from an independent social work research project 2. Students apply critical thinking to understand and explicate the limitations of their research		Knowledge, Values, Skills, C/A Processes	371-372
Competency 5: **Engage in Policy Practice**	MSW 522: Child Welfare Policy and Social Work	Readings, lecture, and discussion (Week 1) related to the history of child welfare policy and services in the United States		Knowledge	189

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Readings, lectures, and discussions (Weeks 3-10) related to the current structure and programs in the US child welfare system		Knowledge	189-193
		Readings, lectures, and discussions (Weeks 3-10) related to identifying child welfare policy at the local, state, and federal levels and how it impacts client and societal well-being, service delivery, and access to social services		Knowledge, C/A Processes	189-193
		Lecture, readings, and discussion (Week 12) related to child welfare advocacy		Knowledge, Values, C/A Reaction	194
		Term Paper Assignment: 1. Students understand the history and development of a specific child welfare policy and/or program 2. Students identify child welfare policy at the local, state, and federal level that impacts well-being, service delivery, and access to child welfare services 3. Students apply critical thinking to analyze, formulate, and advocate		Knowledge, Values, Skills, C/A Processes	185

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		for child welfare policies that advance human rights and social, economic, and environmental justice			
		Oral Presentation: 1. Students advocate for child welfare policy and programmatic changes that advance clients' rights and social and economic justice in child welfare		Knowledge, Values, Skills C/A Processes	185
	MSW 523: Community Mental Health Policy and Social Work	Readings, lectures, and discussions (Weeks 1-3) related to the history of mental health policy and services in the United States		Knowledge	202-203
		Readings, lectures, and discussions (Weeks 4-6, 8, 10, & 11) related to the current structure and programs in the US mental health care system		Knowledge	203-206
		Readings, lectures, and discussions (Weeks 4-6, 8, 10, & 11) related to identifying mental health policy at the local, state, and federal levels and how it impacts client and societal well-being, service delivery, and access to social services		Knowledge, C/A Reaction	203-206

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Lecture, readings, and discussion (Week 9) related to mental health advocacy		Knowledge, Values, C/A Reaction	205-206
		Term Paper Assignment: 1. Students understand the history and development of a specific mental health policy and/or program 2. Students identify mental health policy at the local, state, and federal level that impacts well-being, service delivery, and access to mental health services 3. Students apply critical thinking to analyze, formulate, and advocate for mental health policies that advance human rights and social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	198
		Oral Presentation: 1. Students advocate for mental health policy and programmatic changes that advance clients' rights and social and economic justice in child welfare		Knowledge, Values, Skills C/A Processes	198-199

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work	Readings, lecture, and discussion (Week 2) related to the history of aging policy and services in the United States		Knowledge	214
		Readings, lectures, and discussions (Weeks 3, 6, 8, 10, & 11) related to the current structure and programs in the US system of care for older adults		Knowledge	214, 216-218
		Lectures, readings, and discussions (Weeks 3, 6, 8, 10, & 11) related to identifying aging policy at the local, state, and federal levels and how it impacts client and societal well-being, service delivery, and access to social services		Knowledge, C/A Processes	214, 216-218
		Lecture, readings, and discussion (Week 12) related to advocacy for older adults		Knowledge, Values, C/A Reaction	218-219
		Term Paper Assignment: 1. Students understand the history and development of a specific aging policy and/or program 2. Students identify aging policy at the local, state, and federal level that impacts well-being, service delivery, and access to child welfare services		Knowledge, Values, Skills, C/A Processes	211

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		3. Students apply critical thinking to analyze, formulate, and advocate for aging policies that advance human rights and social, economic, and environmental justice			
		Oral Presentation: 1. Students advocate for aging policy and programmatic changes that advance clients' rights and social and economic justice in child welfare		Knowledge, Values, Skills C/A Processes	211
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating an understanding of how organizational policies affect practice with clients Learning portfolio indicating an understanding of how organizational policies affect practice with clients		Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating an understanding of how organizational policies affect practice with clients		Knowledge, Values, Skills, C/A Processes	302-304, 308-317

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures and discussions (Weeks 12 & 13) related to the social workers' role in policy and program development and implementation at the organizational level		Knowledge, C/A Processes	352
		Community Assessment and Action Assignment: 1. Students demonstrate the ability to formulate concrete policy recommendations in order to inform key policy makers 2. Students identify key policy makers at various levels of government to advocate for policy changes that address unmet needs of clients and communities 3. Students demonstrate policy advocacy skills that involve individuals, organizations, and communities in the advancement of human rights and social, economic, and environmental justice		Knowledge, Values, Skills, C/A Processes	340-341

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	MSW 512: Child Welfare: Advanced Social Work Practice	Case Assessment Assignment: 1. Students use knowledge, theories and research related to best practices in engaging child welfare clients 2. Students describe how they will use their professional self to establish rapport and engage child welfare clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	105-107
	MSW 514: Community Mental Health: Advanced Social Work Practice	Case Assessment Assignment: 1. Students use knowledge, theories and research related to best practices in engaging mental health clients 2. Students describe how they will use their professional self to establish rapport and engage mental health clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	123-125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Case Assessment Assignment: 1. Students use knowledge, theories and research related to best practices in engaging aging clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	141-143

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		2. Students describe how they will use their professional self to establish rapport and engage aging clients			
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating engagement with clients Learning portfolio indicating engagement with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating engagement with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	302-304, 308-317
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures, and discussions (Weeks 2 & 3) related to identifying and defining social problems, and engaging organizations and communities for assessment	Organizations, Communities	Knowledge, C/A Processes	347-348
		Community Assessment and Action Assignment: 1. Students use macro-level resources, data, and research to appropriately identify social	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	340-341

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		problems and engage communities for assessment			
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities**	MSW 512: Child Welfare: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 7 & 8) related to multidisciplinary and social work theoretical frameworks and the assessment of child welfare clients	Individuals, Families	Knowledge, C/A Processes	113-114
		Case Assessment Assignment: 1. Students complete a biopsychosocial-spiritual assessment, including risk factors, of a child welfare client 2. Students establish intervention goals, objectives, and strategies predicated on the assessed needs of child welfare clients and informed by social work practice theory	Individuals, Families	Knowledge, Values, Skills, C/A Processes	105-107
	MSW 514: Community Mental Health: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 2-13) related to multidisciplinary and social work theoretical frameworks and the assessment and diagnosis of mental health clients	Individuals, Families	Knowledge, C/A Processes	128-134

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Case Assessment Assignment: 1. Students complete a biopsychosocial-spiritual assessment, including risk factors, of a mental health client 2. Students establish intervention goals, objectives, and strategies predicated on the assessed needs of mental health clients and informed by social work practice theory	Individuals, Families	Knowledge, Values, Skills, C/A Processes	123-125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 2-8) related to multidisciplinary and social work theoretical frameworks and the assessment of aging clients	Individuals, Families	Knowledge, C/A Processes	147-150
		Case Assessment Assignment: 1. Students complete a biopsychosocial-spiritual assessment, including risk factors, of an aging client 2. Students establish intervention goals, objectives, and strategies predicated on the assessed needs of aging clients and informed by social work practice theory	Individuals, Families	Knowledge, Values, Skills, C/A Processes	141-143

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating assessment with clients Learning portfolio indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating assessment with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	302-304, 308-317
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures, and discussions (Weeks 3 & 4) related to the planning and implementation of a community-based needs assessment	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	347-348
		Community Assessment and Action Assignment: 1. Students conduct a community-based assessment, including a description of the community, a systematic framework or methodology for the assessment, and the needs and strengths of the community	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	340-341

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	MSW 512: Child Welfare: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 8-12) related to multidisciplinary and social work theoretical frameworks and the intervention and treatment of child welfare clients	Individuals, Families	Knowledge, C/A Processes	114-115
		Case Assessment Assignment: 1. Students identify appropriate interventions and treatment/ service plans for child welfare clients predicated on established goals, objectives, and tasks 2. Students integrate theory, research, and evidence-based practice knowledge in planned interventions for child welfare clients 3. Students develop a plan for termination and referral to adjunctive resources across multidisciplinary systems of care for child welfare clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	105-107
	MSW 514: Community Mental Health: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 2-13) related to multidisciplinary and social work theoretical frameworks and the intervention and treatment of mental health clients	Individuals, Families	Knowledge, C/A Processes	128-134

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Case Assessment Assignment: 1. Students identify appropriate interventions and treatment/ service plans for mental health clients predicated on established goals, objectives, and tasks 2. Students integrate theory, research, and evidence-based practice knowledge in planned interventions for mental health clients 3. Students develop a plan for termination and referral to adjunctive resources across multidisciplinary systems of care for mental health clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	123-125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Readings, lectures, and discussions (Weeks 9-12) related to multidisciplinary and social work theoretical frameworks and the intervention and treatment of aging clients	Individuals, Families	Knowledge, C/A Processes	150-152
		Case Assessment Assignment: 1. Students identify appropriate interventions and treatment/ service plans for aging clients	Individuals, Families	Knowledge, Values, Skills, C/A Processes	141-143

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		predicated on established goals, objectives, and tasks 2. Students integrate theory, research, and evidence-based practice knowledge in planned interventions for aging clients 3. Students develop a plan for termination and referral to adjunctive resources across multidisciplinary systems of care for aging clients			
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating interventions with clients Learning portfolio indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating interventions with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	302-304, 308-317

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures, and discussions (Weeks 5-7) related to developing appropriate macro-level intervention strategies, including program planning and development, and community organizing	Individuals, Families, Groups, Organizations, Communities	Knowledge, C/A Processes	348-350
		Community Assessment and Action Assignment: 1. Students, in response to a community needs assessment, develop appropriate macro-level interventions to benefit individuals, families, groups, organizations, and communities 2. Student advocate on behalf of diverse clients, constituencies, and communities	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	340-341
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	MSW 512: Child Welfare: Advanced Social Work Practice	Case Assessment Assignment: 1. Students create plans to develop, administer, and evaluate outcome measures for child welfare interventions	Individuals, Families	Knowledge, Values, Skills, C/A Processes	105-107

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 514: Community Mental Health: Advanced Social Work Practice	Case Assessment Assignment: 1. Students create plans to develop, administer, and evaluate outcome measures for mental health interventions	Individuals, Families	Knowledge, Values, Skills, C/A Processes	123-125
	MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice	Case Assessment Assignment: 1. Students create plans to develop, administer, and evaluate outcome measures for aging interventions	Individuals, Families	Knowledge, Values, Skills, C/A Processes	141-143
	MSW 542: Advanced Social Work Field Instruction I	Field education experience Process recordings indicating evaluation of practice with clients Learning portfolio indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	281-283, 287-296
	MSW 543: Advanced Social Work Field Instruction II	Field education experience Process recordings indicating evaluation of practice with clients	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	302-304, 308-317

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
	MSW 564: Macro Social Work in Communities and Organizations	Readings, lectures, and discussions (Weeks 7 & 8) related to logic model development, performance and outcome measurement, and program evaluation design	Organizations, Communities	Knowledge, Skills, C/A Processes	349-350
		Grant Proposal Assignment: 1. Students demonstrate the capacity to develop a logic model for program evaluation 2. Students use appropriate methodology (e.g., design, procedures) to monitor and evaluate program processes and outcomes 3. Students understand how to select and use appropriate measurement and indicators of outcomes for program evaluation	Organizations, Communities	Knowledge, Skills, C/A Processes	342-343
	MSW 596: Master's Project Development	Lectures, readings, and discussions (Weeks 1, 2, 5, & 13-15) related to understanding the appropriate research methodology for examining a research question, testing hypotheses, collecting and analyzing data, and evaluating outcomes relevant to social work research	Individuals, Families, Groups, Organizations, Communities	Knowledge, C/A Processes	364-365, 367

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		Methodology Assignment: 1. Students identify appropriate statistical testing for the evaluation of quantitative social work research data	Individuals, Families, Groups, Organizations, Communities	Knowledge, Skills, C/A Processes	359-360
	MSW 597: Master's Project	Lectures, readings, and discussions (Weeks 1-7) related to the analysis and evaluation of quantitative and qualitative data in social work research	Individuals, Families, Groups, Organizations, Communities	Knowledge, C/A Processes	377-379
		Final Research Project: Results: 1. Students analyze and evaluate the results of data for an independent social work research project	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	371
		Final Research Project: Discussion: 1. Students translate, interpret, and report research findings from an independent social work research project 2. Students interpret and evaluate research findings in the context of a relevant theoretical or conceptual framework	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	371-372

Competency	Courses	Course Content	Systems Levels	Dimension(s)	Page No. in Vol. 2
		3. Students interpret and evaluate research findings to improve practice effectiveness at the micro, mezzo, and macro levels			
		Poster Presentation: 1. Students critically evaluate results and synthesize findings with current research, and identify implications and applications for social work practice and policy	Individuals, Families, Groups, Organizations, Communities	Knowledge, Values, Skills, C/A Processes	373

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, perform, and act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field— are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

Connection of theories and Concepts between classroom and field settings

The CSUF MSW Work program aligns field education with the program's mission, core values, and goals. CSUF emphasizes the field experience as being the program's signature pedagogy to assist students in developing into competent, ethical, and effective professional social workers. Students in field settings learn to practice in micro, mezzo and macro settings and their area of focus, child welfare, community mental health, and aging.

2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

Field education prepares students to integrate and apply theoretical knowledge, research evidence, and intervention skills in a community agency setting through social work practice under the supervision of a qualified field instructor . The theories and conceptual frameworks are applied in field placement settings guided by the CSWE core nine competencies. These applications are specific to the students' chosen areas of focus in the advanced field curriculum.

Faculty integrate practicum experience into class discussions, with various assignments that focus on the application and integration of micro, mezzo, and macro-practice (individuals, families, groups, communities, and organizations) social work. Generalist practice assignments include the development of a learning plan, case presentation, client intervention demonstration, mindful activity, field evaluation visit, seven process recordings and a Learning Portfolio presentation. Specialized practice assignments include the development of a learning plan, client intervention demonstration, leading mindful activities, field evaluation visit, seven process recordings, submission of Comprehensive Skills Evaluation and a Learning Portfolio presentation.

Generalist practice students present a client case and facilitate a discussion on the interventions utilized. The student facilitates an intervention activity to demonstrate connection from theory to practice. This assignment will assist students in enhancing their knowledge in various therapy

interventions and the integration of concepts into practice. For example, students will present a case from field practice following HIPPA guidelines to protect the client's identity. The student discusses one intervention used on a 7-year-old child with the game Jenga to facilitate client engagement.

Generalist practice year and Specialized practice year students must complete seven process recordings for each semester in field seminar. Students submit their process recordings to the Field instructor and receive clinical feedback to guide student learning. There are a variety of process recording forms that can be used to address micro, mezzo, or macro practice. The Field Faculty will monitor students' process recordings and/or discuss the utilization of the process recordings with the Field instructor in their supervision plan. Students will submit the Process Recording log to the Field Faculty monthly and at the end of the Fall and Spring Semester. Field agency/field instructor may require more than seven process recordings.

Specialized practice year students learn mindful social work practices, with each student facilitating a class exercise mindfulness activity. Students present the mindful approach and have an open discussion on the importance of self-care and the nature of burnout and secondary trauma in social work. An example of a mindfulness activity involves a student leading the class with body awareness exercises, deep breathing, and body scan, with positive affirmations. After the activity is completed, the students ask for feedback and initiate a class discussion. Specialized practice year students also facilitate an intervention activity to demonstrate connections between theory to practice. This assignment will assist students in enhancing their knowledge in various therapy interventions and the integration of concepts with practice.

The CSUF field faculty serves as a liaison between the student and the field agency. The field faculty monitors and evaluates student progress in mastering the CSWE EPAS nine core competencies. The field faculty provides the Generalist and Specialized practice students with guidance and connects the program theories and concepts into practice. The field faculty completes field site visits with the agency field instructor , preceptor, and student each semester or as needed to support student learning. The field faculty completes the field placement visit form to document the student's progress in the field. For example, a field faculty visits a school setting and discusses how the student is growing in each of the nine competencies. In addressing competency 1, Ethical and Professorial Behavior, the faculty liaison notes that the student indicates she is learning to communicate with her supervisors and engaging with teachers. The agency field instructor replies that the student is developing well as a professional, a pleasure to have in placement, collaborates well with staff, and does not work in a silo.

The Learning Portfolio is the capstone project of Field Education which is presented at the end of each semester in field seminar for Generalist and Specialized Practice students. The Learning Portfolio demonstrates how students have conceptualized each of the CSWE EPAS nine core competencies. The student address each of the nine competencies with a short narrative, followed by examples that demonstrate mastery of each competency. Students use coursework from the field as well as their academic classes. For example, using Competency 5, Engage in Policy Practice: students will demonstrate their knowledge by discussing a social welfare policy and its impact on the community and service delivery. By utilizing a Learning Portfolio, students

can track their understanding of the core nine competencies and examine the application to the practicum setting.

The concepts learned in the Generalist practice year and Specialized practice year courses prepare students to learn and practice experientially in the field. Students are introduced to the range of social work professional roles, social services infrastructure and policies, professional, ethical standards, case management principles, and social work intervention modalities.

This learning will occur in educationally focused classroom seminars facilitated by the field faculty and in-person supervised agency fieldwork setting. The classroom seminars are designed to integrate the Generalist practice and Specialized content students receive in their concurrent courses.

The integrative field seminar provides a framework for social work Generalist Practice. The seminars for the Generalist practice year are MSW 540 and MSW 541, Social Work Field Instruction I and II. The objectives in seminar classes are to:

- Provide students experience in social work practice and case management principles
- Assist the student in demonstrating in both written and oral form the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with all Generalist courses
- Assist the student in learning to create a supportive network
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting their professional self
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Address "gaps" between coursework and social work practice experiences; and
- Student's will learn to develop their role as a competent and ethical social workers following the NASW Code of Ethics

The Specialized practice year field seminar courses are MSW 542 and MSW 543, Advanced Social Work Field Instruction I and II. Seminar courses are designed to integrate other content students receive in their concurrent courses and their areas of study. The areas of study, Child Welfare, Mental Health, and Aging seminar courses integrate content from students' Policy and Practice courses. The integrative field seminar provides a framework for specialized social work practice. The classroom seminar is designed to:

- Advance students experience in social work practice and case management principles
- Assist the student to demonstrate in both written and oral form the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with the area of focus courses
- Assist the student to create a supportive network

- Assist the student in learning how to utilize a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback
- Assist the student to present their professional self
- Assist the student to learn within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Assist students to address and identify the "gaps" between course work and social work practice experiences
- Students will learn their role as a competent and ethical social work professional following the NASW Code of Ethics

Example of Courses Integration General Practice and Seminar MSW 540 and MSW 541

Generalist practice year students are enrolled in *MSW 510 Social Work Practice I*. This course provides micro-skills that assist students with client practice skills. In MSW 510, students learn how to complete a bio-psycho-social assessment, develop interventions, complete SMART treatment goals, and determine what theory would be the best approach for clients. Skills from MSW 510 are discussed in field seminar to assist students in connecting these concepts into field practice.

In *MSW 511 Social Work Practice II*, students learn family practice skills and facilitate groups. In this course, students complete a family genogram assessment, determine family goals, and select the appropriate theory and interventions for the family. Students in MSW 511 also learn to facilitate group sessions and practice interventions in a group format. In addition, students work in groups to develop an 8-week group curriculum for specific populations. Concepts from MSW 511 are discussed during seminar to assist students in applying theory into practice in the field.

In *MSW 501 Human Behavior I*, is the first of a two-course sequence which covers the life cycle beginning at birth through adolescence. The focus of this course is to understand and apply an ecological systems perspective as a conceptual framework to view and interpret behaviors at the individual, group, organization, and community levels. A psychosocial approach will be used that emphasizes the interconnectedness between human beings, their environment and field practice. Students examine the interrelationships among biological, social, psychological and cultural systems and human behavior. The dynamics of oppression, especially as it affects disabled, poor, and/or minority children and adolescents will be explored and connect to field practice.

MSW 502 Human Behavior II is the second of the two-course sequence and covers the period from young adulthood, middle age, old age, and the process of death. A central theme is the nature of transactions between the increasingly differentiated individual and the existing complex social environment. The focus of this course is to understand and apply a generalist social work perspective as a framework to view and interpret behaviors at the individual, group, organization, and community levels. Students examine the interrelationships among human biological, social, psychological, and cultural systems as these are affected by human behavior and field practice. The dynamics of oppression, especially as it affects such minority groups as persons with disabilities, people of color, and same-sex communities, will connect to field practice.

Examples Advanced Practice Courses Integration in Seminar MSW 542 and MSW 543

In *MSW 512 Child Welfare Advanced Practice* students develop a case assessment based on an assigned child welfare vignette. Students will complete a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about child maltreatment and working in the child welfare system. In the seminar course, students can make theory and content connections to the direct practice in the field setting. In MSW 512, students complete an agency evaluation comparing two county-based child welfare agencies. In seminar students can hear the macro perspective from child welfare placements and provide feedback to each other on the agency strengths and areas that may need improvement.

Students in MSW 512 complete an evaluation of the evidence-based practice process relevant to a child welfare practice case. Students choose a client at their field placement and explore their symptoms, issues, or difficulties. Students can connect the clinical content from the MSW 512 course to field practice by appraising the validity, clinical significance, and usefulness by appraisal of their clinical expertise and evaluating their effectiveness and efficiency in client practice skills.

In *MSW 522 Child Welfare Advanced Child Welfare Policy*, students complete a policy analysis on a child welfare problem, policy, or program. Students define the scope of the problem and which groups are differentially affected by the situation. In field seminar, students can connect the policy analysis utilizing both their field experience and analysis of the macro perspective of field into practice. Students in child welfare settings are exposed to many agencies and child welfare policies, which enables students to see how policy impacts client practice in the field.

In *MSW 514 Community Mental Health: Advanced Practice* students complete a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about mental health and working in the community mental health system. Students examine their perceptions and biases related to mental health and possible resolutions to these issues. Field seminar assists with applying concepts and theories from MSW 514 with reflecting and processing student thoughts regarding clients and their feelings regarding practicing in the mental health community. Students can utilize their own field experience of their observations and insight into the community-based agencies and identify the strengths, barriers, resources, and efficacy involved with the treatment model.

Students in MSW 514 research and evaluate the evidence-based practice process relevant to a mental health practice by selecting a client from their field placement and assessing the client's symptoms, issues, or difficulties. Students can connect the concepts from this assignment by exploring their own clinical expertise and practice skills using the evidence-based practice model.

Students in *MSW 523 Mental Health Policy and Social Work* analyze a mental health problem, policy, or program of interest. Students define the problem, explore the scope of the problem, and analyze which groups are affected by the situation. Additionally, the course includes historical information relevant to the topic and conclude their papers with a policy by proposing or advocating for specific mental health policy, program change, or sensitivity to the

advancement of human or client rights and social, economic, and/or environmental justice. In advanced seminar, students connect policy to practice by seeing the impact of policy within the mental health community, agencies, and clients using a macro lens. Students are able to see the impact and role of policy and determine the need for advocacy. Students learn from the integration of MSW 523 how to advocate and facilitate policy change.

Students in *MSW 516 Aging: A Multigenerational Perspective: Advanced Social Work Practice,* observe and analyze a program that is designed to serve older adults. For this assignment, students visit an organization designed to provide services to older adults and observe firsthand the agency operating procedures and how clients are incorporated into the service delivery model. Students will interview social workers in the agency to identify the strengths, barriers, resources, and efficacy involved with the everyday service delivery model. Students are to document their observations and conclusions about the program and how they can incorporate the most valuable principles and concepts used in the agency into their own social work practice. In the advanced seminar, students discuss their field placement procedures, practices, and client cases. Other students in seminar can hear other program services and analysis of service delivery. Students can connect concepts from MSW 516 to macro practices. In advanced seminar students process and discuss their observations, thoughts, and feelings in a group format of their experience and analysis of serving the older adult population.

In MSW 516, students complete a case assessment based on an assigned aging client vignette. The case presentation includes a brief profile of the client from an intersectionality perspective which includes multiple aspects of human experience, including ethnicity, culture, personal and professional identity, positionality, and orientation. Students are to identify any relevant theories or practices related to best practices for engaging clients. Complete a biopsychosocial-spiritual assessment, assess the client's symptoms, issues, and concerns related to older adults, and identify any relevant risk factors associated with the vignette. In addition, to include a treatment or service plan in SMART goal format and describe how they plan to work with the client. Discuss interventions they will use for the client and assess for needed resources. Identify relevant social work theories that will guide the practice with the client and how they plan to terminate services with the client. Lastly, students will discuss the professional use of self and how this case may present some challenges as a professional social worker. Questions students address are: How will you use your professional self to establish rapport with the client? Is any countertransference likely in this case? Explain why or why not. How will you manage any issues that arise for you that may affect your ongoing work with the client?

In the advanced seminar it assists students in discussing the aging population utilizing the tools, techniques, and assessment skills obtained in MSW 516. Students can apply the concepts of intersectionality perspective with this population and under the impact to clients. Students during seminar discuss client symptoms with each other and determine interventions learning from MSW 516. Students use the experience from the case vignette and apply concepts and theory to their direct practice clients in the field.

Students in *MSW 524: Aging, A Multi-Generational Perspective: Policy and Social Work* build on their generalist policy skills and knowledge explicitly related to social work policy and services in aging. The course examines social policies affecting older adults and their families in

relation to political, social, economic, and cultural factors. The course uses a policy-practice framework to provide a conceptual Generalist for thinking about possible alternatives to current aging and family policy choices. Tenets of ecological theory and life course development are introduced as essential parts of the framework. Special attention is given to older adults from diverse ethnic and cultural backgrounds. Issues of disability are also presented. Students are assigned to explore an aging topic of their interest. The paper should contain a description of the problem, policy, or program of interest, how the aging problem is defined, the scope of the problem, and which groups are differentially affected by the situation. Students are to utilize an allocation-provision-delivery-finance framework when describing a program. Additionally, to include some historical information relevant to the topic and conclude their papers with an alternative policy section proposing or advocating for a specific aging policy or program changes, with sensitivity to the advancement of human or client rights and social, economic, and/or environmental justice. Students can utilize the concepts of MSW 524 apply with a macro perspective with the aging population in the field. Students are able to understand the impact policy has on the aging population and see the need for advocacy and policy transformation.

Field Agency Methods of Practice Integration of Concepts

The fieldwork experience is designed to connect classroom theory and provide new and challenging experiences that maximize the students learning opportunities. The field education experience engages students in supervised direct service activities in generalist social work practice at the Generalist practice level and applying theory and skills at the specialized level in one of the three areas of Specialized practice: Child Welfare, Community Mental Health, or Aging.

Students begin the field program by attending a four-day mandatory field orientation, Field Readiness training. The four-day training is designed to give students entry-level training to assist with beginning fieldwork. Field Readiness training has the following components for students:

- Field education requirements and expectations
- Field and Agency Safety practice
- Social Work technology and tele-mental health/therapy
- EPAS competencies, NASW Code of Ethics, and confidentiality
- Mandated reporting responsibilities and dilemmas for children, adults, and older adults
- Suicide Risk Assessment and Intervention

Field Supervision Integration

Various agencies within the region are utilized for fieldwork placements, reflecting the diverse settings in which social workers are employed. The vetted agencies and field instructors play a significant role in the personal and professional development of the student. They provide a range of learning opportunities, including direct practice, orientations to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

Students begin field practicum in the Generalist practice and Specialized practice year field placement by developing a Learning Plan Agreement with their agency field instructor . Learning Plan addresses the field instructor 's teaching plan for the student. How the structure of weekly field instruction, their teaching plan, direct practice assignments, and supervision expectations. Students also complete goals for each of nine core competencies.

Agency field instructors are primarily responsible for providing learning opportunities and guidance for students at their agency sites. The field instructor assists the student in developing learning assignments, weekly supervision, and evaluating mastery of field learning goals and core competencies. The field instructor participates in the student's educational program by reviewing curriculum materials, plans student learning experiences that are consistent with the objectives of the social work program. The CSUF Field Faculty, field instructor , and student meet for site visits to discuss student progress in the core competencies and areas for growth and development. An example of a student Learning Plan is at Alzheimer's Los Angeles. The student states the agency's mission is "Improving the lives of local families affected by Alzheimer's & dementia." Learning Plan states the field assignments as working with adults, individuals, advocacy, crisis intervention, groups, and case management. The Learning Plan includes the field instructor teaching plan to provide supervision, case consultation, and assist with professional growth and development.

Evaluation of the Student Integration

The student evaluation of field integration of theory and concepts is evaluated using the Comprehensive Skills Evaluation, Field Visit Evaluation, and the Student Portfolio presentation of the nine core competencies.

MSW 540 and MSW 541 Generalist practice year seminars have a generalist social work focus where students demonstrate their knowledge in each of the nine competency areas in their field practice and field seminar class. Students internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the practice experience to implement these concepts and apply the CSWE nine competencies. Examples of the Comprehensive Skills Evaluation are:

- *Competency 1: Ethical and Professional Behavior*: the student demonstrates ethical and professional behavior, demonstrates professional social work roles and boundaries, demonstrates professional demeanor in behavior, appearance, and in oral, written, and electronic communication, demonstrates professional time management skills and accountability: punctuality, attendance, paperwork, and assignments, and uses supervision and consultation to guide professional judgment and behavior.
- *Competency 2*: *Diversity and Difference* the student engages diversity and difference in practice by applying self-awareness and self–regulation to eliminate the influence of personal biases and values in working with diverse client systems and communication. The understanding the diversity and difference in shaping the life experiences with diverse client systems. Presents themselves as learners, engages client systems, organizations, and communities as experts of their own experience, and demonstrates a

capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.

- *Competency 3*: *Social Justice and Human Rights*, the student advances human rights, social, economic, and environmental justice by applying their understanding of social justice to advocate for human rights. Engages in practices that advance social and economic justice. Develops case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.

MSW 542 and MSW 543 are the field seminars that comprise the Specialized practice year when students take policy and practice classes within their chosen areas of focus, Child Welfare, Community Mental Health or Aging. In addition, the assigned fieldwork agency allows the student to advance and refine their practice skill set with a specialized population with their area of focus.

In the Specialized practice year, students continue to develop their nine competencies: ethical and professional behavior, diversity, social justice, human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. Students demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the field practice to implement these concepts and apply the nine competencies. Examples of the evaluation by competency:

- *Competency 4: Engage in Practice-informed Research and Research-informed Practice*: the student engages in practice-informed research and research-informed practice to seek, critiques, and apply research findings for effective prevention, treatment, and recovery practices. Integrates research findings and professional judgment to improve practice, policy, and social service delivery. Evaluate their practice for effectiveness and improvement. Demonstrates knowledge of valid and reliable assessment tools, interventions, and program outcomes for different groups, practice levels, and contexts.
- *Competency 5: Engage in Policy Practice.*: the student engages in policy informed practice. Analyzes and advocates for policies that promote social wellbeing for individuals, families', groups, and communities. Collaborates with colleagues and clients for effective policy action. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent way.
- *Competency 6: Engage with individuals, families, groups, organizations, and communities*, the intern, engages with individuals, groups, organizations, and communities. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities. Develop a collaborative and mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations. Skillfully and respectfully establish working relationships with clients and community partners according to social work values and utilize those relationships in forging goals and

positive outcomes. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations in a manner that reflects core social work values.

M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

As articulated in the Student Field Education procedures 1.0, students complete a field application in the Generalist practice year upon admission to the MSW program. The field education application is in the Agency Student Partnership Network (ASPN). The ASPN is the field education database for the field placement process. Students are also registered in a Canvas Community (the university's online course management system), *MSW Generalist Field Practicum*. The Canvas community provides students with step-by-step instructions that will guide them through the information for our field program.

Students in the Generalist practice year enroll in seminar courses, MSW 540 in the Fall Semester, and MSW 541 in the Spring semester. During the Generalist practice year, students focus on the CSWE nine core competencies and develop a professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking, and judgment.

Generalist Practice Year Learning Plan

As articulated in the Student Field Education Manual, students begin field practicum in the Generalist practice year by developing a Learning Plan (example included in the Student Field Education Manual) with their agency field instructor . The Learning Plan is completed with the field instructor and student. The Learning Plan determines the activities and goals that will assist the student in developing mastery in the nine core competencies. In addition, the field instructor helps the student with their learning process by providing experience in micro, mezzo, and macro (individuals, families, groups, communities, and organizations) practice areas. The field faculty will review the Learning Pan and assist the student in achieving desired goals. As indicated in the Student Field Manual, it is the student's responsibility to establish the learning goals by assessing what learning opportunities the agency offers to assist the student in mastering each competency.

The student's Learning Plan addresses the field instructor teaching plan for the student, the structure of weekly field instruction, their teaching plan, direct practice assignments, and expectations of supervision. Students also complete goals for each of the nine core competencies within the Learning Plan. Examples of Generalist student goals are:

- *Competency 1: Demonstrate Ethical and Professional Behavior*: Students will come to supervision prepared with client questions, complete process recording, and be prepared to discuss client cases.
- *Competency 5: Engage in Policy Practice:* Students will learn how agency policies guide client intervention, assessment, and evaluation practices.

- *Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*: Students will learn to apply the appropriate theoretical model based on the client assessment.

The Field instructor assists with the student learning process. Examples of experiences Generalist practice year students are exposed to their first year in practice include:

Micro-Practice (Individuals):

- Assignment to three to four individual client cases
- Completion of comprehensive psychosocial assessment for each client
- Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency

Mezzo-Practice (Families and Groups):

- Assignment to at least one family case
- Participation in one group experience includes one of the following: educationally focused groups (e.g., parenting class); therapeutically focused groups; socialization groups; discussion groups.

Macro-Practice (Organizations and Communities):

- Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
- Plan and implement staff training on a topic to be determined by the student in consultation with the Field instructor that will provide new information to enhance service delivery within the agency and community.

Family Collaborative Services in the Ontario-Montclair School District (OMSD) is an excellent example of a Generalist practice year student experience with micro, mezzo, and macro practice. OMSD provides students with the opportunity to gain practice experience with individuals, families, groups, organizations, and the community. Students at OMSD provide services to clients with the district and the family and adults within the community. Students are required to complete a bio-psycho-social assessment, complete a treatment plan, and see clients weekly, providing interventions. Students co-facilitate group therapy for adults and children and may have a macro project to design a specific therapy or parenting group. Agency provides students with the opportunity for macro and policy exposure to assist with program growth and apply for additional research and funding grants. Students engage within the community with advocacy, attend meetings, and do home visits for family sessions.

Examples of Generalist experience at OMSD by the nine core competencies include:

*Competency 1: Demonstrate Ethical and Professional Behavior***.** Students learn a professional role in completing paperwork (assessments, progress notes, and process recordings) in a timely manner and address interventions, clients' cases, and countertransference during supervision.

Competency 2: Engage Diversity and Difference in Practice. Students interning at OMSD see the cultural differences with this community population of Latinos, Black, and Asian clients. Students are able to apply appropriate engagement skills to meet the needs of the community.

Competency 3: Advance human rights and social, economic, and environmental justice. Students are able to see the intersectionality of the population in Ontario and make the connections of oppression, discrimination and to promote clients with the community

Competency 4: Engage in Practice-informed Research and Research-informed Practice. Students utilize evidence-based practices with clients such as Motivational Interviewing, Cognitive-behavioral interventions, and SMART goals with clients.

Competency 5: Engage in Policy Practice. At OMSD, students attend a four-day orientation upon entry into the internship to understand the role of policy and procedures with agencies, clients, and the community.

Competency 6: Engage with individuals, families, groups, organizations, and communities. Students utilize their micro-skills to engage clients, family, and groups to form a collaborative relationship to assist with reaching treatment goals

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Gather data to complete bio-psycho-social assessment and mental status exams with children, adults, and older adults. Completes treatment plans with clients based on data obtained from the assessment

Competency 8: Intervene with individuals, families, groups, organizations, and communities. Students facilitate interventions for various age groups, families, and group therapy. Students apply interventions obtained from research, supervision, seminar, and practice courses.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Student evaluative and monitor the client's progress in treatment. Students use supervision and review treatment goals with clients to determine client progress and outcomes.

Conducting Comprehensive Skills Evaluation

The Student Field Education Manual addresses the student evaluation of field integration of theory and concepts is evaluated using the Comprehensive Skills Evaluation, Field Visit Evaluation, and the Student Portfolio presentation of the nine core competencies.

MSW 540 and MSW 541 Generalist practice year seminars are considered generalist social work focus; the student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the practice experience to implement these concepts and apply the CSWE nine competencies. Example of the Comprehensive Skills Evaluation:

Table 2.5: Comprehensive Skill Evaluation Generalist Year

COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR: **INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**		
1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	Choose an item.	Choose an item.
5. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursing ongoing professional development.	Choose an item.	Choose an item.
6. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	Choose an item.	Choose an item.
7. Uses technology ethically and appropriately to facilitate practice outcomes.	Choose an item.	Choose an item.
COMPETENCY # 2 – DIVERSITY AND DIFFERENCE **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**		
1. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems.	Choose an item.	Choose an item.
2. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.	Choose an item.	Choose an item.
3. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse	Choose an item.	Choose an item.

viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.		
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.
COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**		
1. Applies their understanding of social justice to advocate for human rights.	Choose an item.	Choose an item.
2. Engages in practices that advance social and economic justice.	Choose an item.	Choose an item.
3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.	Choose an item.	Choose an item.
COMPETENCY #4 RESEARCH AND PRACTICE **INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH – INFORMED PRACTICE**		
1. Uses practice experience to inform scientific inquiry and research.	Choose an item.	Choose an item.
2. Uses and translates research findings to inform and improve practice, policy and service delivery.	Choose an item.	Choose an item.
3. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Choose an item.	Choose an item.
4. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	Choose an item.	Choose an item.
COMPETENCY # 5 – POLICY PRACTICE		

INTERN ENGAGES IN POLICY INFORMED PRACTICE		
1. Assesses how social welfare policy affects the delivery of and access to social services.	Choose an item.	Choose an item.
2. Critically analyzes and promotes policies that advance human rights and social and economic justice.	Choose an item.	Choose an item.
3. Collaborates within and across disciplines for effective policy action.	Choose an item.	Choose an item.
4. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	Choose an item.	Choose an item.
COMPETENCY #6 – ENGAGEMENT **INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.
2. Uses knowledge of practice context to shape engagement with client systems.	Choose an item.	Choose an item.
3. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems.	Choose an item.	Choose an item.
4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	Choose an item.	Choose an item.
COMPETENCY #7 – ASSESSMENT **INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.	Choose an item.	Choose an item.
2. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.

3. Develops mutually agreed-on intervention goals and objectives.	Choose an item.	Choose an item.
4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.	Choose an item.	Choose an item.
5. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	Choose an item.	Choose an item.
COMPETENCY #8 – INTERVENTION: **INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities.	Choose an item.	Choose an item.
2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Choose an item.	Choose an item.
3. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities.	Choose an item.	Choose an item.
4. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.	Choose an item.	Choose an item.
COMPETENCY # 9 – EVALUATION **INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Selects and uses appropriate methods for evaluation of outcomes.	Choose an item.	Choose an item.
2. Critically analyzes, monitors, and evaluates intervention processes and outcomes.	Choose an item.	Choose an item.
3. Applies evaluation findings to improve practice effectiveness.	Choose an item.	Choose an item.
4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	Choose an item.	Choose an item.

GENERALIST PRACTICE YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

In the Generalist practice year, the field instructor evaluates the student's performance and skill level in each of the nine competencies using the following rating scale. Generalist year students are expected to achieve in the Fall Semester Students Level 1 or Level 2 and Spring Semester Students should demonstrate skills at Level 2 or 3. For students who need to meet the expectations in any of the competencies, the field faculty meets with the student and field instructor to develop a new Learning Plan with goals to assist the student in meeting the following expectations:

- 0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
- 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
- 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven
- 3 = Intern understands the concept and has consistently met the expectations in this area
- 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

As discussed in the Student Field Education Manual, in the Specialized practice year, students complete a field application to begin the field process. The field education application is in the the ASPN. Specialized practice year students attend an orientation to explain the second-year placement process and prepare students with their resumes, interviewing, and professionalism. Students are registered in Canvas Community, *MSW Specialized practice Field Practicum*. The Canvas community provides students with the PowerPoints from the orientation, step-by-step instructions, timelines, and resources that will guide the student through the advanced placement process.

Students in their Specialized practice year enroll in seminar courses, MSW 542 in the Fall Semester, and MSW 543 in the Spring semester. During the Specialized practice year, students advance their skills within the nine core competencies. Students advance their professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking, and judgment in their area of specialized practice, Child Welfare, Community Mental Health, and Aging.

Specialized Practice Year Learning Plan

As discussed in the Student Field Education Manual, students begin their field practicum in the Specialized field placement by developing a Learning Plan with their agency field instructor . The Learning Plan determines the specialized learning activities and goals that will assist the

student in developing mastery of the nine core competencies. The field faculty will review this plan and help the student achieve the identified goals. As indicated in the Student Field Education Manual, it is the student's responsibility to establish the advanced learning goals by assessing what learning opportunities the agency offers that will assist the student in mastering each competency.

Learning Plan addresses the field instructor 's teaching plan for the student. How the structure of weekly field instruction, their teaching plan, direct practice assignments, and supervision expectations. Students also complete goals for each of nine core competencies within the Learning Plan that address their areas of focus. Here are some examples of Specialized practice goals by area of focus:

Child Welfare

- *Competency 2: Engage Diversity and Difference in Practice.* Being open to engaging with children and families in Orange County by researching the client's ethnic background to understand the family cultural and ethnic practices better.
- *Competency 4: Engage in Practice-informed Research and Research-informed Practice.* During supervision, discuss how new Child Welfare policies impact clients in the social welfare system and how it will change our practice with clients.
- *Competency 8: Intervene with individuals, families, groups, organizations, and communities.* Develop intervention strategies during emergency responses when interviewing a child or parent on suspected child abuse report.

Community Mental Health

- *Competency 1: Demonstrate Ethical and Professional Behavior***.** Use supervision to consult on client diagnosis, risk assessment factors, and appropriate client interventions. Able to identify countertransference and confidently address concerns in supervision.
- *Competency 3: Advance human rights and social, economic, and environmental justice.* Understand and recognize underserved populations in school and mental health settings and assist with advocacy to improve access to mental health services.
- *Competency 6: Engage with individuals, families, groups, organizations, and communities.* Learn to engage clients in a short duration while assessing a client during a crisis or for a risk assessment.

Aging

- *Competency 5: Engage in Policy Practice: Discuss how a policy change will impact clients' services in supervision*. Students will learn how agency policies guide client intervention, assessment, and evaluation practices. Collaborates with colleagues and clients for effective policy action. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent way.
- *Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*: Conduct weekly Mental Status Exams with aging clients to evaluate any changes. To work with a multidisciplinary team to meet the client’s needs and develop an action plan.

- *Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.* Address in supervision a client evaluation to determine if the client needs a higher level of care due to risk factors of mental illness, health or mobility concerns.

The following are examples of experiences Specialized practice year students are exposed to in their second year in practice:

Micro-Practice (Individuals):

- Assignment to six to ten individual client cases
- Completion of comprehensive psychosocial assessment for each client
- Completes risk assessment
- Works collaboratively with members of an inter/multidisciplinary team in the agency

Mezzo-Practice (Families and Groups):

- Assignment to at several family cases
- Develops and facilitates a group experience includes one of the following: educationally focused groups (e.g., parenting class); therapeutically focused groups; socialization groups; discussion groups.
- Provides resources to group or family during the session

Macro-Practice (Organizations and Communities):

- Develops and facilitates a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
- Develop, plan and implement staff training on a topic to be determined by the student in consultation with the Field instructor that will provide new information to enhance service delivery within the agency and community.

Examples Specialized Practice within System Levels

Child Welfare: Interns at Children's Law Center of California (CLC) located in Monterey Park, work with children in foster care that have already experienced trauma and are at increased risk of contact with the juvenile justice system. Clients at CLC often result in compromised long-term outcomes, increased risk of victimization, and higher risk of re-traumatization. Interns provide intensive case management services and apply a holistic, hands-on advocacy approach for youth at-risk or involved with child welfare and juvenile justice systems.

Interns in the CARE Unit work with foster youth on probation with attorneys and provide services, supports, and interventions to help clients successfully navigate through the juvenile justice system and complete terms of probation while strengthening the client's protective factors, resiliency, and community supports. This collaborative and multidisciplinary effort is rooted in improving the health and wellbeing of youth through legal and social work practice.

Micro: Interns at CLC provide intensive case management and apply a holistic, hands-on advocacy approach for youth-at-risk or involved with child welfare and juvenile justice

systems. Interns meet and assess clients in the CARE Unit to determine if all necessary services are in place. Interns conduct a biopsychosocial assessment with recommendations for additional or different services for the client. Interns support the client to comply with their conditions of probation. Interns use clinical training and tools to build rapport, engage, and continuously assess the clients' needs, help strengthen protective factors, and build their resilience. Interns visit clients weekly to support client stability. Interns provide ongoing psychoeducation to inform and support the client during their delinquency case by utilizing a strengths-based, trauma-informed, and resilient-focused approach to the client in developing coping skills and increasing self-sufficiency.

Mezzo: Interns support the client with placement stability and attend multidisciplinary meetings, including wraparound meetings, school meetings, IEP meetings, and any other meetings to help the client be successful in placement and school. Interns attend delinquency hearings to support the client and assist with attaining health care services and ensure they access reproductive health services. Intern helps connect the client to extracurricular activities to help with prosocial activities and build community. Interns establish a working relationship with multidisciplinary stakeholders involved in the clients' case, including but not limited to supervising social worker, social worker, supervising probation officer, probation officer, mental health clinician, dependency attorney, delinquency attorney, residential treatment facility staff, caregivers, among others.

Macro: Interns work closely with the clients' delinquency and dependency attorneys to ensure that clients' rights are enforced, their basic needs are met, and they successfully complete their terms of probation. Interns will keep the clients' defense attorney appraised of all relevant information regarding the youth's progress or issues that might arise. Interns collaborate with CLC4 specialty units, including mental health, transition-aged youth, education, and commercially sexual exploitation, and draw on their expertise to help support the youth

Community Mental Health: Interns at Illumination Foundation in Stanton provide services to homeless children, adults, and older adults to break the cycle of homelessness. Interns offer services to more than 1,200 homeless and unstably housed children and their families. Interns assist with guiding vulnerable young minds to help these children rebuild their confidence in the academic realm, achieve significant improvements in the classroom. In the Recuperative Care program at Illumination Foundation, interns work with a team that cares for homeless patients who do not have a place to recuperate after ER or hospital discharge. This program ensures that patients will have a place to stay to recover and prevent properly returning to the emergency room. As a result, the Illumination Foundation Recuperative Care program greatly reduces the cost to hospitals by taking homeless clients from hospital beds and into our care. This effective model of care shows outcomes with 50% fewer readmissions within 90 days of being discharged to Recuperative Care than patients who are discharged to their care.

Micro Interns work with children and adults to help rebuild their confidence and achieve significant improvements in their environmental living. The intern will provide clinical

support and counseling in the Children's program and Recuperative Care. Students provide individual, family counseling and complete clinical assessments and treatment plans. Interns work collaboratively with case managers to assist with community resources for clients and families.

Mezzo Intern works with an interdisciplinary team to provide services for the most vulnerable homeless adults and children to break the cycle of homelessness. Interns provide clinical support and counseling in the Children's program and Recuperative Care. Students provide family and group therapy with groups in addiction, parenting, and health psychoeducation. Students attend individual and group supervision on a weekly basis.

Macro Interns support developing macro projects, grant writing, and facilitating agency policy change. Macro projects assist Illumination Foundation Recuperative Care program to reduce the cost to hospitals by taking homeless clients from hospital beds and into our care. This effective model of care shows outcomes with 50% fewer readmissions within 90 days of being discharged to Recuperative Care than patients who are discharged to their own care.

Aging: St. Jude Medical Senior Center offers various services to seniors that address older adults' unique needs and their families in Southern California. Interns help seniors stay healthy, independent, and active by providing comprehensive services for the older adult population. Interns assist clients with post-treatment, in-home safety, depression avoidance and treatment resources, and grief counseling. St. Jude Senior Services Interns provide case management, in-home direct services, and community resources.

Micro Interns provide direct in-home therapy with older adults who are typically referred from their physician's offices. Interns complete an assessment, depression PHQ-9 Depression/Anxiety Survey, weekly therapy interventions, and case management resources. In addition, interns assess clients for fall risk, cognitive functioning, and substance use. Interns complete weekly phone check-in calls and have engaging conversations while building a relationship with clients. The goals are to increase socialization, reduce isolation and the heartbreak of loneliness.

Mezzo Interns facilitate a weekly depression and anxiety group. The group Healing Hearts after Loss bereavement group, facilitated by interns and assists clients to learn strategies to prevent depression and anxiety. Interns assist clients in developing tools to strengthen resilience and reduce isolation. Interns facilitate a grief recovery support group for clients who are working through the pain of loss and assisting clients in making sense of life and death and dealing with the tasks of mourning.

Macro Interns develop a macro project working collaboratively with other social workers and administration in other departments. One of the macro projects during the pandemic was Cheer-A-Senior program. Interns and volunteers assisted with checking on hundreds of seniors to fight isolation and loneliness during the pandemic. Interns also assisted in building long-lasting connections thru community engagement. Interns also work with a

multidisciplinary team for case reviews. Interns assisted with developing agency public policies and creating an educational role within the community.

Examples of Specialized Practice Development of Social Work Competencies

Child Welfare Children's Law Center of California Interns at Children's Law Center of California (CLC), located in Monterey Park, work with children in foster care. Interns assist children that have experienced trauma and are at increased risk of contact with the juvenile justice system, which often results in compromised long-term outcomes, increased risk of victimization, and higher risk of re-traumatization. Here are examples of advanced practice with the nine competencies:

*Competency 1: Demonstrate Ethical and Professional Behavior***.** Students demonstrated their professional role working with a multidisciplinary team to support the client in the school, residential treatment staff, community, and legal system.

Competency 2: Engage Diversity and Difference in Practice. Students interning at CLC engage the clients with respect and recognize each client's culture, diversity, and difference. In the Los Angeles area, students work with clients from a diverse population, primarily the Latino population. Students provide services in Spanish to assist the client with obtaining services in their preferred language.

Competency 3: Advance human rights and social, economic, and environmental justice. Interns work with the client in the justice and child welfare systems and are able to demonstrate the intersectionality of this population of oppression and discrimination. Interns promote clients with the community with support advocacy and engagement.

Competency 4: Engage in Practice-informed Research and Research-informed Practice. Students utilize evidence-based practices to assist clients in developing resiliency within the community. The student will utilize theory into practice and use the person-centered approach to assist clients in reaching their potential with a resiliency focus.

Competency 5: Engage in Policy Practice. Interns work closely with a multidisciplinary team to collaborate with delinquency and dependency attorneys to ensure that clients' rights are enforced, their basic needs are met, and they complete their terms of probation.

Competency 6: Engage with individuals, families, groups, organizations, and communities. Interns in the CARE Unit engage with foster youth to provide services, supports, and interventions to help clients successfully navigate through the juvenile justice system and complete terms of probation while strengthening the client's protective factors, resiliency, and community supports.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Interns meet and assess clients to determine if all necessary services are in place. Interns conduct a biopsychosocial assessment with recommendations for additional or different services for the client

Competency 8: Intervene with individuals, families, groups, organizations, and communities. Interns use clinical training and tools to build rapport, engage, and continuously assess the clients' needs, help strengthen protective factors, and build their resilience. Interns visit clients weekly to support client stability. Interns provide ongoing psychoeducation to inform and support the client during their delinquency case by utilizing a strengths-based, trauma-informed, and resilient-focused approach to the client in developing coping skills and increasing self-sufficiency.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Interns work closely with the clients' delinquency and dependency attorneys to ensure that clients' rights are enforced, their basic needs are met, and they complete their terms of probation. Interns will keep the clients' defense attorney appraised of all relevant information regarding the youth's progress or issues that might arise.

Community Mental Health Interns at Illumination Foundation in the city of Stanton provide services to homeless children, adults, and older adults to break the cycle of homelessness. Interns provide services to more than 1,200 homeless and unstably housed children and their families. Here are examples of advanced practice with the nine competencies:

*Competency 1: Demonstrate Ethical and Professional Behavior***.** Students demonstrate professionalism by working with a multidisciplinary team to provide effective services to the community. Students are able to evaluate their personal biases during supervision as well as identify countertransference.

Competency 2: Engage Diversity and Difference in Practice. Interns provide services to more than 1,200 homeless and unstably housed children and their families in the Orange County area. Students demonstrate respect to clients of different ethnicities and cultures who are experiencing marginalization, oppression, and homelessness.

Competency 3: Advance human rights and social, economic, and environmental justice. Students are able to see the intersectionality of the homeless population in Orange County. Students recognize that each client has access to living, food, and health care.

Competency 4: Engage in Practice-informed Research and Research-informed Practice. Students utilize evidence-based practices to assist the client with substance use and dependency. Students will utilize theory into practice and use the Motivational Interviewing approach to help clients with sobriety.

Competency 5: Engage in Policy Practice. Interns support developing macro projects, grant writing, and facilitating agency policy change. Macro projects assist Illumination Foundation Recuperative Care program in reducing the cost to hospitals and providing the client a safe environment for healing.

Competency 6: Engage with individuals, families, groups, organizations, and communities. Interns engage with children and adults to help rebuild their confidence and achieve significant

improvements in their environmental living. Interns develop an equal partnership with clients to provide clinical support and counseling.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Interns provide individual, family counseling and complete clinical assessments and treatment plans. Interns work collaboratively with case managers to assist with community resources for clients and families. Students provide family and group counseling with groups in addiction, parenting, and health psychoeducation.

Competency 8: Intervene with individuals, families, groups, organizations, and communities. Interns work with a team that cares for homeless patients who do not have a place to recuperate after ER or hospital discharge. Interns seek safe environments to ensure patients will have a place to stay to recover properly.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Interns in the Recuperative Care program students examine reducing costs to hospitals by taking homeless clients from hospital beds and into our care. This effective model of care shows outcomes with 50% fewer readmissions within 90 days of being discharged to Recuperative Care than patients who are discharged to their care.

Aging: St. Jude Medical Senior Center offers various services to seniors that address older adults' unique needs and their families in Southern California. Interns help seniors stay healthy, independent, and active by providing comprehensive services for the older adult population. Here are examples of advanced practice with the nine competencies:

*Competency 1: Demonstrate Ethical and Professional Behavior***.** Students demonstrate professionalism by working with a multidisciplinary team to provide effective services to seniors that address older adults' unique needs and their families in Southern California. Community.

Competency 2: Engage Diversity and Difference in Practice. Interns provide services to the aging community in the Orange County area. Students demonstrate respect to older adult clients of different ethnicities and cultures who are experiencing a disability, poverty, marginalization, oppression, and isolation.

Competency 3: Advance human rights and social, economic, and environmental justice. Interns advocate for the senior community access to services during the Covid-19 pandemic. Intern provided telecare to this population to have equal access to services.

Competency 4: Engage in Practice-informed Research and Research-informed Practice. Interns utilized the PHQ-9 Depression/Anxiety Survey to determine effective treatment modalities for clients. Based on the survey, clients were provided therapy interventions, group and case management resources.

Competency 5: Engage in Policy Practice. Interns collaborated with a multidisciplinary team to develop agency public policies and create an educational role to assist the older adult community.

Competency 6: Engage with individuals, families, groups, organizations, and communities. Interns engaged clients with direct in-home therapy and a weekly depression and anxiety group. The Healing Hearts after Loss bereavement group engaged clients to learn strategies to prevent depression and anxiety.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Interns complete an assessment, depression PHQ-9 Depression/Anxiety Survey, weekly therapy interventions, and case management resources. In addition, interns assess clients for fall- risk, cognitive functioning, and substance use.

Competency 8: Intervene with individuals, families, groups, organizations, and communities. Students facilitate interventions to increase socialization, reduce isolation and the heartbreak of loneliness. Interns provided psychoeducation and assisted clients in developing tools to strengthen resilience and reduce isolation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Interns evaluated the client, building long-lasting connections with the community. Multidisciplinary teams evaluate cases to determine the impact of treatment, client safety and decreased client anxiety and depression with PHQ-9 Depression/Anxiety Survey post-test.

Conducting Comprehensive Skills Evaluation for Specialized practice

The student evaluation of field integration of theory and concepts is evaluated using the Comprehensive Skills Evaluation, Field Visit Evaluation, and the Student Portfolio presentation of the nine core competencies. Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar tied directly to the Comprehensive Skills Evaluation (CSE). These competencies are articulated in the CSWE (Council on Social Work Education) EPAs (Education Policy and Accreditation Standards) and make up the Comprehensive Skills Evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and advanced generalist social work theory integration as applied to direct practice. Here is an example of the Specialized practice Comprehensive Skills Evaluation:

Table 2.6: Comprehensive Skill Evaluation Specialized Practice Year

COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR: **INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**		
1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. 4. Uses supervision and consultation effectively to advance his/her existing social work skills.	Choose an item.	Choose an item.
5. Actively seeks-out and acts upon opportunities in social work practice.	Choose an item.	Choose an item.
6. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.	Choose an item.	Choose an item.
7. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.	Choose an item.	Choose an item.
8. Recognizes and tolerates ambiguity in resolving ethical conflicts.	Choose an item.	Choose an item.
9. Applies strategies of ethical reasoning to arrive at principled decisions.	Choose an item.	Choose an item.
10. Discusses complex ethical issues in both written and oral communication.	Choose an item.	Choose an item.
COMPETENCY # 2 – DIVERSITY AND DIFFERENCE **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**		
4. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	Choose an item.	Choose an item.

5. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.	Choose an item.	Choose an item.
6. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.	Choose an item.	Choose an item.
7. Views self as a student of cultural differences and those s/he works with as cultural experts.	Choose an item.	Choose an item.
8. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.	Choose an item.	Choose an item.
COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**		
5. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.	Choose an item.	Choose an item.
6. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.	Choose an item.	Choose an item.
7. Takes action to promote social and economic justice.	Choose an item.	Choose an item.
8. Advocate at multiple levels for equal access to services for underserved populations.	Choose an item.	Choose an item.
COMPETENCY #4 RESEARCH AND PRACTICE **INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH – INFORMED PRACTICE**		
5. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.	Choose an item.	Choose an item.
6. Integrates research findings and professional judgment to improve practice, policy and social service delivery.	Choose an item.	Choose an item.

7. Evaluates their own practice for effectiveness and improvement.	Choose an item.	Choose an item.
8. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.	Choose an item.	Choose an item.
COMPETENCY # 5 – POLICY PRACTICE **INTERN ENGAGES IN POLICY INFORMED PRACTICE**		
5. Analyzes and advocates for policies that promote social wellbeing for individuals, families' groups and communities.	Choose an item.	Choose an item.
6. Collaborates with colleagues and clients for effective policy action.	Choose an item.	Choose an item.
7. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.	Choose an item.	Choose an item.
8. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.	Choose an item.	Choose an item.
COMPETENCY #6 – ENGAGEMENT **INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities	Choose an item.	Choose an item.
2. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.	Choose an item.	Choose an item.
3. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values and utilize those relationships in forging goals and positive outcomes.	Choose an item.	Choose an item.
4. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client	Choose an item.	Choose an item.

and partner situations, in a manner that reflects core social work values.		
COMPETENCY #7 – ASSESSMENT **INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Seeks information on the strengths of individuals, families and communities	Choose an item.	Choose an item.
2. Applies multidisciplinary, multidimensional and multicultural assessment methods.	Choose an item.	Choose an item.
3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.	Choose an item.	Choose an item.
4. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of Generalist and child welfare social work practice.	Choose an item.	Choose an item.
5. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.	Choose an item.	Choose an item.
COMPETENCY #8 – INTERVENTION: **INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs)	Choose an item.	Choose an item.
2. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs	Choose an item.	Choose an item.
3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.	Choose an item.	Choose an item.

4. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)	Choose an item.	Choose an item.
5. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g., relapse prevention)	Choose an item.	Choose an item.
6. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate and skillfully handling transitions and terminations.	Choose an item.	Choose an item.
7. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.	Choose an item.	Choose an item.
COMPETENCY # 9 – EVALUATION **INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
1. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.	Choose an item.	Choose an item.
2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.	Choose an item.	Choose an item.
3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice.	Choose an item.	Choose an item.

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

In the Specialized practice year, the field instructor evaluates the student's performance and skill level in each of the nine competencies using the following rating scale. Specialized practice year students are expected to achieve in the Fall Semester Students Level 2 or Level 3 and Spring Semester Students should demonstrate skills at Level 3 or 4. For students who need to meet the expectations in any of the competencies, the field faculty meets with the student and field instructor to develop a new Learning Plan with goals to assist the student in meeting the expectations.

- Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future
- Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
- Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, student's performance is uneven
- Level 3 = Intern understands the concept and has consistently met the expectations in this area
- Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

Generalist practice year and Specialized practice year students are placed in an approved field setting in the counties of Orange, Los Angeles, San Bernardino, and Riverside that meet the learning criteria for in-person experience within the system levels of micro, mezzo, and macro practice (individuals, families, groups, communities, and organizations) and the nine core competencies.

The field director recruits community agencies on an ongoing basis. Agencies interested in partnering with CSUF are vetted by program field director. Once the agency is determined appropriate to meet students practice experience criteria, the agency is approved to accept students. The agency is then evaluated to determine if the learning opportunities are for either generalist or advanced generalist practice experience, or both. Each Agency establishes a Memorandum of Understanding (MOU) with CSUF. Agencies are selected based on the professional social work experience and ability to assist in the student learning of the CSWE nine competencies with in-person or teletherapy contact. Agency responsibilities to assist student learning are:

- Meet criteria for in-person experience within the system levels of micro, mezzo, and macro practice (individuals, families, groups, communities, and organizations)
- Provide learning opportunity in each of the nine core competencies
- Facilitation students' achievement of their Learning Plan
- Commitment to one academic year of fieldwork
- Provide appropriate office space
- Designate qualified field instructor with a minimum of two-year post MSW experience
- Adhere CSUF to policies and practices of the MOU agreement
- Inform MSW program of any agency or field instructor changes that would impact the student

Student Demonstration of In-Person Field Practice Experience

Each student is required to complete a minimum of 250 field hours for the fall semester, and the 275 field hours for Spring semester and have a minimum of 525 hours each academic year. Students document their in-person field experience by completing a weekly field hour log to track field experience. Students are required to have their agency field instructor sign their field

hours log weekly, which are then submitted to the CSUF field faculty on a monthly basis. Simulation labs or avatars may be used as learning tools but do not constitute direct client practice hours.

Students are required to complete seven process recordings per semester of client of micro, mezzo, and macro practice. Students are to complete a process recording weekly in field and submit it to their Field instructor for reflection and feedback. Students will keep a process recording log and submit it to their Field Faculty monthly and at the end of the semester. Students keep a weekly field hour log to track in-person field experience. Students are required to have their Field instructor sign the field hours log weekly and submit the log to the Field Faculty monthly. No client avatar or simulations can be utilized to complete a process recording.

During the first month of field placement, students are required to complete a Learning Plan Agreement. Learning agreements are approved by the Field instructor and submitted to the Field Faculty. Students are responsible for identifying agency opportunities for learning and documenting those as goals in the Learning Agreement. The Learning Plan identifies the in-person micro, mezzo and macro goals the student will achieve during the academic year.

Students submit and present a Learning Portfolio at the end of each semester in field seminar. The Learning Portfolio demonstrates how students have conceptualized each of the EPAS nine core competencies in the program and in-person field practice. The student will address each of the nine competencies with a short narrative, followed by examples that demonstrate mastery of each competency. Portfolios are presented and evaluated by faculty demonstrated evidence of student learning from in-person field practice.

Field visits are conducted by the field faculty who instructs the Field Seminar class and monitors and evaluates student progress in mastering field competencies. Field faculty liaison will complete field site visits with the Field instructor , Preceptor, and student each semester and as needed to support and evaluate student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs. The Field Faculty completes the field placement evaluation of the student's progress based on how the student is growing, learning, and developing within the nine competencies. Faculty evaluate the students' strengths within the system levels of micro, mezzo, and macro practice (individuals, families, groups, communities, and organizations) and assist with plan for further growth and development. During the field visit faculty ensure students are completing their field hours, process recording and having direct client contact and not via avatars or simulation labs.

Each semester, Generalist practice year and Specialized practice year students are evaluated by their agency field instructor using the Comprehensive Skills Evaluation (CSE). A CSE is completed at the end of each semester for Generalist practice year and Specialized practice year students. The CSE evaluates field integration of theory, concepts and in-person client contact using the Comprehensive Skills Evaluation. The evaluation demonstrates student students' knowledge in each of these nine competencies and within the system levels of micro, mezzo, and macro practice (individuals, families, groups, communities, and organizations). Avatars or simulation labs may not be used as evaluation of students' knowledge in the nine competencies

or within the system levels of micro, mezzo, and macro practice (individuals, families, groups, communities, and organizations).

2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

Field Education Program Provides a Minimum of 900 Hours for Master's Programs

CSUF MSW Field Education students are provided opportunities to put classroom knowledge into practice in their field practicum placements. All full-time students are required to complete a minimum of 525 fieldwork hours in their foundational year of generalist study (250 in the fall semester and 275 in the spring semester), as well as having achieved a passing score on the Comprehensive Skills Evaluation. Generalist practice year students accomplish this by completing a minimum of 16 hours per week in the field during each semester. Specialized practice year students complete 20 hours per week (a requirement of many advanced generalist placements). By the time of graduation, each student has completed a minimum of 1050 hours of supervised field experience and have achieved passing scores on each semester's Comprehensive Skills Evaluation. Field hour requirements are based on the CSWE and CSUF accreditation agreement. All part-time students complete the program over three years, with the Generalist practice year and Specialized practice year field education placements occurring in the second and third years.

2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

Criteria for Admission into Field Placement

Admission to the MSW program is required to apply for the fieldwork component of the MSW degree. Once a student has been offered and subsequently accepted admission into the CSUF MSW program, the student completes the field placement process training and the "foundation field application" on the Agency Student Partnership Network (ASPN). Admission to the MSW program does not guarantee that the student will be assigned to field placement. The student must meet the field placement security background clearance and be accepted by a field agency to complete the fieldwork requirement. The criteria include, but may not be limited to:

- Completion of the field placement process training
- Completion of the ASPN field application
- Availability to interview with the assigned agency.
- Completion of a background security check, such as a LiveScan.[1]
- Reliable transportation to, from, and during the fieldwork day.
- Completion and passing a required TB testing and/or health screen.
- Willingness to accept the fieldwork agency placement assigned to the student.
- Health status that does not require frequent absences.

- Understanding and acceptance that social workers often make home visits and/or connect with clients in non-traditional settings.
- Understanding and acceptance that social workers serve all clients and embrace diversity.
- Attendance at mandatory Field Readiness Training days.

Generalist practice year field students begin their Field Education by attending Field Readiness Training. This four-day mandatory training is designed to give the student the information necessary to be successful in the fieldwork component of the MSW program. This pre-placement training prepares and informs the student about:

- Field education requirements and expectations
- Field safety practice
- Social Work technology and tele-mental health/therapy
- CSWE competencies, NASW Code of Ethics, and confidentiality
- Mandated reporting responsibilities and dilemmas for children, adults, and older adults
- Suicide Risk Assessment and Intervention
- Preparation for and use of supervision, field seminar, and evaluation of progress using Comprehensive Skills Evaluation

2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

Selecting Field Settings across Program Options

Policy

The CSUF MSW program utilizes agencies in the counties of Orange, Los Angeles, San Bernardino, and Riverside that meet the learning criteria for an MSW student, providing social work services to individuals, groups, families, and communities.

Criteria

The following criteria are required for approval of agencies for MSW student practicum experience, for both generalist and advanced generalist practicum years.

1. The agency must embody the values and ethics of the social work profession.
2. The agency must provide varied opportunities to develop students' competencies in micro, mezzo, and macro social work.
3. The agency must be open and committed to the facilitation students' achievement of their Learning Plan.
4. The agency must be open and committed to provide a practicum experience for MSW students for one academic year of fieldwork.
5. The agency must be able and committed to providing appropriate office space, appropriate to MSW students' role and function within the agency.

6. The agency must adhere CSUF policies and practices of the MOU agreement (see Appendix C).
7. The agency must be willing and able to provide qualified field instructors for MSW fieldwork students.
8. The agency must agree to inform MSW program of any agency or field instructor changes that would impact the student.

The following are criteria for assigned agency Field instructors.

1. Field instructors are required to have an MSW from a CSWE-accredited social work program and have two years of post-master's experience.
2. Field instructors must have completed an MSW Field instructor Training from an accredited MSW University (verification provided to the CSUF MSW program Field Director).
3. The Field instructor 's professional philosophy, goals, and objectives must be consistent with those of the social work profession and the NASW.
4. Field instructors must demonstrate competency in their area(s) of practice, as indicated by holding a master's degree from an accredited school of social work
5. If the Field instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision of students in the following ways:
    a. Designation of a social work mentor if such a person is available. The mentor must meet the criteria of a social work degree who is willing to meet regularly with the student to expand and further their social work perspective and experience.
6. The Field instructor must demonstrate a commitment to his/her own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars in order to enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.
7. The Field instructor must be willing and able to devote sufficient time to:
    a. Provide one hour of individual supervision per week with the student.
    b. Participate in the student's educational program by reviewing curriculum materials.
    c. Plan student learning experiences consistent with the objectives of the social work program.
    d. Provide the student with appropriate, regularly scheduled supervision for all activities in which he/she is involved.
    e. Confer with the designated CSUF field faculty at established intervals for site visits and student progress.

Procedures

The field director actively recruits community agencies on an ongoing basis. Agencies interested in partnering with CSUF's MSW program for MSW student field placements are vetted by the program field director, using the criteria listed above. Once the agency is determined to be appropriate to meet MSW student learning needs through MSW level practice experience, an agency profile is created in ASPN, field placement management database. The agency profile designates availability of appropriate field instructors, number of student placement spots available, populations served, types of services provided, appropriateness of placement learning opportunities for either generalist or advanced generalist practice experience, or both. The profile is updated each year by the agency fieldwork coordinator.

Once the agency creates an agency profile within the ASPN system, the field director visits the agency to assess the appropriateness of the setting to meet the learning needs of MSW fieldwork students.

Once the agency is approved through this vetting process, the field director submits a request to the CSUF contracts office to initiate an official agreement, referred to by the university as a Memorandum of Understanding (MOU), with the agency.

Placing and Monitoring Students in Field Practicum

Placing Students in Field Practicums

Policy. In both the Generalist practice year and Specialized practice year, student placement assignments are made on an individual basis. In matching students for placement, the field director carefully considers the student's previous experience, educational needs, interests, long and short-term goals, geographical location, and the available approved practicum sites.

Criteria. A student must adhere to the following policies to be matched for MSW Generalist practice year and Specialized practice year fieldwork:

1. All students must adhere to student behavioral guidelines in the CSUF MSW program *MSW Student Handbook* and outlined by the National Association of Social Workers (NASW) Code of Ethics.
2. Concurrent to fieldwork placement, students must be enrolled in a field seminar course (Generalist practice year MSW 540/541; Specialized practice year MSW 542/543.
3. Field courses must be taken sequentially. Students must successfully pass each course before moving forward in the sequence.
4. Each student must complete a field application form each year of the field practicum. The application, with an updated resume, must be turned in prior to the established and advertised deadline. Students are instructed to submit the application via Intern Placement Tracking (IPT) or email on or before the application deadline date. All applications are reviewed by the field practicum faculty. Incomplete applications are returned to the student for completion. Students will not be allowed to interview at any agency until all the required paperwork is complete.
5. If a student wishes to be considered for placement in their current place of employment, the student must indicate this interest on their field application in the ASPN fieldwork management system. The student must then complete the *Place of Employment as Field Placement* by the designated deadline (see Appendix D). The field director then evaluates the appropriateness of the agency for student placement.
6. Prior to the start of the placement, students must pass all background clearances and health screenings as required by the assigned agency.
7. Students must attend all pre-placement trainings and orientations required by both the CSUF MSW program and the assigned fieldwork agency. Generalist practice year students must attend the Field Readiness Training. Specialized practice year students must attend a mandatory information session regarding the second-year field process and requirements.

Procedures. **Generalist practice year:** Upon admission to the MSW Program, students are contacted by the Directors of Field Education regarding field training for application to Field Education. The student will complete the field education requirements and expectations and complete the field application in ASPN (Agency Student Partnership Network). Students will also be registered in a Canvas Community (CSUF's online learning platform) called *MSW Generalist Field Practicum*. The Canvas community provides the student with step-by-step directions and PowerPoint presentations that guide the student through the information for our field program. Students will then complete the field application, submit their resumes, and upload a professional photo of themselves on the ASPN system. Once completed, the student will be admitted into the field program, and the placement process will begin.

In the process of securing the first-year field placement, the Field Director will match each student with an agency. Once the student is matched with an agency, the student will attend an interview to determine if it is an appropriate placement. If the student is not accepted by the agency, the student will be matched with a new agency for an interview. The student will continue this process until they are confirmed at an agency by the Field Director. While every effort will be made to place students in a field agency, it is the responsibility of the student to present themselves maturely, professionally, and appropriately in the interview to secure the placement.

Specialized practice year: students attend a mandatory information session regarding the second-year field process and requirements. The Specialized practice year student will update their student field application in ASPN and upload their updated resume. Students will be able to see the list of approved agencies that will accept Specialized practice year placements, and students will be able to select five agencies of interest appropriate for their areas of focus and long terms career goals. The Field Director then reviews the students' selections to determine if they match the students' area of focus, their ASPN profile, and agency requirements. The Field Director then selects three agencies, among the five selected, student interviews. Once students have completed their agency interviews, the student will list their placement preferences in numerical order in the ASPN system. Once each agency submits their student preferences in numerical order, students are matched with their agency. Both student and agency are emailed to confirm the Specialized practice year field placement.

Monitoring Students in Field Practicum

Policy. The fieldwork experience provides MSW students with an opportunity to integrate knowledge and skills learned in the classroom into practice settings. Each student's learning experience in their field placement is facilitated and monitored by the agency Field instructor , through supervision, and the CSUF Field Faculty.

The Field Faculty instructs the Field Seminar class; serves as a liaison between the student and the field agency; monitors and evaluates student progress in mastering field competencies; provides the student with guidance and mentorship in developing social work skills and identity.

The Field instructor serves as a mentor and teacher for the student placed in the Agency; provides supervision, guidance, and feedback regarding student performance and progress.

The Preceptor is agency employee who may or may not possess the MSW degree, who is assigned to teach the student the day-to-day work of the Agency; interacts with the Field instructor to monitor student progress and assign learning opportunities appropriate to the student. Not all agencies utilize the role of a Preceptor.

The Field Faculty completes field site visits with the agency Field instructor , Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs. The Field Faculty completes the field placement visit form to document the student's progress in the field.

Criteria. MSW students are provided opportunities to work with individuals, families, groups, communities, and organizations within social work agencies. Through direct practice, they are given the opportunity to demonstrate their progress toward mastery of the core social work competencies. Agency Field instructors and Preceptors provide supervision and support throughout the field placement experience to ensure that students have the learning opportunities necessary for the development of skills and knowledge within the CSWE 9 core competencies, and to monitor and evaluate their progress toward mastery of these competencies. Agencies must be able to provide individual or group supervision as well as orientation. Agency Field instructors must be able and willing to provide one or more of the following types of supervision: 1) individual; 2) group; 3) in-service training; 4) orientation; and 5) staff development

Procedure. Through weekly field seminar discussions and ongoing consultation, the Field Faculty assists students with making the connections between classroom learning and application of skills and knowledge in the field. The Field Faculty also addresses practicum-related questions, problems, or concerns. The Field Faculty monitors and evaluates student progress through agency-based site visits with students and field instructors (at least once per academic year, with additional visits as needed). Site visits can be facilitated in person or via Zoom based on the student and agency's needs.

Supporting Student Safety

Policy

Agencies, field instructors and students are expected to abide by all agency and university safety guidelines. MSW students are covered by university liability insurance while participating in fieldwork, as long as the student is continuously enrolled in the MSW program.

Criteria

Agencies are expected to have written policies in place related to safety and risk management. Field instructors are expected to provide students with a thorough orientation to agency policies and procedures related to safety and risk management. Field instructors are to orient students to all agency policies and procedures as soon as placement begins. During field seminar class

meetings, Field Faculty address student safety policies and procedures, as well as any student concerns regarding safety in the field. The agency orientation and field seminar discussions can include, but is not limited to:

- Physical safety
- Client safety
- Crisis/risk management
- Covid-19 protocols
- Safety reporting protocols

Procedure

Field instructors will provide orientation regarding safety policies and procedures and work with students to assess risk. When issues arise, students are expected to report them to their Field instructor , Preceptor (if Field instructor is not available) and Field Faculty. The Field Director can be consulted and will assist if the issue is not resolved or there is continued risk perceived by the student, field instructor , and/or field faculty.

The university provides each student with Professional Liability Insurance, while the student remains in good standing in their practicum and academically. The university ensures that each student in the program is covered during the term of the agreement by the Professional Liability Insurance and provides the agency with evidence of a student's professional liability coverage. The agency is identified as an 'additional insured' under student's General Liability Coverage.

Evaluating Student Learning and Field Setting Effectiveness Congruent with Social Work Competencies

Evaluating Student Learning

Policy. Each of the four Field Seminar classes (MSW 540, MSW 541, MSW 542, and MSW 543) are graded on a Credit/No Credit scale. The grading scale is conducive to allowing the student to challenge their professional growth and progress. It is expected that students will make mistakes in field and will learn and grow through this learning experience

Criteria. The grades received in the Field Seminar classes are based on students' performance on planned assignments. Specific determination of grades resides with the faculty field seminar course instructor, in consultation with the agency Field instructor , and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar
3. Quality of the student's performance as reflected in the written evaluations (Comprehensive Skills Evaluation) and at field visits with Field instructor and Field Faculty

4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.
5. Completion of 7 process recordings each semester
6. Completion of the required field hours for each semester
7. Professional presentation of the Learning Portfolio with the nine competencies each semester
8. Demonstration of professional behavior with clients, peers, faculty, and other professionals
9. Submission of Comprehensive Skills Evaluation from the agency Field instructor with performance scores that indicate student learning. The student's performance and skill level will be evaluated and assigned a rating:
   0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
   1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
   2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, intern's performance is uneven
   3 = Intern understands the concept and has consistently met the expectations in this area
   4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

Procedure. The field seminars and field placements are performance-based courses, and students are evaluated according to *demonstrated learning* of the CSWE nine competencies. The Field Faculty on monitors and evaluates student learning through Field instructor feedback during the agency site visit, review of the student's Learning Portfolio, and the completion of all course and field assignments. Students are evaluated by the Agency Field instructor using the Comprehensive Skills Evaluation (see Appendix E). The rubric for grades, based on internalization and demonstration of the nine competencies, is as follows:

1. A grade of "CR" reflects the student who is performing as expected for the Generalist practice year (Level 1 and 2) or Specialized practice year (Level 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field instructor and Field Faculty into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.
2. A grade of "NC" reflects the student who is not performing within the level of expectation for the Generalist practice year (Level 1 and 2) or Specialized practice year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. No field hours will be credited to the student with a No Credit. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

3. Students who receive a "No Credit" in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a "no credit" in MSW 540, the student will not be enrolled in MSW 541 and would be required to repeat MSW 540 the following academic year. prior to enrolling in MSW 541 (providing the student is in good academic and ethical standing to practice). No field hours will be credited to the student with a No Credit. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review Committee to determine the most appropriate course of action, including evaluating the student's fitness for the profession.

Evaluating Field Setting Effectiveness

Policy. The MSW program evaluates agency and Field instructor effectiveness on an ongoing basis through student site visits, student feedback during field seminar class and formal student evaluation of the field experience.

Criteria. *Field Experience Evaluation*. At the end of the second semester for both Foundation and Specialized practice years, students must complete a formal evaluation of their field experience using the Field Experience Evaluation Form (see Appendix F) This evaluation tool assesses the following key areas of field placement effectiveness:

1. Field instructor effectiveness in the development of student social work competencies.
2. Agency effectiveness in facilitating the development of student social work competencies.
3. Additional comments. On this form, students may provide information related to how an agency and/or Field instructor can improve effectiveness in working with students.

Procedure. *Formal Evaluation.* At the end of each academic year, both Generalist and Specialized practice students complete a formal evaluation of the agency and Field instructor effectiveness (see Appendix G). Additionally, students complete a university course evaluation of the field seminar course in which they are enrolled at the end of each semester.

Site visits. The Field Director conducts an initial site visit with all new fieldwork agencies, when establishing new partnerships. During this visit and additional information-gathering discussions with the agency, the Field Director assesses the agency's appropriateness and capacity to provide an effective learning experience for students, thus meeting the MSW program and CSWE expectations. Throughout each academic year, faculty faculties assess the effectiveness of agencies and Field instructors through regularly scheduled agency-based site visits and supplementary contacts with the Field instructor .

Informal feedback mechanisms. Throughout the semester, students provide ongoing feedback in their field seminar courses regarding the effectiveness of their agency and Field instructor . This feedback may arise during seminar group discussions with the Field Faculty or through individual meetings between a student and the Field Faculty.

The Field Director utilizes information gathered through both formal and informal evaluation to determine whether any agency or Field instructor could benefit from additional mentorship and training, as well as which agency placements are appropriate to continue hosting MSW students for fieldwork.

2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

Maintaining Contact with Field Settings across Program Options

Monitoring Field Effectiveness at New Sites

The Field Director conducts an initial site visit to establish new agency partnerships and continues that contact throughout the vetting and onboarding process. Each agency has a designated point of contact (fieldwork coordinator) who oversees the development and implementation of the fieldwork program within the agency. The Field Director maintains contact with this designated agency fieldwork coordinator from the point of initial onboarding, through the placement process each year. The Field Director maintains contact with each new agency on an ongoing basis through periodic calls and site visits throughout the academic year to offer support and assess effectiveness of the agency in providing a rich learning environment that is in alignment with the university and CSWE expectations and meets the CSWE nine competencies.

Monitoring Field Effectiveness through Placement Process

The Field Director remains in contact with field agencies throughout the academic year in a supportive role. Additionally, the Field Director is in contact with each agency at the end of the fall semester each year to initiate the placement process for the next academic year, as a new iteration of the placement process begins. This contact is usually in the form of an email to gather the agency's placement information for the next academic year. This can include, but is not limited to:

- The number of placement slots available for Generalist and Specialized practice students.
- Any changes to the roles and functions of students and the learning opportunities.
- Any required trainings and clearances.

Through ongoing contact with each agency throughout the academic year and throughout the placement process, the MSW program is able to assess the ongoing effectiveness of each agency in providing appropriate learning experiences, and opportunities to develop mastery of the nine CSWE competencies through direct practice at the micro, mezzo and macro levels.

Ongoing Monitoring of Student Learning through On-site Contact

Each Field Faculty maintains ongoing contact with the agency Field instructor for each student in their Field seminar course throughout the academic year. The Field Faculty makes contact at the beginning of the placement process via telephone and/or email to establish the supportive relationship. This contact is continued throughout the academic year to provide support, assess student progress and agency and field instructor effectiveness. This is accomplished through at least one scheduled site visit and supplemental contact as needed. The Field Faculty uses the Agency Site Visit Interview form to assess agency effectiveness

and student learning.

Other Methods for Maintaining Contact with Field instructors across Program Options

The CSUF MSW program maintains contact with Field instructors through Field instructor Training as well as annual Field instructor Orientation and additional training opportunities throughout the year. (As specified in 2.2.10)

Another way in which the Field Practicum Office maintains contact with agencies is through the annual *Joint University Field Symposium* normally held in April (see 2.2.10). This symposium provides an opportunity to train Field instructors on current trends and relevant topics in field instruction.

Monitoring Field Effectiveness across Program Options

Regular Team Meetings

The MSW Program Fieldwork team, which includes the Field Director, Assistant Field Director, and Field Faculty, meets monthly to discuss effectiveness of agency field placements. Field Faculty have the most direct, ongoing contact with each Field instructor through site visits and supplemental contacts. They raise any concerns regarding fieldwork agencies and/or Field instructors to the Field Director. The Field Director then intervenes with the agency to either mitigate concerns or, if it is determined that the placement is no longer appropriate to meet student learning needs, the student can be moved to a different placement as appropriate.

Evaluating Field Instructor and Agency Performance

Students are required to complete a university administered course evaluation of the fieldwork seminar course at the end of each semester. Additionally, students in both the Foundation and Specialized practice year are required to complete a fieldwork agency evaluation. (See 2.2.7)

M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Specifying Credentials and Practice Experience of Field Instructors

The CSUF MSW program maintains consistent policies that specify the required credentials and practice experience for field instructors; these qualifications are deemed necessary so that

instructors can design field learning opportunities for students that will allow them demonstrate program social work competencies.

Field Instructors' Required Education and Practice Experience

Selection of Field Instructors is done at the agency level. The coordinator of the agency fieldwork program must ensure and verify that assigned field instructors meet the following criteria:

- Field instructors are required to have an MSW from an accredited social work program and have a minimum of two years post-master's experience.
- Field instructors must have completed an MSW Field Instructor Training from an accredited MSW university (evidence of training is submitted to the CSUF MSW fieldwork program)
- The field instructor's professional philosophy, goals, and objectives must be consistent with those of the social work profession and the NASW.
- Field instructors must have demonstrated competency in their area(s) of practice, as indicated by holding a master's degree from an accredited school of social work.
- The field instructor must demonstrate a commitment to his/her own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars in order to enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.

Program Responsibility for Reinforcing a Social Work Perspective for Field Instructors without Required Education or Experience

In rare cases when there is no on-site MSW at a fieldwork agency, another master's level professional may provide task supervision; however, a minimum of one hour per week of supervision must be provided by an MSW. If the agency does not have a social worker with these credentials onsite, they can contract with someone outside of the agency to provide supervision for practicum interns.

How Program Reinforces a Social Work Perspective for Field Instructors without Required Education or Experience

In rare circumstances where there is not an available field instructor with the required educational or practice background, the MSW program will work with the agency to ensure the social work perspective is reinforced. For example, if for some reason, the qualified MSW level field instructor leaves the agency in the middle of a placement year, but the placement experience is valuable enough to maintain the student in the placement, the MSW program will make every effort to reinforce the social work perspective for field instruction. In such a circumstance, the field education program seeks to provide expanded professional supervision of students in the following ways:

- Designation of a social work mentor if such a person is available. The mentor must meet the criteria of a social work degree who is willing to meet regularly with the student to expand and further their social work perspective and experience.

2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Orientation, Training, and Continuing Dialogue with Field Education Settings

Orientation

At the beginning of each academic year, field instructors are invited to attend an orientation for new and returning field instructors. This meeting is offered via Zoom and is recorded and made available to any field instructors who are not able to attend. This orientation provides an overview of the process and content of fieldwork for both the Foundation and Specialized practice year. This also provides an opportunity for field instructors to ask questions and obtains support from the CSUF MSW Fieldwork team as well as other field instructors. The following are some examples of questions that may be addressed during this orientation:

1. Guiding students in the development of a Learning Plan.
2. Connecting practice behaviors to CSWE nine competencies.
3. Appropriate use of supervision.
4. Handling student issues/concerns.
5. Appropriate use of the Comprehensive Skills Evaluation.

Field Instruction Training

New field instructors are expected to attend a field instructor training, which is offered in an online format on an ongoing basis. However, field instructors may attend an approved Field Instructor Training offered by an accredited MSW program in the Southern California region. The CSUF MSW field program participates in the Southern California Joint Field Consortium. This consortium has agreed on the minimum content standards for field instructor trainings. This allows all schools in the consortium to recognize reciprocity of field instructor trainings. The CSUF MSW program Field Instructor Training is updated annually and includes foundational information for field instruction, as well as expectations, policies, and procedures specific to CSUF MSW program.

Field Faculty site visits also serve as continued training and orientation for all field instructors. Additionally, the Field Director remains in contact with agencies and field instructors throughout the academic year to ensure all are up to date with any relevant program news and updates.

Another way the Field Practicum Office maintains contact with agencies is through the annual *Joint University Field Symposium* normally held in April. This is an opportunity to train field instructors around current trends and relevant topics in field instruction. As mentioned above, the CSUF MSW fieldwork program participates in the Southern California Joint Field Consortium.

This annual *Joint University Field Symposium* is hosted by all of the schools in the Southern California Joint Field Consortium. This symposium is attended by university field faculty and field director, as well as agency field instructors and fieldwork administrators. A few examples of topics over the past few years include:

- *Teaching in an Era of Tweets: Going Back to Basics of Field Education*
- *Colorful Disclosures: Enhancing Transformative Supervision*
- *Understanding Historical Racism: Building Self-Awareness in Social Work Education*

Continuous Dialogue with Agencies and Field Instructors

The Field Director, Assistant Field Director, and Field Faculty are in regular, ongoing contact with fieldwork agencies and field instructors through site visits, emails and phone calls as needed. The Field Director reaches out to fieldwork agencies annually to initiate the placement process for the following year. This contact is maintained throughout the placement process. Field Faculty conduct scheduled site visits at least once during the academic year, in addition to ongoing supplemental contacts as needed.

2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Policies Regarding Field Placements Where Student Is also Employed

As an exception and with the approval of the Field Director, a student can apply for fieldwork at their place of employment. All the following criteria is required to determine if the student's place of employment is an appropriate placement:

1. The student is employed no less than 32 hours per week.
2. The student has permanent employment status, has passed the agency probationary period, has received satisfactory performance evaluations/reviews, and is in good standing with the Agency.
3. The Agency agrees the student's field practicum internship responsibilities and duties will be a separate learning experience from the student's permanent position.
4. An MSW Field Instructor with two or more years of experience, preferably at a supervisory level in the Agency, who is **not the student's employment supervisor**, will provide field instruction in accordance with the CSUF MSW program's curriculum and policies for the student's field practicum. NOTE: The field instructor is required to be on-site during the student's field hours.
5. The student's internship roles, responsibilities, assignments, etc., will have a clear delineation from his/her regular employment and will be in accordance with CSUF MSW program's field curriculum and course requirements. This will be written and established in the student's "Field Practicum Internship at Employment Site" application.

6. The field practicum will occur during sustained periods of time during the student's workweek, Monday through Friday only, in a minimum of 4 hours at a time, in a different program, service area, or unit, and preferably in a different location.
7. The "Field Practicum Internship at Employment Site" application is completed by the student and submitted by the required due date in the field placement process timeline with the required signatures.
8. The student will provide copies of his/her satisfactory job performance evaluation(s).
9. If the application is approved and granted, the student is aware that the use of the employment site for field practicum is for one year only. Title IV-E students in the part-time program wanting to explore this possibility must consult with the Cal-SWEC Title IV-E Project Coordinator.

If the employment situation does not meet all of the criteria listed above, the student does not qualify for a field practicum internship at his/her employment site. Students are advised to consult with the Director of Field Education before completing the application.

Completing the "Field Practicum Internship at Employment Site" application does not guarantee approval of utilizing the employment site for internship. All "Field Practicum Internship at Employment Site" applications must be approved by the Directors of Field Education and submitted by the due date.

3. IMPLICIT CURRICULUM

Educational Policy 3.0—Diversity

The Program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the Program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The Program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

As presented in Accreditation Standard 1.0 Program Mission and Goals, the mission of the Department of Social Work at California State University Fullerton is to educate emerging and

committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.

Several of the department goals address diversity and inclusion (Goals 3 and 4):

1. Promote faculty, student, and community collaboration in research
2. Promote and integrate social, economic, and environmental justice across the curriculum
3. Advance an innovative and effective program led by competent and diverse faculty
4. Enhance engagement with diverse communities through mutually empowering partnerships
5. Prepare students to become leaders in effecting change

Community and Institutional Setting

Community, Student, and Faculty Characteristics

The Department of Social Work at CSUF is embedded in a diverse community. CSUF is located within Orange County in the southern California region. With a little more than 3.1 million residents, Orange County is a diverse region of southern California with a demographic make-up of 39.8 % White, 34% Latino/a/x, 21.7% Asian, 2.1% African American/Black, 1% American Indian Alaska Native, and 3.6% Two or More Races. An estimated 30.1 % of residents in the county are foreign-born and 45.6% report speaking a language other than English in the home. Though the most common non-English language spoken in Orange County homes is Spanish, approximately 108 different languages are spoken by residents.

The diversity of Orange County is reflected in the University's student population. Of the approximately 40,000 CSUF students, 44% self-identify as Latinx/Hispanic, 21% Asian, 19% White, 7% self-identify as multiracial, 2% identify as Black/African American, and 4% are international students. Native American students comprise <1% of the student population while <1% are Pacific Islander, and 3% did not disclose their ethnic/racial background. According to data from the US Department of Education, *Diverse: Issues in Higher Education*, CSUF ranks second in the nation and first in California among colleges and universities that award bachelor's degrees to minority students. CSUF is a Hispanic Serving Institution, and it is the first in California and second in the nation in awarding bachelor's degrees to Latinx/Hispanic students (*Diverse: Issues in Higher Education, Dec. 2019*). Approximately a third (31.5%) of students at CSUF are first-generation college students, and 59.7% receive financial aid. The University was one of only ten institutions across the nation to earn the 2021 Seal of Excelencia certificate, which recognizes the University's leadership in enrolling and graduating Latino/a/x students.

The composition of the faculty across the University consists of 60% White, 19% Asian, 11% Latinx/Hispanic, 3% Black/African American, 2% International, <1% American Indian/Alaska Native, <1% Native Hawaiian/Other Pacific Islander, <% Two or More Ethnicities, and 4% unknown. Like many higher education institutions, CSUF has identified a need to increase diversity among its faculty. A discussion on efforts to continue to recruit faculty of color is discussed further below.

Non-Discrimination Policies and Institutional Supports for Diversity and Inclusion

The University's commitment to creating a campus climate that affirms and respects diversity and inclusion is evidenced by its policies that protect against any form of discrimination and harassment. Upon entering the MSW program, students receive information about the University's non-discrimination policies and their rights in the MSW Student Handbook. Additionally, students are provided with information and instructions on the process of filing a complaint if they experience any discrimination.

The University's Title IX and Gender Equity Office is responsible for ensuring that all on-campus and off-campus academic, educational, extracurricular, and athletic activities are free of any gender or sex-based discrimination. The Title IX and Gender Equity office ensures that all students and University employees complete annual training on critical issues around gender and sex discrimination. CSUF is part of the California State University (CSU) system. The CSU system has put into place, Executive Order 1096, which protects all CSU employees from discrimination based on any protected status defined as age, disability, gender, gender identity, gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity, sexual orientation, sex stereotype, and veteran or military status. Similarly, Executive Order 1097 prohibits discrimination against students based on age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, and veteran or military status.

In addition to having policies that protect against discrimination, the University is committed to continually improving the climate of diversity and inclusion on campus, as is explicitly stated in its strategic plan (2018 – 2023). CSUF holds diversity, equity, and inclusion as core values of the institution. One of the University's strategic plan's key goals includes recruiting and retaining high-quality, diverse faculty and staff. Additionally, CSUF is committed to assessing the campus climate regularly through annual diversity climate surveys.

There are several campus-wide initiatives and supports that have been launched to create an inclusive campus climate that affirms diversity and difference through the University's Office of Diversity, Inclusion, and Equity Programs (DIEP). DIEP supports the University's mission of preparing the diverse CSUF student body for academic and professional success. DIEP is tasked with developing and supporting practices, programming, and policies to promote inclusion and equity across the campus community. Some of the efforts led by DIEP are detailed below.

Recruitment and Retention of Diverse Faculty. Established University Policies (UPS 210.001) require that faculty be recruited from various educational institutions to provide a breadth of

background and experience. The CSUF Office of Diversity, Inclusion, and Equity Programs (DIEP) provides training on equitable searches for all CSUF positions. DIEP requires search committee members to complete a 90-minute training on equitable and inclusive search practices.

Inclusion Champion Certificate Program. In addition to having access to communities that facilitate learning and self-reflection around diversity-related topics, faculty and staff have several opportunities to participate in diversity, equity, and inclusion training through the CSUF, Faculty Development Center (FDC). The FDC has two certificate programs focused on creating inclusive classrooms through pedagogy and teaching strategies. The first certificate, Inclusion-Introductory emphasizes human diversity in all forms and cultural competency in the classroom and the University. The focus of the workshops is on diversity issues in education, emphasizing diversity at CSUF. Faculty can also advance to the Inclusive-Advanced certificate program. The Inclusive-Advanced workshops emphasize self-examination of beliefs about human diversity in all forms, deepen cultural competence, and work to gain knowledge across a wide range of diversity issues.

The ***Faculty of Color Learning Community*** supports faculty of color at CSUF by creating social and emotional support spaces, such as writing retreats and guest speakers who provide strategies applicable to successfully navigating the tenure track journey.

One Book, One CSUF workshop is based on a book selected by the CSUF community, which focuses on themes of diversity, equity, and inclusion to promote dialogue, build community, and challenge stereotypes. Examples of books read during the One Book, One CSUF workshop series include *The Book of Unknown Americans,* and *They Called Us Enemy*. Campus community members (i.e., student, faculty, staff) interested in the workshop receive a free copy of the book. Some additional community-building efforts include college-level discussion groups and a talk with the book author.

Titan Table Talks is a speaker/dialogue series that aligns with six cultural heritage months and highlights prominent scholars and community leaders who share their personal and professional experiences. Some example table talk topics include *Civic Engagement in Black Communities, The Power of the Female Vote,* and *Civic Engagement in Asian Pacific Islander Desi American (APIDA) Communities*. The series is promoted to all University, students, faculty, and staff.

Funding Allocated for Diversity, Equity, and Inclusion Work

It is worthy of note that in the Spring of 2021, CSUF received a $40 Million-dollar unrestricted gift from the MacKenzie Scott and Dan Jewett foundation. The University has allocated $2 million of those unrestricted dollars to grow diversity, equity, and inclusion (DEI) programs within the campus community. The allocation includes $1 million dollars for immediate use and a $1 million dollar endowment to sustain DEI efforts over time. The allocation of the funding to diversity endeavors will help ensure the allocation of resources to future endeavors that will continue to promote diversity and difference at CSUF.

Student Resource Centers

There are five identity-based resource centers supported by the Division of Student Affairs' Diversity Initiatives & Resource Centers (DIRC) on campus. These centers include programming to foster student success and physical space to study and participate in workshops and events. These are inclusive spaces that affirm diverse student identities. All students are welcome to explore any of the spaces and centers. All five identity-based resource centers are in the heart of the campus, inside of the Pollack Library (i.e., university library).

African American Resource Center. The Mission of the African American Resource Center (AARC) is to provide an opportunity for individuals to pursue the academic, research, and cultural interests of African Americans. It provides resources, services, programs, and events that focus on the total integration and success of African American students.

Asian Pacific American Resource Center. California State University, Fullerton's Asian Pacific American Resource Center strives to unify and empower its community by serving as an academic and creative home for its students, staff, and faculty, as well as its external community links.

Latinx Community Resource Center. The mission of the Latinx Community Resource Center (LCRC) is to create an inclusive environment for students to engage in history, culture, and equity issues in the Latinx community. foster a sense of belonging while supporting the intellectual, personal, and social development of students.

LGBT Queer Resource Center. The mission of the LGBT Queer Resource Center at CSUF is to create an inclusive and affirming space and community for students, staff, faculty, and the broader community to explore issues related to sexual orientation, romantic orientation, and gender identity through an intersectional lens. Do they sponsor a Lavendar Graduation every year? If so, do any of your students participate?

Titan Dreamers Resource Center. The Titan Dreamers Resource Center provides undocumented students and those from mixed-status families with academic and emotional support, referrals to financial assistance and immigration services, information on programs and services that improve retention and graduation rates, and a comforting environment where students can connect. It is important to highlight that the Titan Dreamer Resource Center was the first resource center for undocumented students in the 23-campus CSU System.

In addition to housing five identity-based resource centers, DIRC hosts four end-of-year recognition celebrations which include the Pan-Afrikan Recognition Celebration for African American graduates, APIDA Recognition Celebration for Asian, Pacific Islander, Desi and South West Asian North African graduates, Lavender Recognition Celebration for graduating LGBTQ Titans, and the Dreamers Recognition Celebration for Undocumented Titans.

Student Organizations

CSUF students have access to several opportunities to engage with peers of diverse backgrounds through the 24 cultural student organizations on campus. Examples of cultural student organizations include the Afro-Ethnic Student Association, Ballet Folklorico, French Club, Hermanos Unidos, Hillel CSUF, Japanese Culture Club, Saudi Students Society, and the Vietnamese Student Association.

What about MSW student organizations?

How about special programs for students including NASW's CA Legislative Days where often the advocacy work is regarding bills for equity for CA's population.

Campus-Wide Centers and Institutes

The University has several campus-wide centers and institutes that generate research focused on diverse communities, described below.

The Center for Boys and Men promotes scholarship and community outreach on the psychological well-being of boys and men. The center focuses on healthy and positive lives for boys and men while building community and connection for people of all genders. The center facilitates scholarly work on masculinities, intersecting identities, and the connection with mental health and well-being, with a special emphasis given to issues affecting boys and men in the diverse communities within Southern California.

The **Center for Cancer Prevention, Health Disparities Research and Training** addresses the increasing burden of cancer health disparities and respective health equity. The mission of the center is to promote scholarship and creative activities to improve the cancer-related health of diverse and underserved populations, as well as augment student pedagogical experiences via research training in emerging preventive and data science fields.

The Center for Ethnographic Cultural Analysis' mission is to support ethnographic research, and the teaching of ethnographic methods; to sponsor working papers for discussion. The center also serves as a resource for schools and businesses within the community that may wish to engage in research on the culturally constructed boundaries and cultural heritage within diasporic communities in California.

Center for Healthy Neighborhoods is a partnership between the University and the city of Fullerton. Together with stakeholders, the center aims to alleviate education and health disparities, revitalize neighborhoods, and reduce the cycle of poverty for low-income children and families. The center offers free, culturally appropriate services, in English and Spanish, that help improve overall well-being for the entire family.

Center for International Partnerships in Higher Education promotes a global perspective and internationalization of curricula, programs, and research in the College of Education. The center supports training teachers and educational leaders in a cross-cultural world to serve the regional diversity of Southern California.

The **Latino Communications Institute** is a workforce-preparedness program that supports the development of U.S. Latino cultural competency through relevant courses, research and a broad spectrum of educational opportunities including specialized courses, internships, and a professional certificate program. Many LCI students are first-generation college students who find effective mentorship through this learning community.

The Institute of Black Intellectual Innovation at CSUF is a cross-campus and community-minded initiative to institutionalize the support and inclusion of Black people, culture, creative arts, and intellectual history at CSUF and throughout Orange County. This institute facilitates innovative research opportunities and publications; provides mentorship and student engagement; showcases creative arts performances; partners with community stakeholders to host events that develop cultural competency.

Diversity in Program Leadership

The current chair of the CSUF Department of Social Work is led by a woman of color. Beyond representation, program leaders in the CSUF Department of social work are committed to diversity and inclusion. Dr. Mikyong Kim-Goh served as Co-President of the CSUF Asian & Pacific Islander Faculty and Staff Association (AAPIFSA) from 2019- 2021. Dr. Kim-Goh has also spearheaded campus efforts to denounce racism and anti-Asian hate and violence in society by introducing a resolution to the University's Academic Senate, which was unanimously approved in 2021. At the college level, Dr. Kim-Goh serves on the College of Health and Human Development's Climate of Inclusion Taskforce, which is tasked with enhancing the college climate and culture to foster an inclusive environment for students, faculty, and staff. Lastly, Dr. Kim-Goh's research contributes to an educational environment that promotes diversity and difference. Dr. Kim-Goh is the Co-Local evaluator for the California Reducing Disparities Project that is funded by the state's Mental Health Services Act and is administered by the Office of Health Equity.

As MSW Program Director, Dr. Kim-Goh promotes an open-door policy for faculty, staff and students. She holds informal meetings with students through a regularly scheduled virtual event called “Coffee with the Chair” where students drop in to chat with the Chair and share any concerns they might have about the class, programs, etc.

Community-Advisory Board

The Program's Community Advisory Board is diverse and comprises seven members, two of whom identify as women and three as persons of color. In addition to being comprised of a diverse set of members, the Department's CAB members are actively engaged in DEI work in their organizations and the community. CAB members' work on diversity, equity, and inclusion informs all their recommendations and guidance to the social work program. Some of the notable work that promotes diversity, equity, and inclusion carried out by the CAB members is highlighted below.

Dr. Melinda Hohman served as a member of the Diversity, Equity, and Inclusion community in the international Motivational Interviewing Network of Trainers (MINT). Dr. Hohman's work on

MINT's DEI committee consisted of effective ways of representing MINT across cultures and maintaining diversity, equity, and inclusion at the forefront of the work done by MINT.

Gary Taylor, MS, has been extensively involved in Race, Equity, and Inclusion (REI) work for 20+ years. Some notable accomplishments include establishing the Eliminating Racial Disparities and Disproportionality Workgroup focused on reducing the number of children of color entering the foster care system while ensuring that those who did had improved outcomes in safety, well-being, and permanency. Mr. Taylor also serves as a consultant. Some of the talks he presents focus on Implicit Bias, White Supremacy Culture, Undoing Racism. As a Senior Fellow with the Child Welfare League of America, Mr. Taylor sits on the Race Equity Subgroup. Mr. Taylor is proficient with facilitative tools to assist teams with having difficult conversations about race, discussing how to use data, conducting readiness assessments, and developing REI (race, ethnicity, inclusion) plans of operation. As a result of his contribution to REI work, Mr. Taylor received the Eye of God Award by Latino Health Access. He has also received ceremonial honors from the Luiseño Tribe in San Diego County.

As Vice President of Programs and Education at Alzheimer's Orange County (AlzOC), ***Mark Odom, LCSW***, is engaged in ALzOc's efforts to reach diverse ethnic communities through collaborative partnerships with Community-Based Organizations (CBOs) serving Orange County's Latinx, API, and Persian communities. For example, AlzOC is in the process of starting a new initiative within the Latinx community, "Mejorando la Vida de la Cuidadora (Enhancing the Life of the Caregiver)." "Mejorando la Vida de la Cuidadora" will enhance limited English proficiency Latinx family caregivers' ability to care for loved ones living with Alzheimer's Disease by increasing access and use of supportive services, increasing dementia knowledge, reducing caregiver levels of depression, and improving caregiver preparedness skills.

Courses, Field Education Settings, and Clientele

Course assignments, course readings, guest speakers, seminars, and research assignments in the Program emphasize diversity and a multicultural perspective to social work practice. Though diversity and difference are interwoven into the program curriculum, the Program has a stand-alone course focused on working with diverse clients (MSW 550). Students take MSW 550, Social Work Practice with Diverse Populations, during their first semester in the MSW program. The course emphasizes a deeper understanding of the importance of diversity and difference, the role personal identity and bias play in social work practice, and the function of social, economic, and environmental factors as underlying mechanisms of oppression and discrimination.

Field education is a cornerstone of social work education curriculum. As such, the Program prioritizes diversity and difference in field training by carefully selecting field settings that emphasize work with diverse clients and communities. As can be seen from our field agency list included in this volume, the Program has agencies representing the full scope of the culturally and linguistically diverse groups within Orange County and neighboring communities. The Program's field site selection process aims to complement the course curriculum and provide students with opportunities to serve the diverse spectrum of clients they will encounter in their professional social work practice.

In addition to selecting field sites that serve diverse clients, the Program offers field instructors training opportunities that can help them foster an environment that affirms diversity for students in the field. One such example includes the NASW-CA's Annual Social Work Joint Symposium that the Program participates in. All field instructors are invited to attend the event, bringing together field faculty and instructors in the Southern California region. Past training topics have included the clinical supervisor-clinician-client triad and the interpersonal dynamics of cultural sensitivity and cultural humility supervisors cultivate in the supervisory relationship.

Department Faculty Recruitment

The Program seeks to recruit and hire a diverse faculty that reflects the rich diversity of the University and surrounding community. Efforts are made when hiring part-time and full-time faculty to recruit social workers who are diverse in their intersecting identities and fields of practice/expertise. Many of our part-time faculty come from agencies within the surrounding community, and we maintain a diverse pool of program lecturers. Recent hires of two full-time tenure-track faculty members, who are Latinas, reflect the ongoing commitment to diversity throughout the Program's learning environment

Faculty Research on Diverse Populations

The Social Work Department faculty is committed to scholarship that advances understanding of practice with diverse clients and communities. Through their active research agendas on diversity, our faculty members have developed publications and are conducting innovative research that focuses on diversity and difference in the field of social work. Faculty research contributes to a learning environment that conveys a value for diversity and difference. Select faculty publications and on-going funded research with a focus on diversity and difference are highlighted below.

Asian Populations.

> **Lee, K. & Kim-Goh**, **M.** (2017-2022). "*A culturally competent model for integrated care."* California Reducing Disparities Project (CRDP) Phase 2 Asian Pacific Islander Implementation Pilot project. Co-Evaluators. (PI: KCS Health Center). Funded by the California Department of Public Health. $200,000.
>
> "Integrated Care Coordinators" (ICC) program is a collaborative project between two community-based agencies, each serving Korean and Vietnamese communities. By providing culturally competent navigator services in an integrated health care setting, the ICC program aims to reduce mental health disparities among Asian immigrants. This study aims to evaluate the effectiveness of the ICC program in reducing psychological symptoms and enhancing the quality of care and access to services. This study provides potential evidence for culturally relevant practice innovation for underrepresented immigrant clients at risk of developing mental illness.

Disability.

Fraley, H. E., **Capp, G.,** & Aronowitz, T. (2020). School discipline experiences among youth with disabilities from the perspective of school nurses. *Advances in Nursing Science, 43*(4), E148-E167. doi:10.1097/ANS.0000000000000320

Youth with disabilities disproportionately experience harsh discipline. Exploring perspectives of behavior and discipline could increase inclusivity, yet school nurses' perspectives are unexplored. Using the Peace and Power Conceptual Model, school nurses' perspectives were explored employing secondary qualitative analysis using Thorne's typology of analytic expansion. Parent study included interviews with school nurses, 24 data files comprised the sample for secondary analysis. Three peace-power versus power-over themes emerged: "having discordant perspectives," "being mislabeled," and "placing at higher risks." School nurses are equipped to build healthy school communities through changes in discipline practices, policies, and understanding of how youth with disabilities are impacted.

Hispanic/Latino/a/x Populations.

Eghaneyan, B. H., Killian, M. O., Sanchez, K., & Cabassa, L. (2021). Psychometric properties of three measures of stigma in Hispanics with depression. *Journal of Immigrant and Minority Health.* Advance online publication. https://doi.org/10.1007/s10903-021-01234-3

While many measures of mental illness stigma have been developed, few have been validated in Hispanic populations. This study examined the psychometric properties of three stigma measures (Stigma Concerns about Mental Health Care [SCMHC], Social Distance Scale [SDS], and Latino Scale for Antidepressant Stigma [LSAS]) among a depressed, Hispanic sample. Data were collected during baseline assessments for two studies taking place in primary care settings (N = 500). Psychometric and factor validity were tested for each measure. Confirmatory factor analyses indicated adequate model fit, and adequate internal consistency reliability was found for all three measures. Stigma scores significantly differed by education level and gender. Findings from this analysis provide support for the use of the SCMHC, SDS, and LSAS in a depressed, Hispanic population. Assessing barriers to depression treatment, including stigma, are critical in engaging Hispanics in care and eliminating disparities for the population.

Killian, M. O., Sanchez, K., **Eghaneyan, B. H.**, Cabassa, L. J., & Trivedi, M. H. (2021). Profiles of depression in a treatment-seeking Hispanic population: Psychometric properties of the Patient Health Questionnaire-9 (PHQ9). *International Journal of Methods in Psychiatric Research, 30,* e1851. https://doi.org/10.1002/mpr.1851

Screening instruments can be powerful tools in assisting primary care providers with detecting depression in their patients and monitoring treatment response. Health disparities among racial and ethnic minorities result from inaccurate assessment in primary care. The current study used baseline data from two federally funded research studies of treatment for depression among Hispanics in primary care. The Patient Health Questionnaire-9 (PHQ-9) was administered at baseline prior to the study interventions, and 499 participants provided responses. Confirmatory factor analyses found excellent factor validity for the PHQ-9, yet reliability remained poor. Possible heterogeneity in depressive item scores was examined, and latent profile analysis

identified four distinct profiles of PHQ-9 responses. Profiles included a lower depression, moderate/somatization, moderate/negative self-view, and severe depression profiles. Results indicate modest support for the PHQ-9 and its use among Hispanics for the purpose of depression screening. Capturing four profiles of depression in a large primary care sample helps characterize the manifestation of depression in a Hispanic population. The single item related to fatigue had the greatest variation across groups indicating it might be useful as a screening item. Inadequate evaluation of symptoms could lead to significant under identification of the disorder among Hispanics.

Eghaneyan, B. H., & Murphy, E. R. (2020). Measuring mental illness stigma among Hispanics: A systematic review. *Stigma and Health, 5*(3), 351-363. https://doi.org/10.1037/sah0000207

Stigma toward mental illness is a complex construct that impacts people's desire to seek mental health care and engage in treatment. Certain groups, including ethnic minorities, are disproportionately impacted by the effects of stigma. Among Hispanics, stigma has been found to be negatively associated with the desire to engage in mental health care, management of depression symptoms, disclosure of mental illness to family and friends, and adherence to antidepressant medications. The purpose of this systematic review was to gather and synthesize the psychometric research on measures of mental illness stigma used with Hispanic populations. Fifteen studies were included in the review that utilized 13 unique mental illness stigma measures. Results demonstrate the limited reporting of psychometric properties of mental illness stigma measures among Hispanic populations. Among the included studies, stigma measurement varies greatly and given the limited use of the measures, indicates a greater need for psychometric development of culturally relevant measures and/or validation of existing measures. Assessment of barriers to mental health care, including stigma, are critical in eliminating disparities experienced by Hispanics. Future studies should continue to examine the impact that different types of mental illness stigma and appropriately validated measures have on Hispanic population's mental health treatment engagement and retention.

Barragán, A., Yamada, A., Gilreath, T., & **Lizano, E.L.** (2020). Protective and risk factors associated with comorbid mental health problems and psychological distress in Latino subgroups. *Journal of Human Behavior in the Social Environment, 30*(5), 635-648. https://doi.org/10.1080/10911359.2020.1734515

Psychological distress, often coupled with comorbid mental illnesses, affects Latinxs at higher rates and severity than other ethnic groups. This study examined differences in the association between comorbid mental illnesses and psychological distress between Latinx subgroups. Using a sample of 28,630 adults from the National Health Interview Survey, this study used hierarchical multiple regression models to test for differences in psychological distress among various Latinx subgroups and interactions effects between Latinx subgroups and psychological distress. The presence of multiple mental health disorders and comorbid mental health disorders were associated with greater rates of psychological distress. The relationship between mental health disorders and psychological distress varied by Latinx subgroup. An interaction test yielded a significant interaction between being Puerto Rican and having no mental health disorders. Puerto

Ricans with no mental health disorders report higher rates of psychological distress when compared to other Latinx subgroups. The implications of the study findings for mental health services for Latinx groups and for future research are discussed.

Villarreal Sosa, L. & **Martin, M.** (2021). Constructions of race and equity in a suburban school: Teachers, school social workers and other school staff as nepantleras and border crossers. *Children & Schools*, 43(1), pgs. 19-31. /doi/10.1093/cs/cdaa031/6104332.

Suburban schools, particularly those with majority white histories experiencing demographic shifts, are increasingly in need of addressing issues of racial equity. This qualitative study, using the extended case method, examined one suburban school district's efforts to promote racial equity and focused particularly on how professional development was experienced by school personnel and on the perceived outcomes. Data sources for this study included focus groups with teachers, pupil personnel services professionals, and other school staff and administrators as well as observational data from participation in district events and meetings. This study is grounded in Gloria Anzaldúa's nepantlera framework, which conceptualizes the in-between space between two or more cultures and those who occupy that space as "border crossers," and nepantleras as cultural navigators, bridge builders, and advocates. Noteworthy themes included perceptions of the district's level of commitment to racial equity; common barriers to facilitating racial equity training, such as white racial prejudice, resistance, and defensiveness; and the challenge of navigating self- and student social identities for teachers and staff of color. Implications for equity work in schools and the role of school social workers training are discussed.

Martin M. (2021). The politicization of cross-border migration: The case of Central Americans seeking political asylum in the United States. In P. Gabriel Silva, O. Sacramento & E. Challinor (Eds.), *Quest for Refuge: Reception responses from the Global North*. Portugal: Vila Nova de Famalicão-Braga: Húmus, pp. 37-62.

How have countries in the Global North responded to the quest for refuge? This collection of chapters articulates diverse scales of analysis across international geographies (Australia, Canada, Finland, France, Germany, Italy, Portugal, Spain, Sweden, USA) drawn from different disciplinary perspectives (anthropology, geography, social work, sociology) in order to bring to light the complexities of refugee settlement and integration. The authors address time-old questions in refugee studies, the urgency of which has not diminished: how is the distinction between migrant and refugee enshrined in law and played out in practice? In what ways can local communities become involved in welcoming refugees? How to avoid a slippery slope towards humanitarian charity-based approaches instead of rights-based approaches towards international protection? What kind of balance needs to be found between state, private and third sector provision of services for refugees? How can refugee reception systems be improved to meet their needs?

Immigrant Populations.

Martin, M. (2020). Rwandan diaspora online: Social connections and identity narratives. *Crossings: Journal of Migration & Culture, 10,* 2, 223-241. https://doi.org/10.1386/cjmc_00004_1

This article explores how Rwandan diaspora living in North America and Europe use social media platforms to establish networked connections and express a range of identity narratives related to their forced displacement and resettlement experiences. Facebook posts (and cross-posted tweets), including status updates and linked artefacts, posted by members of the Rwandan diaspora were analyzed using thematic analysis, borrowing concepts from virtual ethnography. Results reveal that Rwandan diaspora active on social media used Facebook and Twitter extensively to connect with homeland compatriots and to express a range of identity narratives with strong historic and cultural connections. Trauma related to their displacement and resettlement experiences was prevalent throughout the data and was strongly integrated into diaspora members' collective identity. Contributions to migration policy and service providers working with trauma-exposed migrants are explored.

Global Social Work.

Lizano, E.L. (2020). The impact of work-family conflict on psychological well-being: A cross-sectional study of Salvadoran social workers. *Journal of Ethnic & Cultural Diversity in Social Work.* https://doi.org/10.1080/15313204.2020.1827333

It is important to examine the workplace experiences and well-being of our social work colleagues in diverse national and cultural contexts. This study examines the relationship between work-family conflict and psychological well-being using cross-sectional data from 68 Salvadoran social workers. Based on hierarchical regression analysis results, work-family conflict (WFC) was inversely associated with psychological well-being which was attenuated by job satisfaction. The results suggest that the relationship between WFC and psychological well-being is stronger among those with low job satisfaction. The implications of the study findings to social work management practices are discussed.

International Social Work

Global Service-Learning Program in Chile. The Department's global service-learning program in Chile provides students with an opportunity to engage with diversity and difference outside the classroom. The program was developed in collaboration between CSUF's MSW program and la Universidad Tecnológica de Chile (CSUF/INACAP Service-Learning program). The partnership between CSUF and INACAP began in 2013 and was developed to promote international social work among CSUF MSW students from Latino/a/x backgrounds. In response to MSW students' growing interest in international social work, the CSUF Social Work Department integrated global service-learning into the MSW curriculum and developed a 3-unit elective, MSW575: International Social Work. The five-week International Social Work course is offered in the summer and consists of three weeks of intense curricular preparation on the CSUF campus, and a two-week immersive trip to a selected INACAP campus in Chile.

The two-week immersive trip to Chile provides students with an opportunity to fully engage themselves in Chilean culture and understand similarities and differences between social problems and social work practice in the U.S. and Chile. During their stay in Chile, CSUF social work students participate in experiential learning at various community-based social welfare agencies that serve at-risk, vulnerable populations such as those struggling with extreme poverty, the developmentally disabled, abused, and maltreated children, migrant families and frail older adults. The program model is based on values of inclusivity, sustainability, innovation, and mutual collaboration. Given that all CSUF MSW participants of the CSUF/INACAP Service-Learning Program are fluent, bilingual Spanish speakers, their community service experiences in Chile interacting with residents and service recipients are highly meaningful and impactful. Based on its innovative approach and significant impacts on participating students and the institutions, the CSUF/INACAP Service-Learning Program received the University's media attention and the 2020 Partners in International Education (PIE) Award from the CSWE Commission on Global Social Work Education "in recognition of conceptual, curricular, and programmatic innovations in education for international social work.". The global-service learning program was on hiatus during the COVID-19 pandemic but plans to resume the program during the 2022-2023 academic year are underway.

International Social Work Committee. The Department has developed a committee composed of faculty who are interested in and committed to promoting global/international social work. The committee provides input into social work curriculum via the elective course, MSW570 International Social Work and makes recommendations for programs and recruitment of students for the global service-learning program.

Department-level Diversity Initiatives

A commitment to the ever-evolving process of creating a learning environment that values and promotes diversity and difference requires allocating social resources. Born out of discussions among faculty members who felt compelled to talk about long-standing issues with racism in the US, a group of faculty members with support from department leadership established the Diversity & Equity committee in the Department. The committee evolved organically during the summer of 2020 because of the civil unrest resulting from the murder of George Floyd. The department leadership and faculty thought it was essential to allocate social resources to critical discussions on diversity, inclusion, equity, and anti-racism. Since its inception in the Fall of 2020, the committee, which aims to promote a department climate that supports diversity, equity, and inclusion, has launched several strategic projects to reach that goal. During the 2020-2021 academic year, the D&E committee held a 3-part speaker series entitled, "*Decolonizing the curriculum*." The speaker series was held during faculty meetings, and the guest speakers included experts in inclusive pedagogy, anti-racist teaching practices, and educational equity. These speakers included Antoinette Linton, Ph.D. who has expertise in the use of anti-racist teaching practices to build inclusive and equitable learning environments. Dr. Linton facilitated a discussion on department diversity, inclusion, and equity goals. Janna Kim, Ph.D., an expert in equitable teaching practices, led a talk and discussion on grading practices/course policies.

The Program has centralized knowledge and expertise from its faculty and has started a resource directory and database with best practice articles, podcasts, videos, etc. that can be used by faculty members to integrate discussions of diversity, inclusion, equity, and anti-racism in the classroom. In addition to inviting guest speakers, the D&E committee hosts monthly D&E Faculty Talks during faculty meetings where for approximately 30 minutes there is a topic presented that aims to elicit open discussion. The talks are focused on strategies that can be used to create a more inclusive classroom environment. Some previous topics have included selecting readings that represent diverse voices and perspectives, equitable attendance and late assignment policies, and the development of diversity statements for syllabi.

The Department also regularly hosts community engagement seminars during Social Work Month (March) where all field instructors and preceptors are invited to a half-day event that also yields 3-units of CEU's and includes lunch, all at no cost to attendees. The annual community engagement events have had a strong focus on topics related to honoring and centering diversity and difference in social work practice. For example, past speakers and topics have included, Dr. Erylene Piper-Mandy, CEO of the Center for Cross Cultural Competence who delivered a keynote speech entitled, *"Promises to keep as a social worker in the 21st century*" which emphasized practical skills and competencies required to effectively serve ethnically diverse clients. A training by Erin Grierson, LMFT and Kristen Sifers, LMFT titled*, "Working with LGBTQ Youth: Sexual and Gender Fluidity"* that emphasized correct language related to the LGBTQ+ community, internalized homophobia/transphobia or bias, and LGBTQ rights. The community engagement seminars were not held during the COVID-19 pandemic but there are plans to resume the seminars in the 2022-2023 academic year.

3.0.2 The Program explains how these efforts provide a supportive and inclusive learning environment.

The Department's efforts to create an environment that affirms diversity and difference has led to a program where diversity and difference are represented among its staff, faculty, and student body. Additionally, students in the Program generally feel prepared to engage in practice with diverse clients, feel valued and included in the Program, and feel they have equal access to resources and support in the Program (Please see Table #).

Diverse Program Leadership, Faculty, and Student Body

The demographic characteristics of the Program's full-time and part-time staff are presented in the table below. It is worthy of note that efforts to recruit and retain a more diverse faculty, resulted in the successful recruitment and hiring of two full-time Latina faculty members in the last two years.

Demographic Characteristics of Part-Time and Full-Time Faculty

		(N/%)
Gender		
	Male	28%

Female	68%
Bigender	4%
Race/Ethnicity	
African American/Black	4%
Asian	24%
Biracial/Multiracial/Multiethnic	8%
Latino/Latinx/Hispanic	20%
Middle Eastern	4%
White/Caucasian	40%

Note. Total number of faculty = 25.

In addition to diversity represented among Program faculty and staff, faculty members in the Department have a long-standing record of diversity-related work in and outside of the university. Some select examples include the work of *Duan Tran, MSW*. In 2017, Duan Tran partnered with a nonprofit organization, Viet Care and was an ad hoc Board Member to organize their first Asian Pacific Islander Mental Health Empowerment conference held at CSUF, where he was co-master of ceremonies. Mr. Tran also collaborated with St. Joseph Hospital and several other community organizations to plan several weekend workshops for different unified school districts targeting the Asian Pacific Islander community to raise awareness about the importance of mental health treatment and to de-stigmatize mental health. *Dr. Erica Lizano* has served as a volunteer with the Salvadoran American Leadership and Educational Fund (SALEF) for over a decade. SALEF is a nonprofit organization serving the Latino/a/x community in the city of Los Angeles and surrounding areas. Dr. Lizano's work has included serving as a mentor for youth participating in SALEF programs, assisting with program development, and more recently serving as the first social workers on the organization's Board of Directors. SALEF is one of the oldest and largest non-profit organizations established by Salvadorans in Los Angeles. *Dr. Gordon Capp's* leadership efforts on the CSUF College of Health and Human Development (HHD) Climate and Culture of Inclusion Task Force have led to the development of the first HHD climate survey that aimed to capture the climate of diversity, equity, and inclusion in the college. The survey took close to a year for development due to the various stakeholders that were included in the planning process and was launched in the fall 2021 semester. The data collected from the survey will help inform efforts by the college to promote a climate that affirms diversity, equity, and inclusion in the college. It is worthy to note that the college climate survey targets faculty and staff in the college. Many of our part-time faculty have a strong commitment to diversity as well as experience, such as Darin Hirasuna, who currently works at United American Indian Involvement Inc. as a mental health social worker.

The demographic characteristics of our continuing/returning students in the fall 2020 are presented in the table below. Department efforts are made to recruit a diverse student body. Some examples of these recruitment strategies include regularly participating in ethnic community events to build connections and increase the visibility of the MSW program in the community. For example, the Admissions Coordinator and two other faculty members have tabled a booth at a Vietnamese Community Health Fair in Westminster, California, interacting with attendants and providing information about the MSW program with the goal of recruiting future students.

Demographic Characteristics of Students Enrolled In Fall 2020

	(N/%)
Gender	
Male	10.53%
Female	89.47%
Race/Ethnicity	
Asian/Pacific Islander	9.9%
Black/African American	4%
Latino/x/Hispanic	55%
International Student	3.5%
Biracial/Multiracial/Multiethnic	2%
Unknown	1%
White	24%
First Generation (to attend college)	35%

Note. Total number of enrolled students = 171.

3.0.3 The Program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities

The Program will take a multi-strategy approach to continually improve the learning environment, affirming and supporting persons of diverse identities.

University-wide Plans

The Program is embedded within the university environment. Therefore, it is directly impacted by the university's efforts to create an inclusive environment for all students, faculty, and staff. The University is well into its current strategic plan (2018-2023), where the third goal emphasizes faculty and staff diversity and success. The University has launched several efforts to assess the university climate, promote spaces where diversity and equity are discussed, and implement various training opportunities for faculty and staff to serve all students in inclusive ways. The University has further demonstrated its commitment to diversity, equity, and inclusion by committing 2 million dollars to the continued and future DEI efforts.

Department-wide Plans

The D&E committee will continue to hold D&E Faculty Talk sessions focused on classroom improvements that help create an inclusive environment for all students. The department also plans to launch a speaker series that highlights speakers who have expertise working with diverse clients and communities. The Department will also give special attention to speakers who are alumni of the CSUF MSW program and faculty members in the program.
These efforts will include collaborating with partners in the community to facilitate such events. These events will help promote opportunities for students to learn about practice with diverse clients and communities outside of the classroom. An example of such an event is a free training led by Dr. Thema Bryant entitled, “Cultural Considerations for the Trauma Recovery of Racially

and Ethnically Marginalized, LGBTQ+, International, and Students with Disabilities Survivors." The training is open to students, faculty, and community members and is being funded and hosted through a collaborative effort between CSUF's Departments of Counseling, Diversity, Inclusion, & Equity Programs (DIEP) and the Department of Social Work in conjunction with California State University Long Beach, Counseling & Psychological Services. The training is scheduled to take place in April 2022.

Additionally, the MSW Student Exit Survey data specific to the Program's implicit diversity curriculum will be analyzed and reviewed annually by Program faculty and the D&E committee. Based on the trends found in the data gathered, goals for continued improvement of the learning environment will be set and plans to reach the goals will be developed and implemented.

All faculty are encouraged to attend the Inclusion Certificate Program and we will continue to discuss DEI at every faculty meeting.

Educational Policy 3.1—Student Development

Accreditation Standard 3.1 — Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

The CSUF MSW program has admissions policies that clearly define and stipulate the requirements for admission to the program. Admission requirements reflect the MSW program's goals and objectives by evaluating candidates on the basis of their commitment to social work as a profession, commitment to social work values and ethics, an ability to master curricular objectives, and gain knowledge essential to delivering social work services in the community.

Minimum requirements for admission to the CSUF MSW program include the following (These requirements are also detailed in the Student Handbook):

1. Commitment to a full-time or part-time course of study for completion of the MSW;
2. Completion of a baccalaureate degree from an accredited institution of higher education;
3. A minimum grade point average (GPA) of 3.0 for the most recent 60 semester or 90 q uarter units completed as documented by unofficial transcript(s) from all institutions of higher learning attended following high school;
4. An educational foundation in liberal arts/social sciences;

5. Paid, volunteer, or internship experience relevant to the field of social work or an activity closely related to the social service field. This may include direct services, or activities such as teaching, mentoring, tutoring, counseling, program administration, advocacy, social activism, community organizing, research and program evaluation. Paid employment in public agencies providing formal social services (e.g., case management) is highly valued.
6. Three letters of recommendation from individuals familiar with the student's character, academic work, and relevant social services experience;
7. A personal statement outlining the applicant's qualifications for a graduate education in social work is required;
8. Completion of a small group interview;
9. Personal and academic qualifications considered essential to the successful practice of social work, such as a genuine concern for the needs of others, emotional maturity, professional demeanor, adaptability, creativity, integrity, sound judgement, interpersonal skills, oral and written communication skills, and the ability to think critically. A commitment to working with disadvantaged, vulnerable, and marginalized populations is also strongly desired.
10. Admission to CSUF as a graduate student;
11. For international students from countries where English is not the official language, a score of 575 on the paper exam, 230 on the computer-based exam, or 89 on the Internet based TOEFL is required. (A student scoring between 555-574 on the paper exam, 215-229 on the computer-based exam, or 83-88 on the Internet based TOEFL may be admitted conditionally depending upon an evaluation of the entire application file); and
12. Accessibility issues: Special accommodations for disabled students will be made on an individual, as-needed basis in compliance with the CSUF catalog.

The MSW program only admits students who have completed a bachelor's degree from an accredited institution. Applicants are required to submit official transcripts from their undergraduate institutions verifying degree confirmation.

Social Work Graduates Do Not Repeat Previous Achievements

The foundation curriculum is designed to build on students' knowledge by providing increased breadth and depth of instruction on social work theories, models and frameworks in order to prepare them for the advanced or concentration curriculum. Foundation curriculum emphasizes critical analysis and synthesis of core social work theories and facilitates scholarly exploration of current social work concepts and research methods. Therefore, it is not expected that admitted students will be repeating content already mastered at the undergraduate level.

Students transferring from another CSWE-accredited social work program may transfer credit toward the CSUF MSW degree if the coursework meets the following criteria:

a) Coursework must have been taken within three years prior to enrollment in the MSW program at CSUF. Only "A" and "B" grades are granted credit at California State University, Fullerton.
b) If the course is to substitute for a foundation course, it must have equivalent content taken at an accredited social work program.
c) Generally, no course transfers are permitted for advanced generalist practice curriculum courses.
d) Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Department Curriculum Committee is responsible for making decisions on transfer of credits.
e) All coursework that counts for the master's degree must have been completed within the five-year period immediately preceding the approved application for graduation.
f) CSUF does not currently offer an Advanced Standing program, and there are no specific procedures for applicants that have a BSW.

3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

Admissions Committee

The admissions committee is comprised of the admissions coordinator and four additional faculty members. Faculty members volunteer to serve on the committee; membership is reassessed at the beginning of each school year.

The admissions committee meets as needed for various reasons related to the admission process. For example, the committee reviews applicant requests to transfer credits into the CSUF MSW program. The committee also supports promotional and recruitment activities and develops interview protocols and questions.

Evaluation of Admission Applications

Applicants to the CSUF MSW program are evaluated based on the admissions criteria (see 3.1.1), the completion of the online application to the department and university, and an admissions interview.

Below is our online application process for admission to the program:

Master of Social Work Program
Application Instructions for Fall 2022

I. Admission to the Master of Social Work (MSW) program is limited to the Fall semester only. Application materials may be submitted beginning on October 1, 2021. The full-time (2 year) MSW program is administered by the Department of Social Work and all classes are conducted on Fullerton's main campus on weekdays. The

MSW Flex program (3 year) is administered through Extension and International Programs (EIP), formerly University Extended Education (UEE), and all classes are conducted on Fullerton's main campus in the evening. Currently, the CSUF MSW program offers students three direct practice area of focus options: Child Welfare, Community Mental Health, and Aging. Child Welfare focuses on services in the public child welfare system, such as child protective services, foster care, and adoption assistance. The Community Mental Health area of focus prepares students to work with various client populations across the mental health care system, with opportunities to specialize in adults, children and families, health, or older adults. The Aging focus area prepares students to practice professional social work with aging populations and their families. Currently Aging is only offered in the full-time Program.

II. Application Procedure

There are two separate application processes that must be completed for admission to the MSW program. The two applications can be completed in any order.

1. Application to the University as a Graduate Student

   The applicant must apply to the University as a graduate student on the Cal State Apply website. For the two-year program on the Fullerton campus, applicants must select Social Work as their academic objective; for the MSW Flex program, applicants must select Social Work-ExEd. After application completion, within 1-3 business days, the applicant will receive, by email, a Campus Wide ID number (CWID) and instructions on how to create a CSUF 2 email address. Both the CWID and the CSUF email address should be entered into the MSW program application. If you are a current student or alumni of CSUF, the CWID and CSUF email address will be the same. Please note that there is a $70 application fee.

2. Application to the Social Work Department

   The second application for admission to the MSW program must be submitted directly through the Department of Social Work. This can be done online at http://hhd.fullerton.edu/msw/prospective/index.php. This link is also available in the 4th quadrant of the university application. To complete the MSW program application process, applicants will need to submit all information related to previous academic work, including GPA for their last 60 semester or 90 quarter units, English language proficiency scores (if applicable), and transcripts from all post-secondary educational institutions. Applicants not graduating from a California State University or University of California must complete the Educational Foundation in Liberal Arts/Social Sciences section of the MSW program application. Applicants will also need to provide information concerning past social service-related experiences and upload a resume. Unofficial transcripts will need to be uploaded into the online MSW program application by the applicant. Transcripts will need to be from all post-secondary institution(s) the

applicant has attended. Applicants may begin the online application process, stop and save their work, and return to the application later. All application materials should be submitted electronically.

III. Criteria for Admission

Admission to the MSW program is highly competitive. The selection process includes an evaluation of each applicant's demonstrated and potential abilities as a student, practitioner, and leader in the field of social work. Admission decisions are based primarily on an evaluation of an applicant's previous academic work, experience in social work-related fields, letters of recommendation, and a personal statement. The most qualified applicants will be invited for a personal interview prior to a final admission decision. Invitation to a personal interview does not guarantee admission to the MSW program.

Applicants for admission to the MSW program are expected to meet the following criteria:

1. Completion of a baccalaureate degree from an accredited institution no later than Spring 2022.

2. A minimum grade point average (GPA) of 3.0 for the most recent 60 semester or 90 quarter units completed. Transcripts are required by both the University and the Department of Social Work. See separate instructions concerning transcript submission on the Cal State Apply site and the MSW program application.

   GRE: The GRE general test is recommended for those applicants who do not meet the GPA requirement. It is optional for all other MSW applicants. Please send in copies of your GRE scores if applicable.

3. An educational foundation in liberal arts/social sciences. Any graduates of a California State University or University of California automatically meet this requirement. Applicants with baccalaureate degrees from other institutions are required to demonstrate an educational foundation in liberal arts/social sciences.

4. Paid, volunteer, or internship experience relevant to the field of social work or an activity closely related to the social services. This may include direct services, or activities such as teaching, mentoring, tutoring, counseling, program administration, advocacy, social activism, community organizing, research, and program evaluation. Paid employment in public agencies providing formal social services (e.g., case management) is highly valued.

5. Personal and academic qualifications considered essential to the successful practice of social work, such as a genuine concern for the needs of others, emotional maturity, professional demeanor, adaptability, creativity, integrity, sound judgment, interpersonal skills, oral and written communication skills, and

the ability to think critically. A commitment to working with disadvantaged, vulnerable, and marginalized populations is also strongly desired.

IV. Educational Foundation in Liberal Arts/Social Sciences

Applicants applying for admission to the MSW program must have an educational foundation in liberal arts/social sciences. The purpose of the liberal arts/social sciences perspective is to prepare students for the intellectual and practical challenges they will encounter in a social work education, as well as, throughout their social work careers. To assess their academic preparation in the liberal arts/social sciences, applicants are required to identify coursework related to a number of educational domains. These domains, broadly defined, are human diversity, human behavior, human development, communication, social policy, and research methods: Note: If applicants have a baccalaureate degree from a California State University or University of California, they meet the liberal arts/social sciences requirement and do not have to complete the Educational Foundation section.

1. Human diversity: Knowledge of diverse social conditions, social problems, and cultures, including one's own cultural and historical heritage – anthropology, sociology, ethnic studies, economics, foreign languages, geography, and history;
2. Human behavior: Knowledge of the social and psychological determinants of human behavior – psychology, child development, human development, sociology, criminal justice and human biology;
3. Human development: Knowledge of family and group processes and dynamics, and organizational and community functioning – child development, human development, family studies, psychology, sociology, and social work;
4. Communication: Ability to communicate knowledge, attitudes, and ways of thinking that are characteristic of a broadly educated person – literature, philosophy, communications, journalism, creative writing, public speaking, debate, and linguistics;
5. Social Policy: Ability to think critically about social policy and its effects on people, and knowledge of the policy making process –political science, history, economics, public administration, urban studies, public policy, and social work;
6. Research methods: Knowledge of research methods and scientific inquiry – research methods, data analysis, program evaluation, logic, and statistics.
7. Transcripts

Applicants must submit transcripts of coursework completed at all post-secondary educational institutions. The University graduate student application (Cal State Apply) requires that official transcripts be sent to the Admissions Office. Electronic submission of transcripts is preferred, where possible which can be accessed in the Transcript section of the Admissions website.

If the applicant is a current student or alumni of CSUF, official transcripts are already on file with the university as part of the applicant's records, and do not need to be resubmitted. For the MSW program application, applicants are required to upload

scanned copies of transcripts directly into the online application. Scans of both official and unofficial transcripts are acceptable.

V. Social Service Experience

Applicants are required to list chronologically (starting with the most recent) all social service or related experience since graduating high school. This experience can be paid, volunteer, or in the context of an internship or field practicum. This may include direct services, or activities such as teaching, mentoring, tutoring, counseling, program administration, advocacy, social activism, community organizing, research, and program evaluation. For each job or volunteer experience, please include your title, the number of months and/or years you held the position, and the number of hours worked each week. A minimum of one year of social service experience is recommended for admission to the MSW program. Applicants are also required to upload a resume that highlights pertinent educational and work/internship/volunteer experiences.

VI. Letters of Recommendation

Three (3) letters of recommendation are required for admission to the MSW program. One letter must be from an academic source (e.g., professor, instructor); one letter must be from a professional source (e.g., supervisor, program or agency director); and the final letter can be from either an academic or professional reference. Personal references will not be considered by the Admissions Committee. Applicants should submit evaluations from persons who have been directly responsible for assessing their social work-related work/volunteer/internship experience and academic performance. If applicants have been out of school for more than five (5) years, the academic letter requirement can be waived in favor of a third professional letter. Recommenders' names and email addresses are entered on the MSW Online Application. Instructions will be sent to them by the online system.

VII. Personal Statement

A personal statement outlining applicants' qualifications for a graduate education in social work is required. The quality of the writing in the personal statement is evaluated, as will the applicant's ability to thoroughly address the questions outlined below (max 2000 characters for each question):

1. Describe how your personal background and life experiences have influenced your decision to pursue a graduate education in social work. Please include any challenges or hardships you may have overcome on your journey.
2. What are your expectations of graduate education at CSUF in terms of your own development? Indicate any problems or limitations that should be taken into account in planning your graduate program.
3. Specify your career objectives as a professional social worker as you now conceive them. Indicate the fields of practice in which you are interested.

4. Describe your experiences with diverse populations and groups, and how those experiences have contributed to your interest in social work. Which population (defined by culture, ethnicity, sexual orientation, socio-economic status, psychological and/or physical functioning) would you like to serve and why?

VIII. International Applicants

Regardless of citizenship, all applicants whose education was not a majority English language country, must submit proof of English proficiency before and admissions decision can be made. Unofficial transcripts submitted with the MSW program application must be translated copies. In addition, the University will require the following: financial affidavit of support, proof of funding, and a copy of your current passport. An I-20 can only be issued once these forms have been approved. Additional information regarding admission as an international student is available on the International Admissions website.

IX. Reapplication

MSW program applicants who were denied admission, were accepted but declined admission, or were admitted but failed to enroll in any courses, must follow regular application procedures to reapply for a future academic year. If the previous MSW program application is still on file, the applicant is not required to resubmit copies of transcripts or letters of recommendation, provided no additional academic work has been completed since his or her last application and the letters of recommendation are not more than two years old. All other application materials must be resubmitted. Applicants will be held to the admission criteria in the academic year for which they are reapplying.

X. Application Dates

The deadline for submitting MSW program online applications is by 5:00 pm on Friday, January 14, 2022. Late or incomplete MSW program applications will not be considered. Applicants are strongly encouraged to submit their online applications as early as possible. The University graduate student application (Cal State Apply) should also be completed by January 14, 2022.

XI. Submission of Application Materials

All application materials should be uploaded to the MSW program online application, and the completed application submitted by 5:00 pm on January 14, 2022. The completed application cannot be fully submitted until all application material is uploaded (including letter of recommendations).

XII. Next Steps

After the application has been received by the department, the admissions team will review each application. The applicant should check their email account around March for an interview offer by the department. The latest the applicant would hear back for any updates is late May. Any questions regarding the MSW program application process can be addressed by emailing applymsw@fullerton.edu or by calling 657-278-8452.

Evaluating Written Application Materials

Candidate applications are scored by the Admissions Coordinator using the MSW Admissions Scoring Rubric. Approximately 250 scores, or the top 30%, are then moved to the next phase of the admissions process (interviews).

The rubric for scoring applications follows:

MSW Admissions Scoring Rubric

Applicant: _____ **Reviewer:_____**
Program: _____ **Concentration: _____**

GPA:	4.00-3.80=10 points	3.59-3.50=7 points	3.29-3.20=4 points	**Score: _____**
	3.79-3.70=9 points	3.49-3.40=6 points	3.19-3.10=3 points	
	3.69-3.60=8 points	3.39-3.30=5 points	3.09-3.00=2 points	2.99-2.90=1 point

GRE (optional for <3.00 GPA) **Score: _____**

6.0=6 points	5.5=5 points	5.0=4 points
4.5=3 points	4.0=2 points	3.5=1point

Social Service Experience: **Score: _____**

Excellent experience = 4 points Good experience = 3 points Some experience = 2 points
Minimal experience = 1 point No experience = 0 points

Letters of Recommendation: Academic: _____
Highly recommend with letter= 2 points Professional: ___
Highly recommend without letter=1 point Other: _____
Recommend with or without letter=0 points **Score: _____**

Personal Statement:

Content: **Score: _____**

- Evidence of identity with social work values, scope of practice, potential for leadership, emotional maturity = 5 points
- General understanding of social work and scope of practice, seems adequate fit for program and profession = 3 points
- Genuine interest in social work, may have some challenges in field work due to level of maturity/hardships = 1 point
- May not be good fit at this time = 0 points

Writing: **Score**: _____

- Writing is clear and concise, grammatically correct, and well-constructed = 5 points
- Writing is adequate, minor grammatical errors, shows effort = 3 points
- Writing is poor, multiple grammatical errors, may struggle = 1 point
- Statement is not formatted to this program = 0 point

Total Score: _____

Reviewers Comments:

Interview Questions and Score Sheets

Qualified applicants are invited to interview as the next step in our admissions process. This component has evolved in recent years as the number of applicants has increased over time. Originally an individual process, the CSUF MSW program recently piloted online group interviews for applicants. Informal feedback from participants and interviewers has been positive.

All MSW faculty members participate in the interviews. These are conducted online, with 4 students and 2 faculty members in each group. There are four standard questions for the applicants, and then time is allotted for applicant questions about faculty or the program.

Interview Questions are as follows:

Group Interview Questions:

Interview Questions:

1. Please introduce yourself and tell us three words that describe you.

2. What do you believe your greatest challenge will be if you are accepted into this program? How would you address it?

3. Give me an example of a time you faced a conflict while working on a team. How did you handle that?

4. Tell me about a time you had to be very strategic in order to meet all your priorities. How did you go about accomplishing this?

Following the interview, faculty briefly consult about applicant responses and any concerns about successful entry and completion of the MSW program. These interviews are scored as well (see interview score sheet below), and while faculty generally come to consensus, this is not required.

Admissions Interview Scoring- Group A
Date: _____ Group: _____ Interviewer_____

Please rate each student's response for each question

Poor	Fair	Good	Excellent
1	2	3	4

1. Applicant name:				**A R C**
Question scores:	**Q1: 1 2 3 4**	**Q2: 1 2 3 4**	**Q3: 1 2 3 4**	Circle one:
Comments:				
Q1:				
Q2:				
Q3:				
Overall:				

2. Applicant name:				**A R C**
Question scores:	**Q1: 1 2 3 4**	**Q2: 1 2 3 4**	**Q3: 1 2 3 4**	Circle one:
Comments:				
Q1:				
Q2:				
Q3:				
Overall:				

3. Applicant name:				**A R C**
Question scores:	**Q1: 1 2 3 4**	**Q2: 1 2 3 4**	**Q3: 1 2 3 4**	Circle one:
Comments:				
Q1:				
Q2:				
Q3:				
Overall:				

4. Applicant name:				**A R C**
Question scores:	**Q1: 1 2 3 4**	**Q2: 1 2 3 4**	**Q3: 1 2 3 4**	Circle one:
Comments:				
Q1:				
Q2:				
Q3:				
Overall:				

Please give each of the applicants a rating:
A= Admit (good candidate for the program)
R= Reservation (Admit with some reservation)
C= Concern (Would not be a good fit for the program)

*If you give a rating of reservation or concern, please make a comment to indicate what the reservation or concern is that came up during the interview.

Admissions Decisions Follow Interviews

After interviews, based on the application rubric and favorable feedback from candidate interviews (i.e., a rating of **A**dmit), the Admissions Coordinator sends admission offers to qualifying students. This first round of admissions offers generally occurs in April. Pending available space in the program, candidates that were rated "Reservation" may be offered admissions.

Notifying Applicants

All applicants are emailed a letter informing them if they are accepted, denied or are on our waitlist for the MSW program. All applicants are notified by the end of May, if not before, the status of their application.

When an applicant is accepted into the program they are informed, in the acceptance email, that their acceptance is contingent. Acceptance is contingent upon being able to place a student in a community agency. If a criminal record precludes the ability to place someone in an internship this will prohibit the completion of the program. Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements.

M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates

holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

Currently, CSUF does not offer advanced standing to students.

3.1.4: The program describes its policies and procedures concerning the transfer of credits

Policies and Procedures for Transfer Credits

Students who wish to transfer graduate credit into the CSUF MSW program can transfer up to nine (9) hours of generalist practice curriculum credits from another CSWE accredited graduate program in social work. Only grades of "B" or better are granted credit at CSUF and transferred credits must be earned within 5 years of enrollment in the MSW program at CSUF. Generally, no credit transfers are permitted for advanced generalist practice courses. As for the process of determining transfer credits, the Admissions Committee is responsible for decisions for the transfer of credits; transcripts, course syllabi or other descriptions of course content may be required to make final decisions. These policies and procedures are available in the MSW Student Handbook, and are presented below:

a) Coursework must have been taken within three years prior to enrollment in the MSW program at CSUF. Only "A" and "B" grades are granted credit at California State University, Fullerton.
b) If the course is to substitute for a foundation course, it must have equivalent content taken at an accredited social work program.
c) Generally, no course transfers are permitted for advanced generalist practice curriculum courses.
d) Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Department Curriculum Committee is responsible for making decisions on transfer of credits.
e) All coursework that counts for the master's degree must have been completed within the five-year period immediately preceding the approved application for graduation.

3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Policy Regarding Course Credit for Previous Life or Work Experience

The MSW program does not grant academic credit for life experience or previous work experience.

Applicants and Constituents Are Informed of Policy

The MSW program's policy regarding life and work experience is available to applicants and other constituents in the following places: the MSW Student Handbook; the Student Field Handbook; and in the MSW Application Instructions. The following text appears in the student handbook:

> In accordance with the standards of the accrediting body, the Council on Social Work Education, it is the policy of the Program not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

Advisement, Retention, and Termination

3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

Academic and Professional Advising Policies and Procedures

Information about advising is generally communicated to students before and during orientation, as well as through the MSW Student Handbook. Information and advice are also provided to prospective students during the pre-admission and admission processes by the coordinator of Admissions, the Program Director, and other faculty and staff within the department.

The CSUF MSW program provides a rich advisory experience for students, and support continues from pre-admission processes through graduation. Advising in our department is done solely by MSW program faculty and is considered a key part of the educational experience and a major faculty responsibility. According to the student handbook (pg. 20) the purpose of advisement in the CSUW MSW program is to:

> 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the Program with a clear channel through which to carry out certain administrative functions in reference to each student.

Every student is assigned an academic advisor before they are invited to the program orientation. Faculty advisors can help students to assess particular strengths and needs and help them select their areas of study. Advising at this stage also explores student objectives related to future career goals, learning needs, and practicum settings that will maximize their experience in the MSW program.

All students accepted to the program must receive academic advisement prior to registration for their first semester. Subsequently, students are encouraged to confer regularly with their advisor on a regular basis, and students are required to meet with their advisor once a semester in order to provide guidance and support as they pursue academic and professional goals.

Faculty advisors and students are responsible for completing the student's Plan of Study. Copies of this plan are kept by the student and department. Students also complete a declaration of concentration (Declaration form can be found in the MSW Student Handbook Appendix). Changes to the study plan should be made in collaboration with the faculty advisor.

Advisor Responsibilities

The primary responsibility of the advisor is to help students make the most of their educational experience and opportunities, and to advance students' best interests. The MSW Student Handbook details the following responsibilities for advisors:

1. Works closely with the student at the beginning of the educational experience to complete the Plan of Study. The student keeps a copy of the plan, and the academic advisor places the original in the Department's Plan of Study file to be updated each semester as needed;
2. Assists with registration when needed;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing selected areas of study and electives to meet his/her goals;
5. Directs the student to the Field Director for field placement;
6. In the event it is deemed useful/necessary, will initiate an Academic Support Meeting for the student and chair the meeting, working with the student to implement the recommendations that ensue; and
7. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.

Change of Advisors

When students select their area of concentration, they may change advisors to a faculty member who teaches in that area, if this did not occur with the initial assignment. Students make their request for an advisor change to the department chair. These changes will take the student's preferences into consideration to the extent possible; reassignment is based on faculty workload and agreement from faculty members.

Professional Advising

Professional advising is primarily the purview of Field instructors and Field Coordinators, the majority of whom are full-time faculty members in the MSW Department. Field faculty arrange, monitor, and evaluate field education for students. Field education is a critical component of our program and a critical opportunity for training students prepare to practice and work as professional social workers. In the CSUF MSW program, student field placements require concurrent enrollment in Field Instruction seminars which provide opportunities for students to collaboratively learn and support each other and their work to integrate theory and curriculum content into their practicum experiences and to develop clinical and practice skills.

The program also works to support students as they graduate and begin accumulating hours for licensure in California. Information about registration and licensure requirements is available on the MSW website. Recently, members of our field faculty have partnered with a one provider of training materials for LCSW study to present a workshop for our students designed to provide information and resources as the graduate and start working to accrue hours for licensure.

All advising activities are provided for all students in both full-time and part-time programs.

3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

Policies and Procedures for Evaluating Student Performance

Our program has multiple policies and procedures that help ensure clarity and transparency regarding academic and behavioral expectations. Providing clear expectations and ensuring that students have easy access to these expectations helps create an atmosphere where students and faculty are able to work towards positive academic and professional outcomes.

Student performance policies and procedures apply to full-time and flex program students.

Academic and Professional Performance

Faculty set criteria for student performance in academic and field courses, including assignment expectations and grading parameters. Course syllabi are the mechanism for communicating this information to students. Course information includes grading scales, assignment descriptions, and how student performance will be evaluated. Many assignments also utilize grading rubrics. CSUF utilizes Canvas; course syllabi and other materials are available to students from the beginning of each semester.

As indicated in the MSW Student Handbook, students are required to maintain a minimum GPA of 3.0 in order to progress towards graduation. Students with a cumulative GPA below 3.0 are placed on Academic Probation; after two semesters with a GPA below 3.0, students are subject to disqualification from the University. Additionally, students are not able to Students on, or who are at risk for, academic probation are encouraged to work with their academic advisors to create a plan of action that will support their continued growth in the program.

Grievances

Students are generally encouraged to first attempt to resolve problems or grievances informally by speaking directly with the concerned faculty or student. If this is unsuccessful, students are encouraged to consult with the department chair.

In cases involving a course grade, the MSW Student Handbook instructs students to consult with the instructor first. Grade changes are subject to university policy (https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.023.pdf). Students may also make a formal academic appeal as outlined in the CSUF Division of Student Affairs (http://www.fullerton.edu/academicappeals/).

Academic Dishonesty

Academic dishonesty is described in the student handbook as a "broad category of actions that use fraud and deception to improve a grade or obtain course credit" (Student Handbook, p. 24). The Social Work Program strictly follows the University Policy on Academic Dishonesty and the Student Code of Conduct (Faculty who are convinced by existing evidence that a student has engaged in academic dishonesty are expected to assign an appropriate penalty ranging from an oral reprimand to an F in the course. Faculty are also expected to notify the student, the department chair, and the Dean of Students when incidents of academic dishonesty occur.

Addressing Concerns about Academic and Professional Performance

The SW department has two formal procedures in place to address concerns about student performance, conduct in the classroom or field setting, or professional and ethical behavior. These are the Academic Support Meetings and the Student Status Review, as described below.

Academic Support Meetings (ASM) are described in the student handbook (p. 30):

> An Academic Support Meeting (ASM) is designed to facilitate student success whereby students who are academically or behaviorally at risk are linked with valuable campus support networks through meeting with their academic advisor.

Faculty members may request an ASM for a variety of reasons, including student difficulty with timelines or assignments, evidence risk of academic failure, or demonstration of behavioral difficulties in the classroom, outside the classroom, or in their field placement. Importantly, an ASM can also be called when students demonstrate the need for additional campus resources.

Faculty members may initiate the request for an ASM in writing (email is acceptable) and including the student and the academic advisor. The request should clearly state the instructor's concerns so they can be addressed in the ASM. Once requested, the student has seven days to contact their advisor and schedule a meeting.

During the ASM, the student and advisor are expected to develop a plan of action to address faculty concerns. Each plan is individualized and may include: referral to campus academic support resources; attending academic skill building workshops; referral to campus librarian; and any other options that will support the student's success. Students are responsible for informing their instructor that they have met with their advisor and created a plan. Both the instructor and academic advisor may monitor student progress on the plan of action. Failure to adhere to steps on the ASM may result in a referral to the Student Status Review Committee.

Student Status Review

The Student Status Review (SSR) process is a mechanism within the Department to address concerns about student conduct in any school-related setting, including the classroom or field instruction. Importantly, the SSR is also how the department determines whether students should be removed from the SW program.

Conduct that may be addressed in the SSR thus includes academic or professional behavior, or behavior that is contrary to the values of the SW department or the SW Profession, especially those specified by Code of Ethics and the National Association of Social Workers. Finally, student behavior that impedes their ability to meet academic or professional goals may also result in a referral for an SSR.

An SSR can be requested by students, faculty advisor, or any faculty member concerned about the student's status. The following overview of the SSR and the Student Status Review Committee (SSRC) is available in the Student Handbook (p. 31):

> The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic activities, clinical performance, or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics and/or expectations of the profession.
>
> The Student Status Review Committee is a standing committee of the Department of Social Work. To properly discharge its responsibilities and authority, the Student Status Review Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members (and alternates). Members of the faculty shall elect the Chair of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Department Chair within 10 working days of the hearing. Students may obtain copies of the meeting minutes by making a formal request to the Committee Chair in writing. Copies will be made available to the student to pick up from the Social Work Department Office.
>
> The student may appeal the SSRC's decision to the Department Chair. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Department Chair will act upon the matter and implement the decision. The Department Chair will communicate this decision to the student and the SSRC.

The following describes procedures for the SSRC and SSR, including circumstances expected to result in an SSR, and possible outcomes of the SSR. It is important to note that while dismissal is one possible outcome of these hearings, it is rare, and more often corrective plans of action are recommended by the SSRC to help students address issues that have occurred that impede their progress towards an MSW. The vast majority of students who have attended SSR meetings have successfully completed action plans specified by the committee and graduated with their MSW.

These procedures are available to all students on the CSUF MSW website and are linked within the Student Handbook.

STUDENT STATUS REVIEW

Academic Support Meeting:

Preamble

An Academic Support Meeting (ASM) is designed to facilitate student success whereby students who are academically or behaviorally at risk are linked with valuable campus support networks through meeting with their academic advisor. Faculty members may request an Academic Support Meeting when a student demonstrates a pattern of difficulty with timeliness or completeness of assignments, evidence risk of academic failure, exhibits behavioral difficulties within the classroom/learning environment, outside the classroom, or with their field placement. An ASM may also be called when students demonstrate the need for additional campus resources.

Procedure

Faculty members may formally initiate a request for an Academic Support Meeting (ASM) by informing the student and their academic advisor in writing through electronic mail. The ASM request should clearly state the instructor's specific area(s) of concern so that these may be addressed during the ASM. Once the ASM request has been made, the student is allotted seven calendar days in which they need to contact their advisor and set a meeting time. Meeting times are to be scheduled at the convenience of the academic advisor. Failure on the part of the student to contact their advisor within this time frame will result in referral of the student to the Student Status Review Committee for hearing. Attendance at the ASM is required.

During the ASM, the student and academic advisor will develop a plan of action to address the faculty member's concern(s). While each student's plan of action is individualized, components of the plan of action may include such action steps as referral to campus academic support resources, attending academic skill building workshops, referral to a campus librarian for assistance as well as a variety of other options as indicated by the student's areas of difficulty. Once the plan of action is complete, it is the student's responsibility to inform their instructor of the contents of this plan and to implement the plan of action according to their agreement with the academic advisor. Both the instructor and academic advisor may monitor the student's progress on the plan of action as they deem appropriate. Failure on the part of the student to adhere to the steps outlined in the action plan may result in referral to the Student Status Review Committee for a formal hearing.

Student Status Review

Preamble

The Student Status Review is the process by which the Social Work Program addresses student performance and conduct problems that may include violation of the National Association of Social Work's Code of Ethics. The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic activities, clinical performance, or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics and/or expectations of the profession.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; engaging in appropriate, professional behavior in both academic and clinical settings; respecting self and others; and being able to communicate in ways that are non- exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the National Association of Social Workers (NASW) Code of Ethics.

The Student Status Review Committee is a standing committee of the Department of Social Work. To properly discharge its responsibilities and authority, the Student Status Review Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members (and alternates). Members of the faculty shall elect the Chair of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Department Chair within 10 working days of the hearing.

Students may obtain copies of the meeting minutes by making a formal request to the Committee Chair in writing. Copies will be made available to the student to pick up from the Social Work Department Office.

The student may appeal the SSRC's decision to the Department Chair. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Department Chair will act upon the matter and implement the decision. The Department Chair will communicate this decision to the student and the SSRC.

General Guidelines

The student status review process may be initiated by a) the student, b) the student's faculty advisor, or c) any faculty member concerned about the student's status.

A faculty member who initiates the review and who serves on the SSRC shall be temporarily replaced by an alternate and shall not vote on the matter before the Committee. Likewise, if the faculty member initiating the review serves as the student's academic advisor, the student will be provided with an alternate faculty member to serve as their advisor throughout the proceedings.

Anyone initiating the Student Status Review process must make the request to the Chair of the SSRC in writing with a copy of the request placed in the student's academic file in the Social Work Department office.

Student performance and behavior will be reviewed by the SSRC in the following circumstances:

1. The student fails to correct deficits in their academic performance as stipulated in prior Special Advisement agreements or Academic Support Meetings.
2. The student receives a grade that is not considered passing for that course.
3. The student is dismissed from their field placement.
4. The student's GPA for courses in the Social Work Program drops below a 3.0, the student is at risk of being placed on academic probation by the Graduate Studies Office, or the student is in danger of not completing their coursework as outlined in their Plan of Study.
5. The student violates University standards of academic integrity.
6. Student is in receipt of a scholarship or stipend that is put in jeopardy by the student's professional behavior or academic performance.
7. Faculty concern over attitudinal, behavioral or ethical considerations that question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
8. Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
    a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
    b. Presents frequent personal crisis such that tasks, assignments, tests, appointments and field activities are not completed in a timely manner and/or require rescheduling.
    c. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the field instructor , students, faculty, or others in the academic or practicum environment or related agencies.
    d. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
    e. Displays frequent attention-seeking or other inappropriate behavior, which disrupts the academic or practicum environment.
    f. Displays erratic, disorganized, incoherent, or unpredictable behavior.
    g. Lacks insight or is unable to perceive the negative consequences of own behavior.
    h. Frequently blames others or external factors for failures and difficulties in the academic

or practicum environment.

i. Takes the position that there is justification for having hurt or mistreated another person.

j. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.

k. Is verbally or physically aggressive toward others.

l. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.

m. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.

n. Displays intoxication or impairment at the University or practicum agency, due to abuse of alcohol or a psychoactive substance or misuse of prescription medication.

o. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.

p. Commits an act that violates state or federal law and compromises the student's fitness for the profession of social work.

q. Engages in unprofessional or inappropriate behaviors within the field, classroom, or community, including private conduct (see NASW Code of Ethics Section 4.03), that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

r. Engages in unprofessional or inappropriate behaviors through social media or other electronic means, including private conduct (see NASW Code of Ethics Section 4.03) that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

Unacceptable performance in the area of humanistic attitudes, beliefs, and values is grounds for student status review, especially when another's right to self-determination and dignity is infringed upon, and includes the following:

1. Inability to tolerate different points of view such that it affects classroom or practicum performance of the student or others.

2. Lack of flexibility in attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion, or other human diversities such that it affects classroom or practicum performance or impinges on the right of others.

3. Not allowing clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequences is unacceptable such as in the case of suicidal behavior).

Nothing in these standards shall contradict the standards concerning child abuse and neglect, or threats to self or others according to local, state, and federal statutes. Standards for students apply to field practicum settings, the academic environment and the professional community.

The SSRC will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations, and personal circumstances that affect academic performance.

The SSRC may recommend the following actions:

1. Dismissal from the Social Work Program
2. Failing grade assigned in a course
3. Academic probation
4. Disciplinary probation
5. Interventions and/or a corrective action plan to be followed by the student.
6. The student is placed on administrative leave for up to one year
7. Formal warning
8. Proceed without probation or warning

The SSRC decision, for all actions except dismissal from the program and proceeding without any actions, will include a procedure for evaluating student progress and continuing in the MSW program. For example, students may be asked to meet with their academic advisor before returning to the program from a leave or may be asked to submit evidence of professional/personal growth and reflection to the academic advisor or the SSRC.

Dismissal from the Program

The SSRC may recommend dismissal from the Program for students who's academic, classroom, or practicum performance is judged to be unacceptable.

A student who fails to satisfy conditions of probation in a timely fashion will be dismissed.

A student will be dismissed when their performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the NASW Code of Ethics in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is required.

Academic Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses that may exceed University rules and regulations on semester and cumulative GPA.

A. Criteria for academic/disciplinary probation.

These criteria are not intended to exhaust all ways a student might be placed on probation.

1. Any student may be placed on probation whose performance and/or professional development is judged to be inadequate (e.g., not consistently progressing toward completion of the degree).

2. Any student who earns a D or below in a core social work course shall be considered failing in that course and placed on academic probation.

3. A student may be placed on probation when they display attitudes, behaviors or lack of judgment which cause disruption in the academic or clinical setting or poses potential risk to the well-being of the student or the student's clients.

B. Duration of academic/disciplinary probation.

The duration of academic probation will be at the discretion of the SSRC where there are no set University rules and regulations. A student cannot graduate from the program while in probationary status.

C. Required student performance.

The SSRC will delineate specific expectations for student performance while on probation. At the conclusion of the probationary period the SSRC will review the student's performance and make one of the following decisions:

1. Remove from probation

2. Continue probation

3. Dismiss from the program. A recommendation to dismiss will require a simple majority of voting members of the SSRC.

D. Intervention/corrective action plan.

Interventions or corrective action plans designed by the SSRC are intended to provide an opportunity for students to succeed academically in the MSW program and/or develop clinical and personal skills to be a successful professional social worker. Thus, the SSRC may recommend interventions that would facilitate student growth. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with the academic advisor; medical or psychiatric evaluation, delay of field placement, etc.

E. Administrative leave.

Administrative leave may be instituted for up to one academic year. This process is overseen by the Office of Graduate Studies and will be administered in accordance with their guidelines.

F. Formal warning.

A formal written warning will be placed in the student's departmental file for their duration of the enrollment in the program. If after receiving a formal warning, any additional concerns are

raised by faculty regarding the student's behavior or academic performance at any point in time during the student's enrollment in the program an immediate SSR meeting will be held.

Procedures

A. A written request for a student status review with supporting material must be made to the Chair of the Student Status Review Committee. Such request must specify student performance or conduct that necessitates review of the student's status.

B. The Chair of the SSRC will forward the request and supporting material to members of the Committee.

   1. Within one (1) week, members of the SSRC will review the request and determine if the issues meet requisite conditions for student status review. If the matter falls within the purview of the SSRC, the Committee will set a date for the student status review.

   2. The SSRC will notify the student in writing and include the original request for an SSR. The notification shall specify the alleged deficiencies in performance or conduct, and the date, time, and location of the review.

   3. The notification shall also specify that the student has the right to contact their academic advisor who will be available to assist the student in preparing for the SSRC meeting.

   4. The notification shall be delivered to the student in person or via electronic mail through their university account. A copy of the notification letter will also be sent to the student by registered mail, specifying receipt requested. The notification shall also be sent to the student's academic advisor, and the Department Chair.

   5. Once scheduled, SSR meetings will be held with or without the student in attendance.

C. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the Chair of the SSRC giving reasons for the request. Upon receipt of the request for cancellation, the Chair of the SSRC shall poll members to determine whether cancellation is appropriate. Such request shall be made as early as practical.

D. The person initiating the review must be present during the Student Status Review meeting.

E. A student shall have the right to present data that challenge the allegations necessitating this review.

F. A student may ask others to address the SSRC on their behalf.

   1. The student and their academic advisor should assess what kind of information other participants will bring to the SSR meeting; information should be specifically related to the reasons for the SSR meeting.

   2. Those addressing the SSRC on the student's behalf will not participate in the entire SSR meeting but will be invited in by the SSRC to participate and then be excused. This process will be guided in the meeting by the chair (or designee) of the SSRC.

G. A student shall be able to question anyone participating in the proceedings during the meeting.

H. The student shall have the right to ask for a break or a brief consultation with their academic

advisor at any point during the hearing.

I. The procedures for Student Status Review Committee meeting include the following:

1. Call to order
2. Roll call of participants
    a. Verification of presence of Committee members
    b. Verification of presence of student
    c. Verification of presence of person requesting the review of the student
    d. Verification of presence of student's academic advisor
    e. Verification of presence of student's invitees (if student has invited others to address the Committee
3. Verification of due notice to student
4. Disposition of procedural questions, if any
5. Hearing
    a. Statement of the circumstances necessitating this review
    b. Presentation of the Program's evidence
    c. Statement by the student (if the student desires)
    d. Presentation of student evidence
    e. Statements of invitees speaking on student's behalf
    f. Committee questions to the student regarding statements and evidence presented in the hearing
    g. Additional statement by the student (if the student desires)
    h. Student and academic advisor are dismissed.
6. Executive session to review facts and determine decision

J. The Chair shall make the procedures for the meeting available to all participants.

K. An appointed secretary will take minutes of the Student Status Review proceedings. The student will be advised during the student status review process of their right to obtain a copy of the minutes. It is the student's responsibility to obtain a copy of the minutes.

L. The Student Status Review meeting will be audio recorded by the recording secretary. Meetings held over zoom or other video conference platforms will be recorded. Recordings will be stored confidentially in the Department of Social Work office. No other recording of the meeting is permitted.

M. The Chair will notify the student in writing of the Committee's decision within ten working days following the hearing. Notification shall be delivered to the student in person or via e-mail. A

copy of the SSRC decision will be sent to the student at their address they have listed with the university by registered mail, specifying receipt requested.

N. The Chair will submit signed minutes and the Committee's decision to the Department Chair within fifteen working days following the hearing. Corrections to the minutes shall be made within five working days from Department Chair's receipt of the minutes.

O. Students may appeal the Committee's decision to the Department Chair within five working days after receiving notification of the decision. The appeal must be in writing.

P. The Department Chair will act upon the Committee's decision and/or the student's appeal and implement their disposition of the matter within ten working days of receipt of the decision and/or the student's appeal.

Q. The student may appeal an adverse decision in the manner prescribed by the University.

How Students are Notified about Criteria for Evaluating Academic and Professional Performance and Procedures for Grievance

Students are informed of criteria, policies, and procedures in multiple ways. Student behavioral expectations at the University level and procedures for addressing violations is available from the CSUF website for the Dean of Students (http://www.fullerton.edu/deanofstudents/) as well as the Course Catalog (https://catalog.fullerton.edu/).

In the Social Work department, general expectations for student conduct and program policies are outlined in the MSW Student Handbook. Expectations about student performance in the classroom are specifically communicated through course syllabi. While Field Seminars (MSW 540, 541, 542, 543) also communicate expectations through syllabi, expectations for students in field placements are further described in the Student Field Education Manual. The field manual provides a detailed overview of the department's field education component, including placement processes, field education roles, evaluation of student progress and grading, and information about the resolution of problems in field placement.

These policies and procedures are the same for full-time and part-time program students.

3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Policies and Procedures for Terminating Student Enrollment in Social Work Program

The University's student conduct code specifies that students can be disciplined, including expulsion, for a variety of reasons including academic dishonesty and harm to other people or harm to campus resources (https://catalog.fullerton.edu/content.php?catoid=61&navoid=7330).

Within the department, The Student Status Review is the process by which the Social Work Program addresses student performance and conduct problems. The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic activities, clinical performance, or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics and/or expectations of the profession. The SSR is the mechanism utilized to terminate a student's enrollment in the social work program. This procedure is presented above in section **3.1.7**.

The SSRC has several actions that it can recommend following a SSR hearing with a student; one of these options is dismissal from the Social Work Program:

> ***Dismissal from the Program***
>
> The SSRC may recommend dismissal from the Program for students who's academic, classroom, or practicum performance is judged to be unacceptable.
>
> A student who fails to satisfy conditions of probation in a timely fashion will be dismissed.
>
> A student will be dismissed when their performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the NASW Code of Ethics in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is required.

These procedures are the same for students in the full-time and part-time programs. These procedures are available for students via the MSW Student Handbook.

Student Participation

3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Policies and Procedures Specifying Students' Rights to Participate in Academic and Student Affairs Policymaking

CSUF rules of Governance indicate that students are to be represented in various Senate committees, for example: Academic Standards, Assessment and Educational Effectiveness, Diversity and Inclusion, Faculty Development, and Information Technology. Volunteers for these student representative positions are generally filled in partnership with the university's student government and auxiliary organization, Associated Students Inc. (ASI).

MSW students also work closely with the Assistant Dean of Student Affairs in the College of Health and Human Development in multiple ways, including the Inter-Club Council. This student organization provides leadership and governance opportunities at the college level and is linked to Associated Students Incorporated (ASI), CSUF's student government.

In addition, the Social Work department has formed a Graduation Committee and NASW Legislative Days committee which have student representatives.

3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.

Program Provides Opportunities and Encourages Student Organization

All CSUF students are encouraged to be involved in student clubs and organizations. The Office of Student Life & Leadership along with Associated Students Inc. provide university-wide events, like Discoverfest to publicize student clubs and organizations, and to encourage and facilitate student engagement in those activities.

The MSW program supports one such formal social work student organization, the Master of Social Work Student Association (MSWA) as part of the formal University Student community. This organization is student-run and is governed by elected officers. University policy requires that MSWA has its own operating budget that is separate from department funds. Because the university formally recognizes MSWA, the club is eligible for external funding and can participate in campus and community events. MSWA is also represented on the Inter-Club council (see section 3.1.9).

All MSW students in good standing are eligible to join MSWA, and alumni have opportunities for involvement as well. While a faculty advisor is designated for MSWA to support their work and mission, the organization has articulated its own mission and purpose:

Mission of the Student Organization

MSWA is a student organization that contributes to the professional development of each member through its commitment to community service, social action, and education.

Purpose of the Student Organization

The purpose of this organization is to provide opportunities for MSW students and the members of the university community to enhance the lives of those local community members who face oppression, injustice, misfortune, destructive acts of nature, and institutional racism. Additionally, increasing community within students in the social work program, professional development, career enhancement, scholarly development, faculty student interaction, advocacy, outreach, and other activities designed to enhance professional development of Master of Social Work Students.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

The high-quality and dedicated faculty at the Department of Social Work at CSUF is its greatest strength. The faculty's deep experience in practice, teaching, and research helps the Program to achieve its stated goals.

3.2.1: The program identifies each full-and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

Faculty include **10** tenured/tenure-track assistant/associate/full professors, **7** full-time lecturers and **8** part-time lecturers, and the Department's **full-time equivalent (FTE) faculty** number is **18.4**. One tenured faculty member, Caroline Bailey, is a psychologist with two doctorates from the University of Southern California. She does not have an MSW but specializes in child development and psychology and complements our practice faculty quite nicely. Primarily, Dr. Bailey teaches HBSE courses in the curriculum. All other faculty members in the Department have earned MSW degrees from CSWE-accredited programs.

The Department of Social Work is well supported by the university. Faculty have been hired as the Department grew significantly in the last few years. Since our last reaffirmation in 2014-15, the number of full-time faculty has increased by 42% from 12 to 17. Teaching is the primary assignment in the Department for most faculty members. Those with specific administrative assignments in the Department have reduced teaching responsibilities due to the need to fulfill other duties. Dr. Mikyong Kim-Goh is the Chair of the Department, Ms. Debra Saxton is the Director of Field Education, Ms. Marcella Mendez is the Assistant Field Director, Ms. Kelly Segovia is the Admissions Coordinator for the Department, and Mr. Duan Tran is the Project Coordinator for the California Social Work Education Center (CalSWEC) Title IV-E Child Welfare Training Program.

The following Faculty Summary Form includes both faculties employed in full-time and part-time positions within the past academic year. Faculty are listed in the following order: a) department chair

& program director, b) professors, c) associate professors, d) assistant professors, e) director of field education, f) assistant field director, g) coordinators, h) full-time lecturers, and i) part-time lecturers.

Table 3.1: Faculty Summary Form

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? (Per AS M3.2.4)	Degree from CSWE-Accredited Master's Program? (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience (Per AS 3.2.2)	Teaching Practice Courses? (Per AS 3.2.2)	Number of Years of Service to the Social Work Program (Per AS 3.2.1)	Percentage of Time Assigned to Program (Per AS M3.2.4)
								Master's
Kim-Goh, M.	Department Chair & Program Director; Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	22 yrs.	Yes ☒ No☐	14 yrs.	100%
Chenot, D.K.	Professor, Emeritus	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	10 yrs.	Yes ☒ No☐	14 yrs.	100%
Bailey, C.E	Associate Professor	Yes ☒ No☐	Yes ☐ No☒	Yes ☒ No☐	N/A	Yes ☐ No☒	13 yrs.	100%
Hogan, S.R.	Associate Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	2 yrs.	Yes ☐ No☒	14 yrs.	100%
Ji, J.	Associate Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	1 1/2 yrs.	Yes ☐ No☒	11 yrs.	100%
Lee, K.H.	Associate Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	3 1/2 yrs.	Yes ☒ No☐	6 yrs.	100%
Martin, M.E.	Associate Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	14 yrs.	Yes ☐ No☒	5 yrs.	100%
Capp, G.P.	Assistant Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	7 yrs.	Yes ☒ No☐	3 yrs.	100%
Eghaneyan, B.	Assistant Professor	Yes ☒ No☒	Yes ☒ No☐	Yes ☒ No☐	7 yrs.	Yes ☐ No☒	1 yr.	100%
Lizano, E.L.	Assistant Professor	Yes ☒ No☐	Yes ☒ No☐	Yes ☒ No☐	1 yr.	Yes ☐ No☒	2 yrs.	100%

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? (Per AS M3.2.4)	Degree from CSWE-Accredited Master's Program? (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience (Per AS 3.2.2)	Teaching Practice Courses? (Per AS 3.2.2)	Number of Years of Service to the Social Work Program (Per AS 3.2.1)	Percentage of Time Assigned to Program (Per AS M3.2.4)
								Master's
Saxton, D.D.	Director of Field Education. Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	10 yrs.	Yes ☒ No☐	14 yrs.	100%
Mendez, M.M.	Assistant Field Director. Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	15 yrs.	Yes ☒ No☐	12 yrs.	100%
Segovia, K.C.	Admissions Coordinator. Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	21 yrs.	Yes ☒ No☐	8 yrs.	100%
Tran, D.K.	CalSWEC Project Coordinator. Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	11 yrs.	Yes ☒ No☐	8 yrs.	100%
Allemand, L.	Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	16 yrs.	Yes ☒ No☐	8 yrs.	100%
Fernandes, M.T	Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	16 yrs.	Yes ☒ No☐	7 yrs.	100%
Flores-Avila, M.Y.	Full-Time Lecturer	Yes ☒ No☐	Yes ☒ No☐	Yes ☐ No☒	19 yrs.	Yes ☒ No☐	4 yrs.	100%
Agahi, G.M.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☒ No☐	20 yrs.	Yes ☐ No☒	2 yrs.	20%
Cherin, D.A.	Professor Emeritus. Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☒ No☐	12 yrs.	Yes ☐ No☒	14 yrs.	10%

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? (Per AS B/M3.2.4)	Degree from CSWE-Accredited Master's Program? (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience (Per AS 3.2.2)	Teaching Practice Courses? (Per AS 3.2.2)	Number of Years of Service to the Social Work Program (Per AS 3.2.1)	Percentage of Time Assigned to Program (Per AS M3.2.4) Master's
Flowers, C.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	9 yrs.	Yes ☒ No☐	3 yrs.	20%
Gallardo, S.M.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	25 yrs.	Yes ☒ No☐	7 yrs.	20%
Harrison, D.L.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	10 yrs.	Yes ☒ No☐	3 yrs.	20%
Hirasuna, D.S.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	7 yrs.	Yes ☒ No☐	2 yrs.	20%
Nguyen, K.Q.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	10 yrs.	Yes ☒ No☐	2 yrs.	20%
Nguyen, N.A.	Part-Time Lecturer	Yes ☐ No☒	Yes ☒ No☐	Yes ☐ No☒	22 yrs.	Yes ☒ No☐	1 yr.	10%
								Total FTE: 18.4

A biographical sketch of each of the faculty members, tenured, tenure-track and lecturers, appears below. These brief biographies are intended to highlight faculty members' qualifications, competence, expertise in social work education and practice, and years of service to the program.

Dr. Mikyong Kim-Goh
Department Chair & Program Director; Professor
BA, Psychology, Pomona College
MSW, University of California, Berkeley
PhD, Social Welfare, University of California, Berkeley

Dr. Mikyong Kim-Goh is a Professor, Program Director, and Chair of the Department of Social Work at California State University, Fullerton. She earned her MSW and Ph.D. in Social Welfare from the University of California at Berkeley. Dr. Kim-Goh has served in the Department of Social Work at CSUF since the inception of the Program in 2007 and taught a wide range of courses including Social Work Practice with Diverse Populations (MSW550), Applied Social Work Research Methods (MSW530), Advanced Mental Health Practice (MSW514), and International Social Work (MSW575). Her research areas include mental health disparities in ethnic minority communities, cultural competency in social work practice, interpersonal violence, international social work, and immigrant and refugee issues, and her papers have been published in prestigious journals such as the *American Journal of Orthopsychiatry*, the *Community Mental Health Journal,* and the *Journal of Family Violence*. A licensed clinical social worker (LCSW), Dr. Kim-Goh has been actively engaged with the communities through her ongoing clinical and research partnerships. For example, she has provided clinical consultation, clinical supervision, and program evaluation for local community-based agencies for the last 15 years. She was a recipient of the 2007 Distinguished Faculty Award from the College of Health and Human Development at CSUF and spent 4 months in Korea as a Korea Foundation Field Research Fellow conducting research on the mental health of multiethnic families in 2009. Moreover, Dr. Kim-Goh is a Co-Evaluator of two government grants, which are the SBIRT Training Grant from the Substance Abuse and Mental Health Service Administration (SAMHSA), and the California Reducing Disparities Project (CRDP) from the California Department of Public Health Office of Health Equity. Furthermore, she is a Principal Investigator of two additional federal grants: Integrated Behavioral Health Education and Leadership Program (B-HEAL) by the Health Resources and Services Administration (HRSA); and CalSWEC Title IV-E Child Welfare Training Program by Regents of the University of California, Berkeley.

Dr. David Chenot
Professor Emeritus
BA, English, University of Hawaii
MDiv, Fuller Theological Seminary
MSW, California State University, Fresno
PhD, Social Welfare, Case Western Reserve University

Dr. David Chenot is a Professor Emeritus and former Chair of the Department of Social Work. He earned a Master of Divinity at Fuller Theological Seminary and an MSW at California State University, Fresno. Dr. Chenot completed a Doctorate in Social Welfare at Case Western

Reserve University (The Mandel School of Applied Social Sciences). Dr. Chenot has served in the Department of Social Work at CSUF for 14 years and taught courses such as Advanced Mental Health Practice (MSW514), Applied Social Work Research Methods (MSW530), and Advanced Child Welfare Practice (MSW512). His past academic appointments have been at California State University, Bakersfield, where he served for seven years as both an instructor and the CalSWEC Project Coordinator in the MSW program. Dr. Chenot is also a licensed clinical social worker (LCSW) in the State of California and practiced professional social work in both public child welfare services and public mental health for many years. His research interests include the retention of social workers in public child welfare services, resilience among vulnerable children and families, and spirituality, religion and social work. Dr. Chenot has offered numerous presentations at national conferences, including CSWE, SSWR, and the *American Professional Society on the Abuse of Children* (*APSAC*) and invited presentations on the state level concerning his research. He has also published several articles in peer-reviewed journals and book chapters on his research. Finally, Dr. Chenot is a Co-Principal Investigator of a multi-year grant from HRSA, Health Career Opportunities Program (HCOP), which focuses on education of students from underrepresented populations for the healthcare professions.

Dr. Caroline Bailey
Associate Professor
BA, Interdisciplinary Studies, University of Southern California
MA, Psychology, University of Southern California
PhD, Clinical Psychology, University of Southern California
PhD, Child Development, University of Southern California

Dr. Bailey is Associate Professor of Social Work at CSUF and a Clinical Associate in the Department of Psychology at the University of Southern California. A graduate of the University of Southern California, Dr. Bailey completed graduate training in both developmental psychology and child clinical psychology in 2004. Her clinical internship and post-doctoral fellowship were completed at UCLA's prestigious Neuropsychiatric Institute and Hospital where she specialized in working with children and adolescents with neurobehavioral disorders. As a post-doctoral fellow with UCLA's Mental Retardation Research Center, Dr. Bailey conducted several studies investigating reading and language development in children with epilepsy and schizophrenia. Dr. Bailey is the recipient of several honors and awards. While at USC, she was awarded the Valentine Dissertation Fellowship, and is a Neurobehavioral Fellow of the American Epilepsy Society. She is certified in the Slingerland method of reading instruction and is an active member of the International Dyslexia Association as well as the Association for Psychological Science. Dr. Bailey has served in the CSUF Social Work Program for 13 years and primarily teaches HBSE courses in the curriculum such as Social Work Perspectives on Human Behavior I, II, and III (MSW501, MSW502, and MSW503).

Dr. Sean R. Hogan
Associate Professor
BA, MSW and PhD in Social Welfare, University of California, Berkeley

Dr. Sean R Hogan is a tenured associate professor in the Department of Social Work at California State University, Fullerton. Dr. Hogan received his doctoral training at the University

of California at Berkeley. Dr. Hogan's research areas include welfare reform, social welfare policy analysis, program evaluation, and the effects of eliminating welfare benefits to low-income substance abusers. Dr. Hogan has served in the CSUF Social Work Program for 14 years and regularly teaches social welfare policy and research sequences in the curriculum including Social Welfare Policy & Services I & II (MSW520 & MSW 521), Mental Health Policy & Social Work (MSW523), Applied Social Work Research Methods (MSW530), and Master's Project (MSW596 & MSW 597). He has research experience analyzing and evaluating longitudinal data related to federal welfare policy initiatives. Dr. Hogan has academic interests in the social construction of social welfare problems and policies, as well as the effects of social capital on marginalized and disadvantaged populations. He has published on the history and construction of substance abuse policy in the United States and its relationship to social inequality. Currently, Dr. Hogan is principal investigator on a longitudinal research project examining the relationship between social capital and social welfare outcomes for former and current foster youth in higher education.

Dr. Juye Ji
Associate Professor
BA, Early Childhood Education, Ewha Womans University, Seoul, Korea
MSW, Ewha Womans University, Seoul, Korea
PhD, Social Work, University of Southern California

Dr. Juye Ji is Associate Professor of Social Work at California State University, Fullerton. She joined the CSUF Department of Social Work following two years as Assistant Professor of Social Work at Syracuse University. Dr. Ji has served in the Social Work Program for 11 years and regularly teaches the Master's Project (MSW596 & MSW 597) and Social Work Perspectives on Human Behavior I (MSW501). Dr. Ji completed her doctorate in Social Work at the University of Southern California in 2009. Her research interests focus on the long-term physical and mental health of abused children across life span. Dr. Ji is a developmentally-oriented quantitative researcher, with special interests in longitudinal design, advanced statistics, and psychometrics. Her research is guided by a biopsychosocial model of children's mental health and based on interdisciplinary collaboration. Dr. Ji has actively participated in federally-funded studies on the development of children and adolescents. For example, she is a co-investigator of a multi-year R01 grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development examining the link between DNA methylation and child maltreatment and mental health.

Dr. Karen Kyeunghae Lee
Associate Professor
BA, Social Work, Ewha Womans University, Seoul, Korea
MSW, Portland State University
MS, Public Health, University of Illinois at Urbana-Champaign
PhD, Social Work, University of Southern California

Dr. Karen Kyeunghae Lee is Associate Professor in the Department of Social Work at CSUF. She has served in the Social Work Program for 6 years, teaching a wide range of courses such as Social Work Practice with Diverse Populations (MSW550), Applied Social Work Research

Methods (MSW530), Master's Project (MSW596 & MSW 597), and Social Work Perspectives on Human Behavior II (MSW502). Her current research interests are focused on integrated behavioral healthcare, mental health disparities, improving access and quality of care for people with serious mental illness through collaboration with community-based agencies, and mental health issues of Asians and Asian Americans. She is a Co-Evaluator of two government grants, which are the SBIRT Training Grant from the Substance Abuse and Mental Health Service Administration, and the California Reducing Disparities Project from the California Department of Public Health Office of Health Equity, and an Evaluator of Integrated Behavioral Health Education and Leadership Program (B-HEAL) funded by the Health Resources and Services Administration (HRSA). Additionally, Dr. Lee is a licensed clinical social worker (LCSW) in California and practiced professional social work in public mental health for several years.

Dr. Michelle Martin
Associate Professor
BA, Psychology, San Diego State University
MSW, University of Illinois at Chicago
MSc, Global Policy Studies, University of Bristol
PhD, Peace Studies, University of Bradford

Dr. Michelle Martin is an Associate Professor in the Department of Social Work at CSUF (CSUF), where she teaches courses in social welfare policy and community practice, i.e., Social Welfare Policy & Services I & II (MSW520 & MSW 521), Mental Health Policy & Social Work (MSW523), and Macro Social Work in Communities and Organizations (MSW564). Her current research interests focus human rights of displaced populations, trauma and identity among migrants and refugees, and women and wellbeing. Dr. Martin is the author of three textbooks in social work, human services and global advocacy policy practice, chapters on migrant family separations and indigenous rights, has several publications focusing on diaspora identity expression, trauma and peace building, and is currently writing a book on women and aging. Dr. Martin is on the board of the United Nations Association, San Diego Chapter, and an executive board member focusing on legislative initiatives related to the United Nations Sustainable Development Goals (SDGs). Dr. Martin has practiced in the field of social work for approximately 25 years, working in a range of practice settings, most recently, in substance abuse treatment for women. Dr. Martin has a PhD in peace studies and international development from the University of Bradford (2014), a masters in global policy studies from the University of Bristol (2011), and an MSW from the University of Illinois, Chicago (1996).

Dr. Gordon Capp
Assistant Professor
BA, Language Arts, Seattle Pacific University
MSW, California State University, Long Beach
PhD, Social Work, University of Southern California

Dr. Gordon Capp earned his Ph.D. in social work from the University of Southern California (USC), an MSW from CSULB and a BA in Language Arts/Elementary Education from Seattle Pacific University. His professional experiences prior to his doctoral education include teaching in K-12 schools, and subsequently working as a licensed clinical social worker (LCSW) in child

welfare and community mental health settings in Orange and Los Angeles counties. While working in community mental health he was extensively involved in the design and implementation of school-based mental health programs. Dr. Capp's research focuses on schools as key influences in the social ecology of youth, and how to maximize school climate as a protective influence for students, families, and staff members. In particular, his work examines how school staff contribute to and experience school climate, along with the influence of climate on school safety and social emotional learning. Dr. Capp has served in the CSUF Social Work Program for 3 years and regularly teaches social work practice and research curriculum including Advanced Mental Health Practice (MSW514) and Master's Project sequence (MSW596 & MSW597).

Dr. Brittany Eghaneyan
Assistant Professor
BS, Cognitive Science and Psychology, University of Texas at Dallas
MSW, University of Texas at Arlington
PhD, Social Work, University of Texas at Arlington

Dr. Eghaneyan is an Assistant Professor in the Department of Social Work at California State University Fullerton. She has extensive experience working with interdisciplinary research teams and community partners in the areas of mental health and substance abuse. Prior to the completion of her doctorate degree and appointment at CSUF, Dr. Eghaneyan worked as a Project Coordinator on two federally funded research projects that implemented integrated health care and culturally and linguistically competent education interventions in primary care settings. Her research interests include integrated health care for mental health and substance use treatment, mental health treatment initiation and retention, mental health stigma, mental health disparities among Latinx populations, culturally competent care, trauma-informed primary care, implementation of evidence-based practice in healthcare settings, and psychometrics. Dr. Eghaneyan is currently the Curriculum Coordinator of the Integrated Behavioral Health Education and Leadership (B-HEAL) project which is funded by HRSA and a Principal Investigator of another project, Mental Health and Substance Abuse Service Provision in Orange County, California: Developing a Comprehensive Portrait, funded by Mind OC/Orange County Health Care Agency. She has served in the CSUF Social Work Program for one year and teaches the policy and research sequence, i.e., Applied Social Work Research Methods (MSW530), Master's Project (MSW596 & MSW597), and Mental Health Policy & Social Work (MSW523). Finally, Dr. Eghaneyan has developed a new elective for the curriculum, Advanced Social Work Practice in Integrated Behavioral Health Care (MSW579), which will be offered in the spring semester of 2022 for the first time.

Dr. Erica Lizano
Assistant Professor
BA, Sociology, California State University at, Fullerton
MSW/MPA, University of Southern California
PhD, Social Work, University of Southern California

Dr. Erica Lizano completed her graduate level work at the University of Southern California and is an alumna of CSUF where she completed her undergraduate studies in Sociology with a minor

in Human Services. Dr. Lizano's research focuses on workforce management within the human services sector with an emphasis on worker well-being (e.g., job burnout, engagement, job stress). Post her MSW training, Dr. Lizano served as program manager within the non-profit sector with a specific focus on health access among Latinx communities in the Southeast Los Angeles County region. During that time, Dr. Lizano also carried a small caseload of Family Preservation (child welfare cases) clients. Since joining the faculty at CSUF in the Fall of 2019, Dr. Lizano has taught Macro Social Work in Communities and Organizations (MSW564), Child Welfare Policy & Social Work (MSW522), and Master's Project sequence (MSW596 & MSW597). Additionally, Dr. Lizano volunteers with SALEF (Salvadoran American Leadership and Educational Fund) to engage in fundraising and policy advocacy efforts aimed at promoting education among Salvadoran-Americans (and other Latinx groups) as well as protecting immigrant and refugee rights among Central Americans. Dr. Lizano has served in the CSUF Social Work Program for two years.

Debra Saxton
Director of Field Education; Full-Time Lecturer
BA, Sociology, California State University, Fullerton
MSW, University of Southern California

Debra Saxton began her full-time position with the Department of Social Work at CSUF in 2008 and currently serves as the Director of Field Education as well as full-time lecturer. Her primary teaching areas include child welfare practice and HBSE sequence, e.g., Advanced Child Welfare Practice (MSW512) and Social Work Perspectives on Human Behavior I & II (MSW501 & MSW502). She is a licensed clinical social worker (LCSW), with an MSW from USC and a BA in Sociology from CSUF . She also holds a PPS Credential for School Social Work and Child Welfare and Attendance. Her previous teaching experience includes work as an adjunct faculty at CSUF , in Human Services, and at Whittier College, in both Social Work and Child Development. In addition to her teaching experience, Ms. Saxton has over 20 years of clinical experience working in a variety of community settings including school based social work, outpatient and inpatient mental health services with adults and children, family/couples therapy in private practice, foster care and adoption services. Her practice and research interests are in the areas of attachment theory, the effects of trauma on development as well as the impact of early socialization on resiliency in later life. She has served in the CSUF Social Work Program for 13 years.

Marcella Mendez
Assistant Field Director, Full-Time Lecturer
BA, Sociology, California State University, Northridge
MSW, University of Southern California

Marcella Mendez is Assistant Field Director and full-time lecturer in the Social Work Department. She began teaching at CSUF part-time in 2009. In 2011, she became a full-time lecturer. Ms. Mendez regularly teaches generalist social work practice courses, Social Work Practice I & II (MSW510 & MSW511), and advanced generalist field courses, Advanced Social Work Field Instruction I & II (MSW542 & MSW543). Ms. Mendez earned her BA from Cal State Northridge in Sociology, with emphasis in Counseling and Interviewing, and her MSW

from USC with concentration in Families and Children and sub-concentration in School Setting Pupil Personnel Services. Ms. Mendez is a California state-licensed clinical social worker (LCSW) and has worked for 20 years at several non-profit agencies within the Los Angeles area. Ms. Mendez has experience working with pregnant teens and teen mothers, children and adults with developmental disabilities, and as a director of client care providing outpatient mental health services to children and families. She has served in the CSUF Social Work Program for 12 years.

Kelly Segovia
Admissions Coordinator; Full-Time Lecturer
BA, Psychology, California State University, Long Beach
MSW, California State University, Long Beach

Kelly Segovia is an Admissions Coordinator and full-time lecturer in the Department of Social Work. Ms. Segovia is a licensed clinical social worker (LCSW) and earned her MSW from Long Beach State University with a concentration in Children, Youth and Families. Ms. Segovia earned her bachelor's degree from Long Beach State University in Psychology. Ms. Segovia has over 20 years of clinical experience working in a variety of community settings including outpatient mental health with adults and children, school based social work, and foster care. She has worked as a Clinician, Supervisor, and Program Director. In her various roles she has had the opportunity to provide clinical training, participated in program development, and has taught child abuse prevention classes. Prior to coming to CSUF, Mrs. Segovia was the CalWORKs and GROW Program Director and Supervisor at a nonprofit agency providing outpatient mental health services to adults and their families. She has served in the CSUF Social Work Program for 8 years and regularly teaches field seminar courses, e.g., Advanced Social Work Field Instruction I & II (MSW542 & MSW543) and Social Work Field Instruction I & II (MSW540 & MSW541).

Duan Tran
CalSWEC Title IV-E/Child Welfare Project Coordinator; Full-Time Lecturer
BS, Behavioral Health Science, University of Utah
MSW, Loyola University of Chicago

Duan Tran received his MSW from Loyola University Chicago, Illinois in 2002. Mr. Tran began his teaching career at CSUF as a part-time lecturer in 2013, and in 2015, he started the full-time lecturer and the CalSWEC Child Welfare Project Coordinator's position. Mr. Tran primarily teaches the generalist Social Work Field Instruction (MSW540 & MSW541) and also serves as the Academic and Graduate Advisor. Prior to teaching, he was an administrator for various social service agencies in four states for over 20 years. Most recently, he was the program director of Community Service Program, overseeing the Victim Advocate Programs. Prior to this, Mr. Tran was the program supervisor at the Mental Health Association of Orange County working with the homeless population. He also worked at various residential substance abuse programs including being a supervisor at Cirque Lodge in Sundance, Utah. In addition, he has five years of experience working in Child Welfare and is also trained in EMDR. Mr. Tran has served in the CSUF MSW program for 8 years.

Lori Allemand
Full-Time Lecturer
BSW, California State Polytechnic University, Pomona
MSW, University of Nevada, Las Vegas

Lori Allemand is currently a licensed clinical social worker (LCSW) in the State of California. She obtained her Bachelor of Social Work from California Polytechnic University of Pomona and her MSW from the University of Nevada, Las Vegas. Ms. Allemand brings many years of practice experience in the areas of mental health, child welfare, family preservation, school social work and quality assurance. She practiced professional social work at The Whole Child for fifteen years as the Director of Student Services, Director of Service Coordination and also Quality Assurance Manager. She worked as a consultant to Plaza Community Services consulting on grant writing, program development, staffing and clinical training. Her research interests include childhood anxiety, group work and ADHD. Ms. Allemand has served in the CSUF MSW program for 8 years and regularly teaches the generalist social work practice sequence (MSW510 & MSW511) and advanced generalist field seminars (MSW542 & MSW543).

Michelle Fernandes
Full-Time Lecturer
BA, Social Work, Whittier College
MSW, San Diego State University

Michelle Fernandes is a full-time lecturer in the Department of Social Work. She teaches courses in Social Work Practice and Field Instruction. Ms. Fernandes earned her MSW from San Diego State University with a concentration in Mental Health and her BSW from Whittier College with an emphasis in Public Child Welfare. She is a California state licensed clinical social worker (LCSW) with 18 years of clinical experience serving children, youth and families in various non-profit mental health settings, with special focus on trauma. Ms. Fernandes practiced for many years at a Los Angeles-based, non-profit agency providing outpatient mental health treatment to court mandated families and children who were victims of crime. There she was the lead clinician for Family Preservation cases, as well as a Student Field instructor . Later she served as a special consultant to a Los Angeles-based domestic violence shelter where she developed and managed a mental health program for women and children. She also provided mental health services as well as clinical supervision/ training to staff and student interns. As a part-time lecturer at CSUF , Ms. Fernandes helped develop and implement the community-based programs at the newly established CSUF Center for Healthy Neighborhoods. She served as Director of Program and Services and Student Field instructor at the Center before she became a full-time lecturer for the Department in 2015. Her previous teaching experience included work as a part-time faculty at Whittier College. Ms. Fernandes has served in the CSUF MSW program for 7 years and primarily teaches the generalist social work practice sequence (MSW510 & MSW511) and field seminars (MSW540 & MSW541).

Marlene Flores-Avila
Full-Time Lecturer

BA, Psychology, University of California, Santa Barbara
MSW, California State University, Los Angeles

Marlene Flores-Avila is a full-time lecturer in the Department of Social Work. She teaches courses in Human Behavior in the Social Environment, Social Work Practice, and Field Instruction. Ms. Flores-Avila received her undergraduate degree in Psychology from the University of California, Santa Barbara and her MSW from the California State University Los Angeles. Ms. Flores-Avila is a licensed clinical social worker (LCSW) with extensive experience in serving children, youth, and families throughout Los Angeles County and more recently, Orange County. Her expertise has been in working with the Latinx population and providing services at all levels of social work. Her experience has been gained from working for and with non-profit organizations in the Los Angeles area, and more extensively with the Los Angeles County Department of Mental Health and Kaiser Permanente. Her area of interest is in merging her social work expertise with lactation education, community advocacy and empowerment and with the integration of mindfulness into social work practice. Ms. Flores-Avila has served in the CSUF MSW program for 4 years.

Golnaz Agahi
Part-Time Lecturer
BS, Biology, University of California, Irvine
MSW/MPH, San Diego State University
DSW, University of Southern California

Dr. Golnaz Agahi is a part-time faculty in the Department of Social Work at CSUF teaching the Master's Project sequence. She received her BS in biology from University of California, Irvine, MSW/MPH from San Diego State University, and DSW from University of Southern California. She has taught for the CSUF Social Work Program for two years. Dr. Golnaz is currently an Associate Professor and Assistant Field Director over at Brandman University. Outside of teaching, she is the CEO of SocialWise Consulting where she plays many roles in field supervision and program evaluation. Dr. Golnaz also has 25+ years of supervisory and executive experience in various organizations such as Orange County Department of Education, Orange County Health Care Agency, and Children's Hospital Los Angeles.

Dr. David Cherin
Professor Emeritus; Part-Time Lecturer
BA, English Literature, California State University Long Beach
MSW, California State University Long Beach
PhD, Social Work, University of Southern California

Dr. David Cherin was the founding director of the MSW program and the founding chair of the Department of Social Work at CSUF. He has served in the CSUF MSW program for 14 years as a tenured full professor, professor emeritus, and part-time lecturer. Prior to returning to work on his MSW and PhD, Dr. Cherin was an administrator and corporate vice president for over two decades with a large, multi-national health care management company. Since entering the field of social work, Dr. Cherin has held faculty positions in the Schools of Social Work at California State University, Long Beach, California State University, Bakersfield, the University of

Southern California, and University of Washington. Dr. Cherin worked as a hospice social worker after earning an MSW degree from California State University Long Beach. He has done extensive research and evaluation work, publishing in the areas of health care service delivery and child welfare. His work in health services focuses on service delivery systems in end-of-life care. Dr. Cherin has received the Soros Project Death in America's Social Work Leadership Award.

Charles Flowers
Part-Time Lecturer
AS, Business, Pasadena City College
BSW, California State University, Los Angeles
MSW, California State University, Fullerton

Charles Flowers has served in the CSUF MSW program for 3 years as a part-time faculty, teaching field seminar to first-year MSW students (MSW540 & MSW541). He earned a BSW from California State University, Los Angeles and an MSW from California State University Fullerton. Outside of teaching, Mr. Flowers is a Supervising Social Service Practitioner at the San Bernardino County Children & Family Services (CFS).

Susan Gallardo
Part-Time Lecturer
BS, Human Services, California State University, Fullerton
MSW, Emphasis in Healthcare Settings, University of Southern California

Susan Gallardo has served in the CSUF MSW program for 7 years as a part-time faculty, teaching generalist practice field seminar courses (MSW540 & MSW541). She earned a BS in Human Services from CSUF and her MSW from University of Southern California. As a licensed clinical social worker (LCSW), Ms. Gallardo has been working for the Department of the Navy as a Clinical Social Worker since 2014. She has experience working in various settings (Foster Care, Hospice Care, Child Abuse Prevention Centers) as a clinical social worker.

Diane Harrison
Part-Time Lecturer
BA, English and Communication Arts, Notre Dame of Maryland University
MSW, California State University, Fullerton

Diane Harrison has served in the CSUF MSW program for 3 years as a part-time faculty, teaching advanced field seminar to second-year MSW students. She earned a BA in English, and Communication Arts from Notre Dame of Maryland University and her MSW from California State University Fullerton. Currently she works as a Clinical Supervisor for Western Youth Services and as a Supervisor for Social Work Interns at the CSUF Center for Healthy Neighborhood. Diane has experience working with the homeless population and children in school-based settings. Ms. Harrison is a licensed clinical social worker (LCSW) in CA.

Darin Hirasuna
Part-Time Lecturer

BSW, California State University, Los Angeles
MSW, California State University, Los Angeles

Darin Hirasuna is a part-time faculty in the Department of Social Work teaching MSW570 Social Work Practice with Addictions Disorders. He received his BSW and MSW from California State University, Los Angeles. A licensed clinical social worker, Mr. Hirasuna currently works at United American Indian Involvement Inc. as a mental health social worker. Prior to his current position, he has worked as a substance abuse counselor for youth and as a program director for Grandview Foundations which is a drug and alcohol addiction treatment center in Los Angeles. Mr. Hirasuna has served in the CSUF MSW program for two years.

Khac Nguyen
Part-Time Lecturer
BS, Human Services, California State University Fullerton
MSW, University of California, Los Angeles

Khac Nguyen is a part-time faculty in the Department of Social Work at CSUF, teaching the generalist social work practice sequence (MSW510 & MSW511) and child welfare policy (MSW522). He received his BS in Human Services from CSUF and MSW from University of California, Los Angeles. He currently works as a Senior Social Services Supervisor for the County of Orange Social Services Agency (SSA). Mr. Nguyen is serving on several committees at the County of Orange Social Services Agency including Safety Organized Practice (SOP) Leadership, Core Practice Model, Level of Care, Adoption Focus, Request for Proposal Panel Member, and Fatherhood Engagement. Mr. Nguyen has served in the CSUF MSW program for two years.

Natalie Nguyen
Part-Time Lecturer
BS, Human Services & BA, Psychology, California State University, Fullerton
MSW, California State University, Long Beach

Natalie Nguyen is part-time faculty in the Department of Social Work at CSUF and teaches the Aging Practice Course (MSW516). Ms. Nguyen received two bachelor's degrees in human services and psychology from CSUF and her MSW from Cal State Long Beach. Outside of teaching, she works as the Service Chief for the Orange County Health Care Agency (OC HCA – Public Health Services Division). Ms. Nguyen has experience as a clinical social worker when working with Western Youth Services and Child Protective Services in the past. Ms. Nguyen has served in the CSUF MSW program for one year.

Current faculty members have expertise in direct practice, social policy, child welfare, mental health, aging, alcohol and drug abuse, race and gender issues, and research methods enabling the faculty to cover the breadth of the curriculum in the MSW program at CSUF in a comprehensive manner. The faculty have demonstrated more than adequate expertise to cover generalist and advanced generalist (i.e., specialized practice with three areas of focus) practice, policy, HBSE, research, and field courses. As evidenced by the experience represented on the Faculty Data

Form, which appears below, the faculty have direct practice expertise as well as established macro practice expertise in policy and research in mental health, public child welfare and aging. Faculty members are also able to provide full curriculum offerings for the program in both the two-year and three-year configurations.

Among the full-time faculty, Dr. Gordon Capp and Dr. David Chenot comprise the mental health practice contingent. In addition, Dr. Sean Hogan and Dr. Michelle Martin teach mental health policy. Child welfare practice courses are taught by Debra Saxton while child welfare policy courses are taught by Dr. Erica Lizano. Dr. Caroline Bailey, with a background in developmental psychology, offers much of the human behavior course content, including the assessment and diagnosis course (MSW503). Dr. Juye Ji and Dr. Karen Lee also teach some HBSE courses as well as the research sequence. Dr. Sean Hogan and Dr. Michelle Martin teach most of the macro courses in policy, while Dr. Erica Lizano teaches the organizational and community practice course (MSW564).

Research has been taught by several faculty members including Dr. Capp, Dr. Brittany Eghaneyan, Dr. Hogan, Dr. Ji, Dr. Lee, and Dr. Lizano. Master's projects courses have been taught by various tenured and tenure-track faculty who mentor the students through these year-long courses. A strong group of full-time lecturers with a wealth of direct practice experience offers most of the clinical practice and field seminar courses, including Lori Allemand, Michelle Fernandes, Marlene Flores-Avila, Marcella Mendez, Debra Saxton, Kelly Segovia, and Duan Tran. The lecturers who teach field seminars also act as field faculty with practicum agency sites. In summary, the faculty has demonstrated the ample capacity to cover the curriculum in the MSW program comprehensively.

The Faculty Data Form below provides the information requested in Accreditation Standard 3.2.1, 3.2.2, and M3.2.4. The form includes both faculties employed in full-time and part-time positions within the past academic year. Faculty are listed in the following order: a) department chair & program director, b) professors, c) associate professors, d) assistant professors, e) director of field education, f) coordinators, g) full-time lecturers, and h) part-time lecturers.

Faculty Data Forms

1. Name of faculty member: **Mikyong Kim-Goh**

2. Degree information

Degree	Ph.D.
Institution Granting Degree	University of California at Berkeley
Major	Social Welfare
Date Awarded (month/year)	May 1990

Degree	MSW
Institution Granting Degree	University of California at Berkeley
Major	Social Welfare
Date Awarded (month/year)	May 1985

Degree	BA
Institution Granting Degree	Pomona College, Claremont, CA
Major	Psychology
Date Awarded (month/year)	May 1983

3. Academic appointments

Employing academic institution	California State University Fullerton, Department of Social Work
Title	Professor
City and state	Fullerton, California
Start date (month/year)	August 2007
End date (month/year)	Present

Employing academic institution	California State University Fullerton, Department of Human Services
Title	Associate Professor
City and state	Fullerton, California
Start date (month/year)	August 1999
End date (month/year)	July 2007

Employing academic institution	California State University Fullerton, Department of Human Services
Title	Assistant Professor
City and state	Fullerton, California
Start date (month/year)	August 1992
End date (month/year)	July 1999

4. Professional post–master's social work experience

Employer	Korean Community Services
Position	Clinical Supervisor (P/T)
City and state	Buena Park, California
Start date (month/year)	August 2012
End date (month/year)	May 2016

Employer	Private Psychotherapy Practice
Position	Owner/ Therapist (P/T)
City and state	Fullerton, California
Start date (month/year)	January 2013
End date (month/year)	December 2013

Employer	Korean Community Services
Position	Clinical Consultant (Volunteer; P/T)
City and state	Buena Park, California
Start date (month/year)	August 2006
End date (month/year)	August 2012

Employer	Counseling & Psychological Services, CSUF
Position	Counselor (Volunteer; P/T)
City and state	Fullerton, California
Start date (month/year)	August 2003
End date (month/year)	August 2004

Employer	Women's Walk-In Resource Center
Position	Group Counselor (P/T)
City and state	Fullerton, California
Start date (month/year)	August 1999
End date (month/year)	August 2000

Employer	Asian Pacific Counseling & Treatment Center
Position	Clinical Consultant / Supervisor (P/T)
City and state	Los Angeles, California
Start date (month/year)	August 1992
End date (month/year)	August 1995

Employer	Asian Pacific Counseling & Treatment Center
Position	Supervising Psychiatric Social Worker (F/T)
City and state	Los Angeles, California
Start date (month/year)	August 1986
End date (month/year)	August 1992

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Deans and Directors (NADD)
California Association of Deans and Directors (CADD), Secretary
Licensed Clinical Social Worker (LCSW), CA, LCS 13994
Korean American Mental Health Association, Founding President
American Orthopsychiatric Association, Fellow
Council on Social Work Education
National Association of Social Workers
American Psychological Association
Korean American Social Work Educators Association
Asian American Social Work Educators Association

6. List your community service responsibilities and activities for the last 3 years.

2021 Council on Social Work Education (CSWE) Minority Fellowship Program Director Search Committee
2019 – 2022 Council on Social Work Education (CSWE) Minority Fellowship Program Doctoral Advisory Committee
2020 Workshop Trainer, Mental Health Stigma Awareness Program, Korean Community Services, Buena Park, CA
2018 Tenure & Promotion External Reviewer, School of Social Work, Wichita State University, Kansas
Guest Reviewer, *Journal of Interpersonal Violence*
Guest Reviewer, *Journal of Nervous and Mental Disease*

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Kim-Goh, M., Martin, M., & Quiroga M. P. "2020 Partner in International Education Organization Award." Council on Social Work Education Commission on Global Social Work Education.
Kim-Goh, M., Chenot, D., Lee, K., & Eghaneyan, B. (2021-2025). "Integrated Behavioral Health Education and Leadership Program (B-HEAL)." Project Director. Funded by the Health Resources and Services Administration. 1 M01HP41962-01-00. $1,911,173.
Kim-Goh, M. (2019-2022). **"**CalSWEC Title IV-E Program." Project Director. Regents of the University of California, Berkeley. $1,438,395 per year.
Kwon, M. J. & **Kim-Goh, M**. (2018-2019). "Enhancing the Effectiveness of Telework Policy in Social Services Agencies." Research, Scholarship and Creative Activity (RSCA), CSUF. $15,000.
Lee, K. & **Kim-Goh, M**. (2017-2022). "A Culturally Competent Model for Integrated Care." California Reducing Disparities Project (CRDP) Phase 2 Asian Pacific Islander Implementation Pilot project. Co-Evaluators. (PI: KCS Health Center). Funded by the California Department of Public Health. $200,000.
Quaye, B., **Kim-Goh, M**., Lee, K., & Metoyer, C. (2016-2019). "Orange County Community Health SBIRT Program." Co-Principal Investigator (PI: Beverly

Quaye). Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). 1H79TI026438-0. $769,556.

Kim-Goh, M. (2015). The Senior Career Achievement Award, Korean American Social Work Educators Association (KASWEA), Council on Social Work Education.

8. List your professional presentations presented during the last 5 years.

Kim-Goh, M., & Lee, K. "Culturally Relevant Mental Health Services: The Integrated Care Coordinators Program for Korean Immigrants." Presented at the American Public Health Association 2020 Virtual Annual Meeting and Expo, October 2020.

Lee, K., & **Kim-Goh, M**. "Culturally Responsive Integrated Care Coordinators Program: Innovative Pathways to Wellbeing for Korean and Vietnamese Immigrants." Presented at the American Public Health Association 2020 Virtual Annual Meeting and Expo, October 2020.

Kim-Goh, M., Quiroga Menéndez, P., & Martin, M. "Creating Global Service-Learning Opportunities for Latinx Social Work Students through International University Partnerships." Presented at the 9th International Conference on Social Work in Health and Mental Health, York, UK, July 2019.

Lee, K., & **Kim-Goh, M**. "Culturally Responsive Integrated Care Program: Innovative Pathways to Wellbeing for Recent Asian Immigrants," Presented at the 9th International Conference on Social Work in Health and Mental Health, York, UK, July 2019.

Lee, K., & **Kim-Goh, M**. "Integrating screening, brief intervention, and referral to treatment (SBIRT) training into social work curriculum: outcomes and lessons learned," Presented at the 9th International Conference on Social Work in Health and Mental Health, York, UK, July 2019

Kim-Goh, M., Quiroga Menéndez, P., & Martin, M. "Global Service-Learning for Latinx Social Work Students through International Partnerships." Presented at the Latino Social Work Organization Conference, Chicago, Oct. 2018.

Kim, S, **Kim-Goh, M**., Yun, K. & Ji, J. "Furthering University-Community Partnerships: Unique Contributions of Korean American Social Work Educators" Panel Presentation at the 62nd Annual Program Meeting, Council on Social Work Education, Atlanta, Nov. 2016.

Kim-Goh, M. "Culturally Competent Mental Health Practice," Invited Presentation at Pyeongtaek University in Korea, March 2016.

Kim-Goh, M., Lee, M., & Yun, K. "Challenges among Korean American Social Work Educators: How to Become Culturally Competent?" Panel Presentation at the 61st Annual Program Meeting, Council on Social Work Education, Denver, October 2015.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Kim-Goh, M., Choi, H., & Yoon, M. S. (2015). Culturally responsive counseling for Asian Americans: Clinician Perspectives, *International Journal for the Advancement of Counselling, 37* (1), 63-76. DOI 10.1007/s10447-014-9226-z.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **David Chenot**

2. Degree information

Degree	PhD
Institution Granting Degree	Case Western Reserve University (MSASS)
Major	Social Welfare
Date Awarded (month/year)	05/2007

Degree	MSW
Institution Granting Degree	California State University, Fresno
Major	Social Work
Date Awarded (month/year)	05/1994

Degree	BA
Institution Granting Degree	University of Hawaii
Major	English
Date Awarded (month/year)	05/1978

3. Academic appointments

Employing academic institution	California State University Fullerton
Title	Professor Emeritus
City and state	Fullerton, CA.
Start date (month/year)	08/2021
End date (month/year)	Present

Employing academic institution	California State University Fullerton
Title	Professor
City and state	Fullerton, CA.
Start date (month/year)	06/2018
End date (month/year)	08/2021

Employing academic institution	California State University Fullerton
Title	Associate Professor
City and state	Fullerton, CA.
Start date (month/year)	08/2012
End date (month/year)	06/2018

Employing academic institution	California State University Fullerton
Title	Assistant Professor
City and state	Fullerton, CA.
Start date (month/year)	08/2007
End date (month/year)	08/2012

Employing academic institution	California State University Bakersfield
Title	Lecturer/Assistant Professor
City and state	Bakersfield, CA.
Start date (month/year)	10/2000
End date (month/year)	08/2007

4. Professional post–baccalaureate and post–master's social work experience

Employer	Private Practice
Position	Therapist
City and state	Bakersfield, CA
Start date (**month**/year)	June, 1994
End date (**month**/year)	December, 2004

Employer	Kern County Mental Health
Position	Therapist; Supervisor
City and state	Bakersfield, CA
Start date (month/year)	1994
End date (month/year)	2000

Employer	Kern County Department of Human Services
Position	Social Services Worker I, II, & III
City and state	Bakersfield, CA
Start date (month/year)	1986
End date (month/year)	1994

5. List your current professional, academic, community-related, and scientific memberships.

6. List your community service responsibilities and activities for the last 3 years.

   2011-2019 Chair, Department of Social Work, CSUF

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

   2018- Current: Co-Principal Investigator with Cynthia Greenberg, Dean-College of Health & Human Development
   Health Career Opportunities Program - Health Resources & Services Administration (HRSA). Education of students from underrepresented populations for the healthcare professions. $3.1 million/5-years
   2021- Current: Faculty-Education and Training Coordinator
   Integrated Behavioral Health Education and Leadership - Health Resources & Services Administration (HRSA). $1.9 million/4-years
   2021- Current: Co-Principal Investigator with Brittany Eghaneyan, Be Well Data Collection Project. $99,950/6-9 months

2019- Distinguished Faculty Award; College of Health and Human Development, CSUF

8. List your professional presentations presented during the last 5 years.

Chenot, D., & Julien-Chinn, F., (4/25/2019) Emotional Refresh in Child Welfare. Title IV-E Summit. Long Beach, CA.

Chenot, D. (3/28/19) Secondary Traumatic Stress among Palliative Care and Hospice Health Professionals. Silverado Palliative and Hospice Care, Irvine, CA.

Chenot, D. (4/20/19) Health Professionals and Cross-cultural Practice. The Health Careers Opportunities Program, California State University Fullerton. Fullerton, CA.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Chenot, D., Benton, A.D., Iglesias, M., & Boutakidis, I. (2019) Ethnic matching: A two state comparison of child welfare workers' attitudes. *Children and Youth Services Review. 98,* 24-31.

Benton, A.D., **Chenot, D**., & Boutakidis, I. (2017). Somebody's gotta be there for these kids: Importance of service orientation for sustaining public child welfare workers. *Journal of Public Child Welfare, 11*(3), 338-359.

Chenot, D. & Kim, H. (2017). Spirituality, religion, social justice orientation and the career aspirations of young adults. *Journal of Social Work Education. 53*(4), 699-713.

Chenot, D. (2016, June). University community partnerships (CADD corner). *National Association of Social Workers California News.*

Kim, H., **Chenot, D**., & Lee, S. (2015). Running away from out-of-home care: A multilevel analysis. Children & Society. 29(2), 109-121.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **Caroline E. Bailey**

2. Degree information

Degree	Doctor of Philosophy
Institution Granting Degree	University of Southern California
Major	Clinical Psychology & Developmental Psychology
Date Awarded (month/year)	05/2004

Degree	Master of Arts
Institution Granting Degree	University of Southern California
Major	Psychology

Date Awarded (month/year)	05/1999

Degree	Bachelor of Arts
Institution Granting Degree	University of Southern California
Major	Interdisciplinary Studies
Date Awarded (month/year)	05/1997

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Associate Professor of Social Work
City and state	Fullerton, California
Start date (month/year)	08/2013
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Assistant Professor of Social Work
City and state	Fullerton, California
Start date (month/year)	08/2008
End date (month/year)	07/2013

Employing academic institution	California State University, Fullerton
Title	Assistant Professor of Human Services
City and state	Fullerton, California
Start date (month/year)	08/2006
End date (month/year)	08/2008

Employing academic institution	University of California, Los Angeles
Title	Staff Psychologist
City and state	Los Angeles, California
Start date (month/year)	08/2009
End date (month/year)	07/2014

Employing academic institution	University of California Los Angeles
Title	Assistant Research Psychologist
City and state	Los Angeles, California
Start date (month/year)	08/2007
End date (month/year)	08/2009

1. Professional post–baccalaureate and post–master's social work experience
N/A

5. List your current professional, academic, community-related, and scientific memberships.

National Association for the Education of Young Children (NAEYC)
American Psychological Association (APA)

6. List your community service responsibilities and activities for the last 3 years.

Pa'lante Fellowship Mentor, CSUF (2019-present)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
N/A

8. List your professional presentations presented during the last 5 years.

Bailey, C.E. (September 2020). *Trauma Informed Care for Crossover Youth: Coping in the Age of Covid-19.* Oral Presentation given at Bouncing Forward, Revitalizing Communities Beyond a Pandemic, Erie, Pennsylvania.

Bailey, C.E. & Allemand L. (September 2020). *Kicking Pandemic Panic to the Curb; Building Resilience Through Practicing Relentless Self-care.* Oral Presentation given at Bouncing Forward, Revitalizing Communities Beyond a Pandemic, Erie, Pennsylvania.

Bailey C.E., (May 2019) *Trauma Informed Treatment Approaches for Juvenile Justice Involved Youth. Theory and Practice.* Continuing Education Training for the Los Angeles County Department of Mental Health, Los Angeles, CA.

Bailey C.E., (May 2019, June 2017) *Trauma Informed Treatment Approaches for Juvenile Justice Involved Youth. Theory and Practice.* Continuing Education Training for the Los Angeles County Department of Mental Health, Los Angeles, CA.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Cross Bodan, R., Bodan, F., & **Bailey, C. E. (2019).** *Depression, health, longevity*. In Putcha, C., & Slodoba, B. (Eds.*). Interactive Factors Between Physical Health, Mental Health and A Long Quality Life.* Bloomington, Indiana: Balboa Press**.**

10. Include any other relevant information below or as a separate attachment.

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1. Name of Faculty Member **Sean R. Hogan**

2. Degree information

Degree	PhD
Institution Granting Degree	University of California, Berkeley
Major	Social Welfare
Date Awarded (month/year)	07/2005

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Degree	MSW
Institution Granting Degree	University of California, Berkeley
Major	Social Welfare
Date Awarded (month/year)	05/2001

Degree	BA
Institution Granting Degree	University of California, Berkeley
Major	Social Welfare
Date Awarded (month/year)	05/1999

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Associate Professor
City and state	Fullerton, California
Start date (month/year)	08/2011
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Assistant Professor
City and state	Fullerton, California
Start date (month/year)	08/2006
End date (month/year)	08/2011

Employing academic institution	San Jose State University
Title	Lecturer
City and state	San Jose, California
Start date (month/year)	08/2004
End date (month/year)	08/2006

4. Professional post–baccalaureate and post–master's social work experience

Employer	Public Health Institute
Position	Research Associate III, Project Evaluator
City and state	Oakland, CA
Start date (month/year)	05/2003
End date (month/year)	01/2004

Employer	e-cohen Consulting Services
Position	Research Assistant, Field Interviewer and Project Consultant
City and state	Berkeley, CA
Start date (month/year)	08/2002
End date (month/year)	11/2003

Employer	Veterans Administration Outpatient Mental Health Clinic
Position	Social Work Intern, Psychiatric Social Worker
City and state	Oakland, CA
Start date (month/year)	09/2000
End date (month/year)	05/2001

Employer	Villa Fairmont Mental Health Rehabilitation Facility
Position	Social Work Intern
City and state	San Leandro, CA
Start date (month/year)	10/1999
End date (month/year)	04/2000

5. List your current professional, academic, community-related, and scientific memberships.

   Society for Social Work and Research – Member

6. List your community service responsibilities and activities for the last 3 years.

   Jewish Long Beach Needs Assessment and Demographic Study Working Group, Member

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

   California State University Senior Faculty Research Program Award (6/20).

8. List your professional presentations presented during the last 5 years.

   Hogan, S. R. (2021, September). *Foster youth in higher education: The importance of reconstructing family on a college campus.* Oral presentation at the biennial international conference of the European Scientific Association on Residential and Family Care for Children and Adolescents, Zurich, Switzerland (Virtual).

   Gowdy, G. M., & **Hogan, S. R.** (2021, January). *The role of informal mentors in the lives of transitional-age foster youth.* Symposium presentation at the annual conference of the Society of Social Work and Research, San Francisco, CA (Virtual).

Hogan, S. R. (2020, January). *The relationship between food insecurity, social capital, and health among foster youth in higher education.* Poster presentation at the annual conference of the Society of Social Work and Research, Washington, DC.

Johnson, G., & **Hogan, S. R.**, Pineda, M., & Jones, T. (2019, October). *First year experiences contributing to foster youth higher education attainment.* Workshop presentation at the Blueprint Conference for Success, Los Angeles, CA.

Hogan, S. R. (2018, October). *Foster youth and college campus support program participation: Physical and mental health during the first-year experience.* Oral presentation at the biennial international conference of the European Scientific Association on Residential and Family Care for Children and Adolescents, Porto, Portugal.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Gowdy, G. M., & **Hogan, S. R.** (2021). Informal mentoring among foster youth entering higher education. *Children and Youth Services Review, 120,* 105716. https://doi.org/10.1016/j.childyouth.2020.105716

Hogan, S. R. (2020). Foster youth, health, and college campus support program participation: The first-year experience. *Journal of Student Affairs Research and Practice, 57*(1), 1-14. https:doi.org/10.1080/19496591.2019.1622550

Hogan, S. R. (2018). Foster youth in higher education: Mental health and academic achievement during the first-year experience. *Journal of the First-Year Experience & Students in Transition, 30*(2), 65-78. https://doi.org/10.1080/19496591.2019.1622550

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **Juye Ji**

2. Degree information

Degree	Ph.D.
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	08/2009

Degree	Master of Arts
Institution Granting Degree	Ewha Womans University
Major	Social Work
Date Awarded (month/year)	02/2002

Degree	Bachelor of Arts
Institution Granting Degree	Ewha Womans University

Major	Early Childhood Education
Date Awarded (month/year)	02/1997

3. Academic appointments

Employing academic institution	California State University at Fullerton
Title	Associate Professor
City and state	Fullerton, CA
Start date (month/year)	08/2018
End date (month/year)	Present

Employing academic institution	California State University at Fullerton
Title	Assistant Professor
City and state	Fullerton, CA
Start date (month/year)	01/2012
End date (month/year)	07/2018

Employing academic institution	School of Social Work, Syracuse University
Title	Assistant Professor
City and state	Syracuse, NY
Start date (month/year)	08/2009
End date (month/year)	12/2011

4. Professional post–baccalaureate and post–master's social work experience

Employer	Samjeon Community Welfare Center
Position	Play Therapist (Child Development Enhancement Program)
City and state	Seoul, South Korea
Start date (month/year)	01/2002
End date (month/year)	07/2003

Employer	Seoul Dongbu Child Guidance Center
Position	Clinical Social Worker (Master's Level)
City and state	Seoul, South Korea
Start date (month/year)	12/1999
End date (month/year)	12/2001

5. List your current professional, academic, community-related, and scientific memberships.

Society for Social Work and Research
Society for Research on Adolescence
Korean American Social Work Educators Association
Korean Association of Social Work Practice and Research

6. List your community service responsibilities and activities for the last 3 years.

2020 Committee Member, Professional Training Committee, Korean Association of Social Work Practice and Research
2018-2019 Chair, Professional Development Committee, Korean American Social Work Educators Association (KASWEA)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Grants

2020-2025 Eunice Kennedy Shriver National Institute of Child Health and Human Development R01 Program "Linking DNA methylation with child maltreatment and mental health across adolescence" *Co-Investigator*
Summer 2021 Summer 2021 Grant for Faculty Support on Scholarly or Creative Productivity, California State University at Fullerton *Principal Investigator*
AY 2020-2021 College of Health and Human Development, Research Support Program Grant "Resilience in maltreated children: Role of Self-Image" California State University at Fullerton *Principal Investigator*

Award

2018 Outstanding Teaching Award, College of Health and Human Development, California State University at Fullerton

8. List your professional presentations presented during the last 5 years.

Kim, Kyunghee, Yoon, M., & **Ji, J**. (2021). A Qualitative Study on the Experience of Family-Centered Case Management Services Among Parent Perpetrators of Child Maltreatment in Korea. A poster was presented at the 25th Annual Meeting of the Society for Social Work and Research, Virtual Presentation. January 2021.
Ji, J., Hackman, D., Lee, D., Mennen, F., & Negriff, S. (2020). The Effects of Childhood Maltreatment Type on Mental Health Trajectories Across Adolescence. Paper Symposium was accepted at the 2020 Biennial Meeting of Society for Research on Adolescence, San Diego, CA March 2020.
Hernandez, J., & **Ji, J.** (2020). Latinx Childhood Trauma Experiences and Its Effect on Mental and Physical Health. A poster was presented at the 24th Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2020.
Salinas, M. & **Ji, J.** (2020). Racial Differences in Social Support, Social Activity, and Service Utilization Among Family Caregivers of People with Alzheimer's Disease. A poster was presented at the 24th Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2020.
Edwards, M., & **Ji, J.** (2020). Longitudinal Analysis of Health Behaviors and Mental Health. A poster was presented at the 24th Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2020.

Sou, S., & **Ji, J.** (2020). The Effects of Spirituality on the Psychological Well-Being of Child Abuse Survivors. A poster was presented at the 24th Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2020.

Loomis, P., & **Ji, J**. (2019). The Effect of Quality of Romantic Relationship and Sexual Behavior on Mental Health Among Adolescent Offenders. A poster was presented at the 23rd Annual Meeting of the Society for Social Work and Research, San Francisco, CA. January 2019.

Chew, W., & **Ji, J**. (2019). Effect of Risky Online Behavior and Unwanted Sexual Exposure on Mental Health Among Adolescents. A poster was presented at the 23rd Annual Meeting of the Society for Social Work and Research, San Francisco, CA. January 2019.

Hackman, D., **Ji, J.,** Negriff, S., & Mennen, F. (2018). A paper was presented at the 22nd Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2018.

Schneiderman, J., **Ji, J.,** Susman, E. J., & Negriff, S. (2018). A paper was presented at the 22nd Annual Meeting of the Society for Social Work and Research, Washington, DC. January 2018.

Alvarado, J. R., & **Ji, J**. (2017) Factors Impacting Perceived Control and Depression in Older Adults of Different Racial/Ethnic Groups. A poster was presented at the 21st Annual Meeting of the Society for Social Work and Research, New Orleans, LA. January, 2017.

San Juan, E., & **Ji, J.** (2017). A Longitudinal Study of Social Support and Mental Health Among LGBT Transitional Aged Foster Youth. A poster was presented at the 21st Annual Meeting of the Society for Social Work and Research, New Orleans, LA. January, 2017.

Lopez-Weissbuch, A., & **Ji, J.** (2017). Effects of Culture and Family Involvement on Substance Use Among Native American Adolescents. A poster was presented at the 21st Annual Meeting of the Society for Social Work and Research, New Orleans, LA. January, 2017.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Eum, S., **Ji, J**., & Mearns, J. (2019). The Effects of Acculturative Stress, Intergenerational Conflict, and Negative Mood Regulation Expectancies on the Mental Health of Korean Immigrants. *Asian Journal of Family Therapy,* 3, 1-27.

Schneiderman, J., **Ji, J**., Susman, E. J., & Negriff, S. (2018). Longitudinal relationship between mental health symptoms and sleep disturbances and duration in maltreated and comparison adolescents. *Journal of Adolescent Health, 63,* 74-80. doi: 10.1016/j.jadohealth.2018.01.011

Ji, J., Negriff, S., Kim, H., & Susman, E. J. (2016) Cortisol reactivity and recovery among young adolescents: Heterogeneity and longitudinal stability and change. *Developmental Psychobiology, 58,* 283-302. doi: 10.1002/dev.21369. PMID: 26517401.

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member **Karen Kyeunghae Lee**

2. Degree information

Degree	PhD
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	08/2011

Degree	MSPH (Master of Science in Public Health)
Institution Granting Degree	University of Illinois, Urbana-Champaign
Major	Community Health
Date Awarded (month/year)	12/1999

Degree	MSW
Institution Granting Degree	Portland State University
Major	Social Work
Date Awarded (month/year)	06/1993

Degree	BA
Institution Granting Degree	Ewha Womans University, Seoul, Korea
Major	Social Work
Date Awarded (month/year)	02/1991

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Associate Professor
City and state	Fullerton, CA
Start date (month/year)	08/2019
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Assistant Professor
City and state	Fullerton, CA
Start date (month/year)	08/2015
End date (month/year)	07/2019

Employing academic institution	University of Kansas
Title	Assistant Professor
City and state	Lawrence, KS
Start date (month/year)	08/2011
End date (month/year)	06/2015

4. Professional post–baccalaureate and post–master's social work experience

Employer	Special Services Groups, Inc. – Asian Pacific Counseling and Treatment Centers
Position	Psychiatric Social Worker
City and state	Cerritos, CA
Start date (month/year)	09/2000
End date (month/year)	03/2004

Employer	Frances Nelson Health Center
Position	Community Health Intern
City and state	Champaign, IL
Start date (month/year)	06/1997
End date (month/year)	08/1997

Employer	The Pavilion
Position	Post-Graduate Intern
City and state	Champaign, IL
Start date (month/year)	09/1993
End date (month/year)	12/1993

Employer	Child Development and Rehabilitation Center, Oregon Health Science University
Position	Social Work Intern
City and state	Portland, OR
Start date (month/year)	09/1992
End date (month/year)	06/1993

Employer	Holt International Children's Services
Position	Cultural Specialist Intern
City and state	Eugene, OR
Start date (month/year)	07/1992
End date (month/year)	09/1992

Employer	Children's Services Division
Position	Social Work Intern
City and state	Portland, OR
Start date (month/year)	09/1991
End date (month/year)	06/1992

5. List your current professional, academic, community-related, and scientific memberships.

Member, Council on Social Work Education (CSWE)
President, Korean American Mental Health Association (KAMHA)

6. List your community service responsibilities and activities for the last 3 years.

October, 2021 Organized KAMHA Mental Health Conference
June, 2021 Reviewed/Edited a mental health booklet (translated into Korean) for linguistic and cultural competence. *Support through recovery- A resource book for family members and caregivers.* Los Angeles County Department of Mental Health
April, 2020 Translated COVID-19 social story for children "Something strange happened in my city" into Korean
April 2018 Provided a mental health seminar at Korean Community Services
May 2017 Provided a mental health seminar at Korean Community Services
May 2016 Provided a behavioral health seminar at a Korean-American church
July 2016 Provided a behavioral health seminar at a Korean-American church
Conference Abstract Reviewer, Council on Social Work Education: 2017, 2018

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Award

Junior Career Achievement Award (2018) from Korean American Social Work Education Association, Council on Social Work Education

Grants

Co-Principal Investigator/Evaluation Specialist (2021-2025: Principal Investigator: Mikyong Kim-Goh). Integrated Behavioral Health Education and Leadership (BHEAL). Health Resources and Services Administration. $1,911,173.
Principal Investigator (2017-2022). A culturally competent model for integrated care. California Reducing Disparities Project (CRDP) Phase 2 Asian Pacific Islander Implementation Pilot Project. Korean Community Services/ California Department of Public Health. $200,000.
Co-Principal Investigator (2016-2019: Principal Investigator: Beverly Quaye). Orange County Community Health SBIRT Program. Substance Abuse and Mental Health Services Administration. $769,556.

8. List your professional presentations presented during the last 5 years.

Lee, K.K.& Kim-Goh, M. (2020). Culturally responsive integrated care coordinators program: Innovative pathways to wellbeing for Korean and Vietnamese immigrants. Oral presentation (live) at the American Public Health Association Virtual Annual Meeting and Expo. October 24-28, 2020.
Kim-Goh, M., & **Lee, K.K** (2020). Culturally relevant mental health service: The "integrated care coordinators" program for Korean immigrants. Oral presentation (recorded) at the American Public Health Association Virtual Annual Meeting

and Expo. October 24-28, 2020. https://apha.confex.com/apha/2020/meetingapp.cgi/Paper/484440

Lee, K.K. (2020). Guest speaker for counseling panel (with Charles Royston). Psychology Department Student Association, California State University, Fullerton. April 15, 2020.

Lee, K.K. & Kim-Goh, M. (2019). Culturally responsive integrated care program: Innovative pathways to wellbeing for recent Asian immigrants. Oral presentation at the 9th International Conference on Social Work in Health and Mental Health. July 22-26, 2019, York, United Kingdom.

Lee, K.K. (2019). Characteristics of Asian Americans with different religious affiliations: implications for mental health intervention and research. Poster presentation at the 9th International Conference on Social Work in Health and Mental Health. July 22-26, 2019, York, United Kingdom.

Lee, K.K. & Kim-Goh, M. (2019). Integrating screening, brief intervention, and referral to treatment (SBIRT) training into social work curriculum: Outcomes and lessons learned. Oral presentation at the 9th International Conference on Social Work in Health and Mental Health. July 22-26, 2019, York, United Kingdom.

Lee, D., Oh, H., Kim, M.A., **Lee, K.K.**, & Yamada, A.M. (2017). Etiology, Ethnicity, Ecclesia: Cross-Cultural Comparisons of Christian Faith-Based Leaders' Readiness to Address Youth Mental Health. Poster presentation at the annual conference of the Society for Social Work and Research. January 11-15, 2017, New Orleans, LA.

Lee, D. S., Yamada, A.-M., Oh, H., Lee, **K. K.**, & Kim, M. A. (2016). Cross-cultural comparisons of pastors' readiness to address youth mental health. Poster presentation at the 96th Annual convention of Western Psychological Association. April 28-May1, 2016, Long Beach, CA.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Almeida, R.V., Werkmeister Rozas, L.M., Cross-Denny, B., **Lee, K.K.**, & Yamada, A.-M. (2019). Coloniality and Intersectionality in Social Work Education and Practice. *Journal of Progressive Human Services,* 30(2), 148-164.

Yamada, A-M., **Lee, K. K.**, Kim, M. A., Oh, H., & Moine, M. A (2019). Beliefs about etiology and treatment of mental illness among Korean Presbyterian pastors. *Journal of Religion and Health,* 58, 870-880.

Robinson, M., Cross-Denny, B., **Lee, K.K.**, Werkmeister Rozas, L., & Yamada, A.-M. (2016). Teaching intersectionality: Transforming cultural competence content in social work education. *Journal of Social Work Education*, *52,* 509-517.

Kim, M.A., Yamada, A.-M., Rice, E., & **Lee, K.K.** (2016). Social support and quality of social interactions among Korean and Korean American students in university-affiliated religious organizations in the United States. *Korean Academy of Social Welfare, 49,* 1-28.

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member **Michelle Martin**

2. Degree information

Degree	PhD
Institution Granting Degree	University of Bradford
Major	Peace Studies and Social Development
Date Awarded (month/year)	07/2014

Degree	MSc
Institution Granting Degree	University of Bristol
Major	Global Policy Studies
Date Awarded (month/year)	10/2010

Degree	MSW
Institution Granting Degree	University of Illinois, Chicago
Major	School Social Work
Date Awarded (month/year)	05/1996

Degree	BA
Institution Granting Degree	San Diego State University
Major	Psychology
Date Awarded (month/year)	08/1984

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Associate Professor
City and state	Fullerton, CA
Start date (month/year)	06/2021
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Assistant Professor
City and state	Fullerton, CA
Start date (month/year)	08/2016
End date (month/year)	06/2021

Employing academic institution	DePaul University
Title	Visiting Assistant Professor
City and state	Chicago, IL
Start date (month/year)	07/2013
End date (month/year)	07/2014

Employing academic institution	Dominican University
Title	Lecturer
City and state	River Forest, IL
Start date (month/year)	01/2009
End date (month/year)	08/2013

4. Professional post-baccalaureate and post-master's social work experience.

Employer	Dee's House Residential Treatment Center for Women
Position	Clinical Therapist
City and state	Fountain Valley, CA
Start date (month/year)	09/2019
End date (month/year)	present

Employer	DuPage Pastoral Counseling Center
Position	Mental Health Counselor
City and state	Carol Stream, IL
Start date (month/year)	09/2001
End date (month/year)	08/2006

Employer	Hospice Care of California
Position	Hospice Social Worker
City and State	Placentia, CA
Start date (month/year)	09/1999
End date (month/year)	09/2001

Employer	Los Angeles Unified School District
Position	Psychiatric Social Worker
City and State	Los Angeles, CA
Start date (month/year)	08/1997
End date (month/year)	08/1999

Employer	DuPage County State Attorney's Office
Position	Director of Victim-Witness
City and State	Wheaton, IL
Start date (month/year)	06/1993
End date (month/year)	08/1999

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers (NASW)
International Federation of Social Workers (IFSW)
Council on Social Work Education (CSWE)
United Nations Association (UNA-USA)

Women's International League for Peace and Freedom/US Section (WILPF)
Third Street Writers' Group of Laguna Beach

6. List your community service responsibilities and activities for the last 3 years.

Executive Board Member, United Nations Association, San Diego
NASW Assistant Director, Region F

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2020, CSUF ORSP Innovative Research and Creative Activities Grant, Surveying El Salvadoran and Rwandan Diasporas Use of Social Media: Bringing "Imagined Homeland" Online, $6,788.00, funded.
2020, CSUF IRA Award, NASW Legislation Lobby Days, $32,715.00, funded.
2020, CSUF Service-Learning Integration Grant, Center for Internships & Community Engagement, Student Study Abroad, Dominican Republic, $5000-$7500, funded.
2020, Service-Learning Integration Grant, Center for Internships & Community Engagement, NASW Lobby Days, $5,000.00, funded.
2020, United Nations Association, San Diego Chapter Leader of the Year.
2020, California State University, Fullerton, Faculty Excellence in Service Recognition Award.
2020, California State University, Fullerton, Author Award, *Introduction to Human Services: Through the Eyes of Practice Settings* (4e), Pearson Publishing.
2019, California State University, Fullerton, Faculty Excellence in Teaching Recognition Award.

8. List your professional presentations presented during the last 5 years.

Martin, M.E. & Villarreal Sosa, L. (2020, January). "Irish Immigrant Adaptation and Mental Health Needs: A Survey of the Chicago Irish Community" [Poster Presentation]. Society for Social Work and Research (SSWR) Annual Conference: Reducing Racial and Economic Inequality, Washington D.C.

Martin, M.E. (2019, October). "Humanitarian Crises at the Border: Helping Students Reclaim Social Work's Radical Roots." Council on Social Work Education (CSWE) APM: Looking Back, Looking Forward, Denver, Colorado.

Martin, M.E. & Spencer, M. (2018, November). "Infusing Native American and Indigenous Content in Social Work Curriculum." Council on Social Work Education (CSWE) APM: Expanding Interprofessional Education to Achieve Social Justice, Orlando, Florida.
Kim-Goh, M., Quiroga Menéndez, P., **Martin, M.E.** (2018, October). "Global Service-Learning for LatinX Social Work Students through International Partnerships." Latino Social Workers Organization (LSWO) Conference 2018, Chicago, Illinois.
Martin, M.E. (2017, November). "Twitter for Social Justice Advocacy: Teaching

Students how to Become Effective Cyberactivists." Council on Social Work Education (CSWE) APM, California State University, Los Angeles.

Martin, M.E. (2017, June). "The Politicization of Cross-Border Migration" New Faces and Voices from the Intercultural Identity and the Migration in the North of Chile: A Discussion about Multidimensional Poverty. INACAP, Iquique, Chile.

Martin, M.E. (2017, January). "How Muslim Communities Can Respond to Islamophobia" Irvine Islamic Center, Irvine, California.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Martin, M. E. (2021). *Introduction to Human Services: Through the eyes of practice settings (5th ed.).* Upper Saddle River, NJ: Pearson Publishing.

Villarreal Sosa, L. & **Martin, M.** (2021) Constructions of race and equity in a Suburban School: Teachers, school social workers and other school staff as Nepantleras and Border Crossers. *Children & Schools*. https://academic.oup.com/cs/advance-article/doi/10.1093/cs/cdaa031/6104332.

Martin M. (2021). The politicization of cross-border migration: The case of Central Americans seeking political asylum in the United States. In P. Gabriel Silva, O. Sacramento & E. Challinor (Eds.), *Quest for Refuge: Reception responses from the Global North*. Portugal: Vila Nova de Famalicão-Braga: Húmus, pp. 37-62.

Martin, M. (2020). Rwandan diaspora online: Social connections and identity narratives. *Crossings: Journal of Migration & Culture, 10,* 2, 223-241.

Martin, M. (2019) What keeps diaspora from contributing to peace processes? Exploring diaspora online narratives of homeland conflict, *Diaspora Studies, 12*, 2, 111-133, DOI: 10.1080/09739572.2019.1635389

Martin, M. & Quiroga Menendez, P. (2018). Advocating for social and environmental justice and human rights: Listening to indigenous voices. In M. Rinkel & M. Powers (Eds.) *Social work promoting community and environmental sustainability: A workbook for global social workers and educators*. Berne, Switzerland: International Federation of Social Workers, pp. 73-92.

Martin, M.E. (2017). *Introduction to social work: Through the eyes of practice settings*. Upper Saddle River, NJ: Pearson Publishing (2nd edition forthcoming).

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of Faculty Member **Gordon Capp**

2. Degree information

Degree	PhD
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	05/2018

Degree	MSW
Institution Granting Degree	California State University, Long Beach
Major	MSW
Date Awarded (month/year)	05/2006

Degree	BA
Institution Granting Degree	Seattle Pacific University
Major	Language Arts/Elementary Education
Date Awarded (month/year)	06/1998

3. Academic appointments

Employing academic institution	California State University, Fullerton, Social Work Dept.
Title	Assistant Professor
City and state	Fullerton, CA
Start date (month/year)	08/2018
End date (month/year)	Present

Employing academic institution	University of Southern California
Title	Adjunct Lecturer
City and state	Los Angeles, CA
Start date (month/year)	08/2015
End date (month/year)	08/2018

Employing academic institution	California State University, Fullerton, Counseling Dept.
Title	Adjunct Lecturer
City and state	Fullerton, CA
Start date (month/year)	2011
End date (month/year)	2013

Employing academic institution	California State University, Fullerton, Special Education Dept.
Title	Adjunct Lecturer
City and state	Fullerton, CA
Start date (month/year)	2011
End date (month/year)	2013

Employing academic institution	California State University, Fullerton, Special Education Dept.
Title	Adjunct Lecturer
City and state	Fullerton, CA
Start date (month/year)	2007
End date (month/year)	2008

4. Professional post–baccalaureate and post–master's social work experience

Employer	Community Family Guidance Center
Position	Therapist; School Services Manager
City and state	Cerritos, CA
Start date (month/year)	07/2007
End date (month/year)	04/2013

Employer	Western Youth Services
Position	Therapist, Clinical Evaluation and Guidance Unit
City and state	Anaheim, CA
Start date (month/year)	07/2006
End date (month/year)	07/2007

Employer	Lewis Palmer School District
Position	5th grade teacher; middle school language arts teacher
City and state	Monument, CO
Start date (month/year)	06/2000
End date (month/year)	07/2003

5. List your current professional, academic, community-related, and scientific memberships.

California LCSW LCS 26629
National Association of Social Workers
Society for Social Work and Research
American Educational Research Association
School Social Work Association of America

6. List your community service responsibilities and activities for the last 3 years.

Social Emotional Learning Consultant for Acacia Elementary School (Fullerton School District)
School Social Work Steering Committee Member, CSUF Department of Social Work

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

(2020). School Climate and School Discipline: The hidden role of school nurses within school contexts. Junior/Senior Intramural Grant ($5,000).
(2021). Building Capacity to Prepare School Social Workers at CSUF. Faculty Enhancement and instructional Development Award, CSUF Faculty Development Center ($5,000).
(2019). AERA School Climate SIG Dissertation Award.
(2018). GADE Student Leadership/Service Award.

8. List your professional presentations presented during the last 5 years.

Kelly, M.S., **Capp, G.P.** Watson, K.R. (2020). *Opening Schools Safely This Fall: School Social Workers' Experiences & Recommendations.* Courageous Conversations Webinar, American Council for School Social Work.

Capp, G.P. (2020). Social emotional Learning (SEL), *Second Step, and the importance of school Staff.* Presentation to Acacia Elementary School Staff.

Truong, J., **Capp, G**. (2021, January). Sexual Minority Youth, Bullying, and Suicidality: An Urgent Need for Individual- and School-Level Interventions. Poster presented at the Society for Social Work and Research, online.

Capp, G., Astor, R.A., Moore, H (2021, January). School Climate and Classroom Climate: Developing an Understanding of Schools As Protective Contexts for All Stakeholders. Poster presented at the Society for Social Work and Research, online.

Capp, G., Watson, Kelly, Astor, Benbenishty (2020, April 9-12) School Social Workers During COVID: Going Back to Basics to Support Students. [symposium] Finding Resilience During the COVID-19 Pandemic: Perspectives From Different Stakeholders in Schools. Paper presented at the American Educational Research Association, online.

Capp, G., Astor, R. & Moore, H. (2020, April 17 - 21) *How Are Teacher Perceptions of School Climate Related to Their Immediate Classroom Contexts?* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/uwnl3kl (Conference Canceled)

Moore, H., Astor, R. **& Capp, G**. (2020, Apr 17 - 21) *Districts' and Schools' Role for Homeless Students: Nested-Case Studies in Districts With High and Low Socioeconomic Status* [Poster Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/voyr9su (Conference Canceled)

Gavitt, M., **Capp, G.P**. (2020). *Bullying, Sexual Harassment, and Attitudes Towards Dating Violence.* Poster presented at the Society for Social Work and Research, Washington D.C.

Ganley, E., **Capp, G.P**. (2020) *Understanding the Compounding Effects of Maternal Characteristics on Child Abuse Potential in Teen Mothers*. Poster presented at the Society for Social Work and Research, Washington D.C.

Fraley, H., Aronowitz, T., **Capp, G.P.** (2019, November). From the Lens of School Nurses: School Discipline Experiences Among Youth with Disabilities. Poster presented at the American Public Health Association, Philadelphia, PA.

Capp, G. P., Astor, R. A., & Moore, H. (2019, April). *Exploring how socioeconomic status and school contexts influence staff perceptions of school climate*. Paper presented at the American Educational Research Association, Toronto, Canada.

Capp, G.P., Astor, R.A., & Moore, H. (2019, January). *How Do Staff Members Experience School Climate? Investigating How Local Context Influences Theory and Practice in Order to Improve School Climate.* Poster presented at the Society for Social Work and Research, San Francisco, CA.

Astor, R.A., **Capp, G.P**., Moore, H., Benbenishty, R. (2018, March). *Using Monitoring and Mapping Methods to Address Bullying and School Climate: Creating*

Welcoming Practices in Schools and School Districts. Research to practice workshop conducted at the National School Social Work Conference, Columbus, OH.

Capp, G.P., Astor, R. A., & Gilreath, T.D. (2018, January). *Not All Staff Experience Positive School Climate: Exploring Unobserved Heterogeneity in School Staff Reports of School Climate.* Paper presented as part of the symposium entitled *Advancing Research on the School Context through Application of Latent Class Analysis* at the Society for Social Work and Research, Washington D.C.

Capp, G.P., Astor, R. A., & Gilreath, T.D. (2018, January). *School Staff Members in California: How Are School Climate Perceptions Related to Perceptions of Student Risk and Well-Being?* Paper presented at the Society for Social Work and Research, Washington D.C.

Capp, G. P., Astor, R. A., & Gilreath, T. D. (2017, April). *A statewide analysis of school staff perceptions of school climate in California*. Paper presented at the American Educational Research Association, San Antonio, TX.

Capp, G. P., & Sullivan, K. S. (2017, January). *Frequent school transitions and student experiences of school climate: A latent class analysis*. Poster presented at the Society for Social Work Research, New Orleans, LA.

Capp, G. P., Sullivan, K. S., & Gilreath, T. D. (2016, April). *Latent patterns of school climate and resilience.* Paper presented at the American Educational Research Association, Washington DC.

Capp, G. P., Sullivan, K. S., & Gilreath, T. D. (2016, January). *School climate and resilience among secondary students in California: A latent class analysis*. Paper presented at the 20th annual meeting of the Society for Social Work Research, Washington DC.

Capp G. P., Castillo, B., De Pedro, K. T., Moore, H., Pineda, D., Astor, R. A., & Benbenishty, R. (2016, January). *An adaption and evaluation of a university school-based service-learning program for military-connected students: Partners at learning.* Poster presented at the 20th annual meeting of the Society for Social Work Research, Washington DC.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Peer Reviewed Journal Articles

Capp, G. P., Astor, R.A., & Moore, H. (2021). Positive school climate for school staff? The roles of administrators, staff beliefs, and school organization in high and low resource school districts. Journal of Community Psychology, 1–23. https://doi.org/10.1002/jcop.22701

Watson, K.R., Benbenishty, R., Astor, R.A., **Capp, G.P**., Kelly, M.S. (2021). Needs of Children and Families During COVID-19 School Closures: Findings from a National Survey. *Social Work Research.*

Kelly, M. S., Benbenishty, R., **Capp, G**., Watson, K., & Astor, R. (2021). Practice in a Pandemic: School Social Workers' Adaptations and Experiences During the 2020 COVID-19 School Disruptions. *Families in Society*, 102(3), 400-413.

Capp, G., Watson, K., Astor, R. A., Kelly, M. S., & Benbenishty, R. (2021). School Social Worker Voice during COVID-19 School Disruptions: A National Qualitative Analysis. *Children & Schools,* 43(2), 79-88, https://doi.org/10.1093/cs/cdab007

Capp, G.P., Astor, R.A., Gilreath, T.D. (2020). Exploring patterns of positive and negative school climate experiences among staff members in California**.** *Journal of School Violence.* DOI: 10.1080/1538 8220.2020.1862673

Fraley, H., Aronowitz, T., **Capp, G**. (2020). School discipline experiences among youth with disabilities from the perspective of school nurses. Advances in Nursing Science: May 14, 2020 - Volume Publish Ahead of Print - Issue - doi: 10.1097/ANS.0000000000000320

Capp, G. P., & Sullivan, K. S. (2020). Does High School Mobility Negatively Influence Perceptions of School Climate? *Social Work Research, 44*(1), *73–78,* https://doi.org/10.1093/swr/svz027

Capp, G.P., Astor, R.A., Gilreath, T.D. (2020). School staff members in California: How are school climate perceptions related to perceptions of student risk and well-being? *Journal of the Society for Social Work and Research, 11*(3), *415-442.*

Capp, G. P., Astor, R. A., & Gilreath, T. D. (2018). Advancing a conceptual and empirical model of school climate for school staff in California. *Journal of School Violence https://doi.org/10.1080/15388220.2018.1532298*

Sullivan, K. S., **Capp, G.,** & Gilreath, T. D. (2018). The association of parentification indicators with substance use patterns among military-connected adolescents. *American Journal of Orthopsychiatry.* Advance online publication. https://doi.org/10.1037/ort0000331

Capp, G. P., Benbenishty, R., Astor, R. A., & Pineda, D. (2018) Learning Together: Implementation of a peer-tutoring intervention targeting academic and social emotional needs. *Children & Schools, 40*(3), 173-184. https://doi.org/10.1093/cs/cdy009

De Pedro, K. M. T., Pineda, D., Moore, H., **Capp, G. P.**, Benbenishty, R., & Astor, R.A. (2017). The implementation of a school district-wide grassroots anti-bullying initiative: A staff and parent focused evaluation of because nice matters. *Children & Schools*, *39*(3), 131-135. https://doi.org/10.1093/cs/cdx008

Capp, G., Astor, R. A., Benbenishty, R., Weiss, E., & Pineda, D. (2017). School staff perceptions of military-connected students in civilian public schools: Implications for teachers, counselors, and school staff. *Military Behavioral Health*, *on-line first*. http://doi.org/10.1080/21635781.2016.1272016

Capp, G., Benbenishty, R., Moore, H., Pineda, D., Astor, R. A., Castillo, B., & De Pedro, K. (2017). Partners at learning: A service-learning approach to serving public school students from military families. *Military Behavioral Health*, *on-line first*. http://doi.org/10.1080/21635781.2017.1295002

Castillo, B., Moore, H., **Capp, G.**, De Pedro, K., Pineda, D., Benbenishty, R., Astor, R.A. (2017). An evaluation of the use of educational resource guides for military students in public schools. *Military Behavioral Health.* http://dx.doi.org/10.1080/21635781.2016.1272020

Capp, G. P., Berkowitz, R., Sullivan, K., Astor, R. A., De Pedro, K., Gilreath, T. D., Benbenishty, R., & Rice, E. (2016). Adult relationships in multiple contexts and associations with adolescent mental health. *Research on Social Work Practice, 26*, 622-629. 1049731515624967.

Peer Reviewed Book Chapters

Capp, G.P., Kelly, M.S. (2021). Preventing Bullying and School Violence: The Importance of Whole-School Approaches. *School Social Work, Eighth Edition: Practice, Policy, and Research*.

Capp, G. P., Moore, H., Pitner, R., Iachini, A. L., Berkowitz, R., Astor, R. A., & Benbenishty, R. (2017). School Violence. In Noblit, G.W. (Ed.) *Oxford Research Encyclopedia of Education.* New York: Oxford University Press.

Berkowitz, R., Iachini A, L., Moore, H., **Capp, G.**, Pitner, R., Astor, R. A., & Benbenishty R. (2017). School Climate. In Noblit, G.W. (Ed.) *Oxford Research Encyclopedia of Education.* New York: Oxford University Press.

Pitner, R., Moore, H., **Capp, G.**, Iachini, A.L., Berkowitz, R., Benbenishty, R., & Astor, R. A. (2017). School safety, victimization, and bullying: An overview of violence interventions and monitoring approaches. In C. Franklin (Ed.) *Encyclopedia of Social Work Online* (ESWO). New York: Oxford University Press.

Pitner, R., Moore, H., **Capp, G.**, Benbenishty, R., & Astor, R. A. (2017). Prevention of violence, aggression, and bullying in schools. In P. Sturmey (Ed.) *The Wiley handbook of violence and aggression*. Wiley-Blackwell.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **Brittany Eghaneyan**

2. Degree information

Degree	PhD
Institution Granting Degree	University of Texas at Arlington
Major	Social Work
Date Awarded (month/year)	05/2020

Degree	MSW
Institution Granting Degree	University of Texas at Arlington
Major	Social Work
Date Awarded (month/year)	08/2013

Degree	BS
Institution Granting Degree	University of Texas at Dallas
Major	Cognitive Science and Psychology
Date Awarded (month/year)	12/2010

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Assistant Professor

City and state	Fullerton, California
Start date (month/year)	08/2020
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	University of Texas at Arlington
Position	Research Associate
City and state	Arlington, Texas
Start date (month/year)	01/2019
End date (month/year)	08/2020

Employer	University of Texas at Arlington
Position	Project Coordinator
City and state	Arlington, Texas
Start date (month/year)	12/2014
End date (month/year)	07/2019

Employer	University of Texas Southwestern Medical Center
Position	Research Study Coordinator
City and state	Dallas, Texas
Start date (month/year)	09/2013
End date (month/year)	04/2015

5. List your current professional, academic, community-related, and scientific memberships.

Member, Society for Social Work and Research (SSWR)
Member, Council for Social Work Education (CSWE)

6. List your community service responsibilities and activities for the last 3 years.

Journal Reviewer
Stigma and Health (2021)
Journal of Psychoactive Drugs (2021)
BMC Health Services Research (2020)
Journal of the Society for Social Work and Research (Early Career Reviewer Program 2020 – 2022)

Department Committee Member
Diversity and Equity Committee (2020 – present)
Admissions and Recruitment Committee (2020 – present)

Faculty Mentor
Pa'lante Fellowship Program (2021-2022)
Health Careers Opportunity Program, Summer Research Experience (Summer 2021)

Commencement Staff Ambassador (June 2021)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Grant: *Behavioral Health Workforce Education and Training Program* Funded by Health Resources & Services Administration Role: Co-Investigator

Contract: *Mental Health and Substance Abuse Service Provision in Orange County, California: Developing a Comprehensive Portrait.* Funded by Mind OC/OC Health Care Agency. Role: Principal Investigator

Early Career Reviewer Program, *Journal of the Society for Social Work and Research*

8. List your professional presentations presented during the last 5 years.

Eghaneyan, B. H., Killian, M.O. & Sanchez, K. (January 2021). *Comorbid Posttraumatic Stress Disorder and Depression among Hispanics in an Integrated Health Care Intervention.* Poster presentation at Society for Social Work and Research 25th Annual Conference, Virtual Conference.

Sanchez, K., Killian, M. O., **Eghaneyan, B. H.**, & Cabassa, L. (January 2021). *Trial of a Culturally Adapted Education Tool Versus Standard Education to Increase Engagement in Depression Treatment Among Hispanic Patients in Primary Care*. Oral presentation at Society for Social Work and Research 25th Annual Conference, Virtual Conference.

Eghaneyan, B. H., Kunz Lomelin, A., & Sanchez, K. (January 2020). *Examining Perceptions and Experiences of Antidepressant Use among Hispanics in Integrated Care.* Oral presentation at Society for Social Work and Research 24th Annual Conference, Washington, D.C.

Eghaneyan, B. H. (October 2019). *Engaging Hispanics in Integrated Care for Depression: Implications for Practice and Education.* Oral presentation at Council for Social Work Education Annual Program Meeting, Denver, CO.

Eghaneyan, B. H. (October 2019). *Theoretical Approaches to Understanding Hispanics' Use of Mental Health Services.* Poster presentation at Council for Social Work Education Annual Program Meeting, Denver, CO.

Eghaneyan, B. H., Killian, M. O., Sanchez, K., & Cabassa, L. (January 2019). *Stigma and Mental Health: Confirmatory Factor Analyses of Three Depression Stigma Measures of Treatment, Antidepressant Medication, and Social Distance in a Sample of Hispanics*. Symposium paper at Society for Social Work and Research 23rd Annual Conference, San Francisco, CA.

Killian, M. O., Sanchez, K., **Eghaneyan, B. H**., & Cabassa, L. (January 2019). *Profiles of Depression: A Latent Profile Analysis of Depressive Symptoms among Hispanics*. Symposium paper at Society for Social Work and Research 23rd Annual Conference, San Francisco, CA.

Sanchez, K., Killian, M. O., **Eghaneyan, B. H.**, & Cabassa, L. (January 2019). *Psychometric Properties of the Patient Health Questionnaire-9 (PHQ9) in a Treatment Seeking Hispanic population with Depression*. Symposium paper at Society for Social Work and Research 23rd Annual Conference, San Francisco, CA.

Eghaneyan, B. H., & Murphy, E. R. (January 2019). *Measuring Mental Illness Stigma among Hispanics: A Systematic Review.* Poster presentation at Society for Social Work and Research 23rd Annual Conference, San Francisco, CA.

Murphy, E. R., & **Eghaneyan, B. H**. (July 2018). *Understanding Older Adult Homelessness across North America: Results from a Qualitative Interpretive Meta-synthesis*. Poster presentation at the Joint World Conference on Social Work, Education and Social Development (SWSD) 2018, Dublin, Ireland.

Sanchez, K., **Eghaneyan, B. H.**, & Killian, M. O. (January 2018). *Treatment Engagement for Depression Among Latinos in Primary Care after an Education Intervention: Outcomes from the DESEO Project*. Oral presentation at Society for Social Work and Research 22nd Annual Conference, Washington, D.C.

Sanchez, K., **Eghaneyan, B. H.**, & Killian, M. O. (January 2018). *The Relationship between Disease Literacy and Stigma in Hispanics with Depression: Results from Structural Equation Modeling.* Poster presentation at Society for Social Work and Research 22nd Annual Conference, Washington, D.C.

Eghaneyan, B. H., & Murphy, E. R. (January 2018). *Mental Health Help Seeking Experiences of Hispanic Women in the United States: Results from a Qualitative Interpretive Meta-Synthesis.* Poster presentation at Society for Social Work and Research 22nd Annual Conference, Washington, D.C.

Murphy, E. R., & **Eghaneyan, B. H**. (January 2018). *Understanding the Phenomenon of Older Adult Homelessness in North America: A Qualitative Interpretive Meta-Synthesis.* Poster presentation at Society for Social Work and Research 22nd Annual Conference, Washington, D.C.

Kunz Lomelin, A., **Eghaneyan, B.H**., Sanchez, K. (April 2017). *METRIC: Measurement, Education and Tracking in Integrated Care: Strategies to Increase Patient Engagement and Reduce Mental Health Disparities among Hispanics*. Poster presentation at the UT Arlington School of Social Work Mental Health Symposium, Arlington, TX.

Eghaneyan, B.H., Mosharaf, D.L., & Vilugron, M. (October 2016). *DESEO: Depression Screening and Education: Options to Reduce Barriers to Treatment*. Oral presentation at the 40th Annual NASW Texas State Conference, Arlington, TX.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Eghaneyan, B. H., Killian, M. O., Sanchez, K., & Cabassa, L. (2021). Psychometric properties of three measures of stigma in Hispanics with depression. *Journal of Immigrant and Minority Health.* Advance online publication. https://doi.org/10.1007/s10903-021-01234-3

Killian, M. O., Sanchez, K., **Eghaneyan, B. H.**, Cabassa, L. J., & Trivedi, M. H. (2021). Profiles of depression in a treatment-seeking Hispanic population: Psychometric properties of the Patient Health Questionnaire-9 (PHQ9). *International Journal of Methods in Psychiatric Research, 30,* e1851. https://doi.org/10.1002/mpr.1851

Eghaneyan, B. H., Sanchez, K., Haeny, A., Montgomery, L., Lopez-Castro, T., Burlew, A. K., … Killian, M.O. (2020). Hispanics participants in the NIDA Clinical Trials Network: A scoping review of two decades of research. *Addictive Behaviors Reports, 12,* 100287. https://doi.org/10.1016/j.abrep.2020.100287

Eghaneyan, B. H., & Murphy, E. R. (2020). Measuring mental illness stigma among Hispanics: A systematic review. *Stigma and Health, 5*(3), 351-363. https://doi.org/10.1037/sah0000207

Sanchez, K., Killian, M. O., **Eghaneyan, B. H.**, Cabassa, L. J., & Trivedi, M. H. (2019). Culturally adapted depression education and engagement in treatment among Hispanics in primary care: Outcomes from a pilot feasibility study. *BMC Family Practice, 20,* 140. https://doi.org/10.1186/s12875-019-1031-7

Eghaneyan, B. H., & Murphy, E. R. (2019). Mental health help seeking experiences of Hispanic women in the United States: Results from a qualitative interpretive meta-synthesis. *Social Work in Public Health, 34*(6), 505-518. https://doi.org/10.1080/19371918.2019.1629559

Lopez, V., Sanchez, K., Killian, M. O., & **Eghaneyan, B. H**. (2018). Depression screening and education: An examination of mental health literacy and stigma in a sample if Hispanic women. *BMC Public Health, 18*, 646. https://doi.org/10.1186/s12889-018-5516-4

Murphy, E. R., & **Eghaneyan, B. H**. (2018). Understanding the phenomenon of older adult homelessness in North America: A qualitative interpretive meta-synthesis. *The British Journal of Social Work, 48*(8), 2361-2380. https://doi.org/10.1093/bjsw/bcx163

Sanchez, K., **Eghaneyan, B. H.**, Killian, M. O., Cabassa, L. & Trivedi, M. H. (2017). Measurement, education and tracking in integrated care (METRIC): Use of a culturally adapted education tool versus standard education to increase engagement in depression treatment among Hispanic patients: Study protocol for a randomized control trial. *Trials, 18*, 363. https://doi.org/10.1186/s13063-017-2109-y

Eghaneyan, B. H., Sanchez, K., & Killian, M. (2017). Integrated health care for decreasing depressive symptoms in Latina women: Initial findings. *Journal of Latina/o Psychology, 5*(2), 118-125. https://doi.org/10.1037/lat0000067

Sanchez, K., **Eghaneyan, B. H**., & Trivedi, M. H. (2016). Depression screening and education: Options to reduce barriers to treatment (DESEO): Protocol for an educational intervention study. *BMC Health Services Research, 16*, 322. https://doi.org/10.1186/s12913-016-1575-3

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: ` **Erica Lizano**

2. Degree information

Degree	Ph.D.
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	05/2014

Degree	MSW
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	05/2007

Degree	MPA
Institution Granting Degree	University of Southern California
Major	Public Administration
Date Awarded (month/year)	05/2008

Degree	BA

Institution Granting Degree	California State University, Fullerton
Major	Sociology (Minor in Human Services)
Date Awarded (month/year)	05/2005

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Assistant Professor
City and state	Fullerton, CA
Start date (month/year)	08/2019
End date (month/year)	Present

Employing academic institution	California State University, San Bernardino
Title	Assistant Professor
City and state	San Bernardino, CA
Start date (month/year)	08/2014
End date (month/year)	06/2019

4. Professional post–baccalaureate and post–master's social work experience

Employer	Human Services Association
Position	Children's Health Outreach Project Manager
City and state	Bell Gardens, CA
Start date (month/year)	05/2007
End date (month/year)	08/2008

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers,
APESA (Association of Professional Salvadoran Americans)

6. List your community service responsibilities and activities for the last 3 years.

Board of Directors, Salvadoran American Leadership and Educational Fund (2017 – present)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

CSUF Junior/Senior Intramural Grant: Building a Healthier and More Stable Human Service Workforce: Examining Work Engagement's Correlates among Social Workers in the U.S. (*competitive application*)

8. List your professional presentations presented during the last 5 years.

Lizano, E. L., He, A., & Rienks, S. (2021, January). *A multi-dimensional well-being framework for the child welfare workforce.* Poster presented at the Society for Social Work and Research, Virtual Conference.

Thorpe-Moscon, J. S., Travis, D., **Lizano, E.L.,** Daniels, S., Erskine, S. E. (2020, June 16 – 30). Talent retention in the future of work: How inclusion of people of color is key [Panel Discussion]. Society for Industrial and Organizational Psychology, Austin, TX, United States. https://www.siop.org/Annual-Conference

Nugent, J. S., **Lizano, E. L.**, Burris, E. R., Shaffer, E., (2020, June 16 – 30). Bolstering inclusion: Why difficult conversations and storytelling matter [Panel Discussion] Society for Industrial and Organizational Psychology, Austin, TX, United States. https://www.siop.org/Annual-Conference

Phillips, J., **Lizano, E. L.,** He, A. (2020). *Variation in the factors associated with caseworker burnout: The effects of tenure.* Paper presented at the Society for Social Work and Research, Washington D.C.

Lizano, E. L. (2018, January). *Employee engagement and its benefits to the personal well-being of human service workers: An examination of job burnout's antipode.* Paper presented at the Society for Social Work and Research, Washington D.C.

Phillips, J., He, A., **Lizano, E. L.,** Rienks, S., & Leake, R. (2018, January). *Improving workplace experiences of public child welfare workers: The benefits of resources within and outside child welfare agencies.* Poster presented at the Society for Social Work and Research, Washington DC.

Lizano, E.L., Funn, N., & Jones, A. (February, 2017). *Burnout: Measurement, consequences, and recommendations.* Paper presented at the Department of State Hospitals-Patton Forensic Mental Health conference, Patton, CA.

Lizano, E. L., (2016, January). *Job burnout and psychological well-being among human service workers: A systematic review of literature.* Paper presented at the Society for Social Work and Research conference, Washington D.C.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Lizano, E. L., He, A., & Leake, R. (2021). *Caring for our child welfare workforce: A holistic framework of worker well-being.* Journal: *Human Service Organizations: Management, Leadership & Governance, 20, 1-12.*

Lizano, E. L. (2021). Work engagement and its relationship with personal well-Being: A cross-sectional exploratory study of human service workers. *Human Service Organizations: Management, Leadership & Governance*, DOI: 10.1080/23303131.2021.1898071

He, A. S., **Lizano, E. L.,** & Stahlschmidt, M. J. (2020). When Doing the Right Thing Feels Wrong: Moral Distress Among Child Welfare Caseworkers. *Children and*

Youth Services Review, 122, 105914. https://doi.org/10.1016/j.childyouth.2020.105914

Lizano, E.L. (2020). The impact of work-family conflict on psychological well-being: A cross-sectional study of Salvadoran social workers. *Journal of Ethnic & Cultural Diversity in Social Work.*

Phillips, J.D., **Lizano, E.L.,** He, A.S., & Leake, R. (2020). Factors associated with caseworker burnout in child welfare: Does tenure matter? *Journal of the Society for Social Work and Research, 11(2),*

Barragán, A., Yamada, A., Gilreath, T., & **Lizano, E.L.** (2020). Protective and risk factors associated with comorbid mental health problems and psychological distress in Latino subgroups. *Journal of Human Behavior in the Social Environment, 30*(5), 635-648.

Lizano, E.L., Godoy, A. J., & Allen, N. (2019). Spirituality and worker well-being: Examining the relationship between spirituality, job burnout, and work engagement. *Journal of Religion & Spirituality in Social Work: Social Thought,* 1-20.

He, A. S., Phillips, J. D., **Lizano, E. L**., Rienks, S., & Leake, R. (2018). Examining internal and external job resources in child welfare: Protecting against caseworker burnout. *Child Abuse & Neglect*, *81*, 48-59.

Lizano, E. L., & Sapozhnikov, B. L. (2016). Exploring the meaning of job burnout beyond the Western context: A study of Salvadoran social workers. *International Social Work*, 1- 10.

Mor Barak, M. E., **Lizano, E. L.,** Kim, A., Duan, L., Rhee, M. K., Hsiao, H. Y., & Brimhall, K. C. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis. *Human Service Organizations: Management, Leadership & Governance*, *40*(4), 305-333. (Awarded the Mary Parker Follette Theory-informed Research Award by the Journal of *Human Service Organizations: Management, Leadership, & Governance).*

Travis, D., **Lizano, E. L.**, & Mor Barak, M. E. (2016). I'm so stressed': A longitudinal model of stress-related determinants of employee engagement. *The British Journal of Social Work*, *6*(4), 1076 1095.

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member **Debra Saxton**

2. Degree information

Degree	MSW
Institution Granting Degree	USC
Major	MSW Child and Family Concentration
Date Awarded (month/year)	05/94

Degree	BA
Institution Granting Degree	CSU Fullerton

Major	Sociology/ Minor Human Services
Date Awarded (month/year)	05/92

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3. Academic appointments

Employing academic institution	CSU Fullerton (Department of Social Work)
Title	Director of Field Education/ Lecturer
City and state	Fullerton, CA
Start date (month/year)	07/2015
End date (month/year)	Present

Employing academic institution	CSU Fullerton (Department of Social Work)
Title	Title IV-E Coordinator/Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2010
End date (month/year)	07/2015

Employing academic institution	CSU Fullerton (Department of Social Work)
Title	Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2008
End date (month/year)	Present

Employing academic institution	CSU Fullerton (Department of Social Work)
Title	Adjunct Faculty
City and state	Fullerton, CA
Start date (month/year)	08/2007
End date (month/year)	05/2008

Employing academic institution	CSU Fullerton (Department of Human Services)
Title	Adjunct Faculty
City and state	Fullerton
Start date (month/year)	02/2004
End date (month/year)	05/2007

Employing academic institution	Whittier College
Title	Adjunct Faculty
City and state	Whittier, CA
Start date (month/year)	08/2002
End date (month/year)	05/2005

4. Professional post–baccalaureate and post–master's social work experience

Employer	East Whittier School District
Position	School Counselor

City and state	Whittier, CA
Start date (month/year)	07/2007
End date (month/year)	08/2008

Employer	Intercommunity Child Guidance Clinic
Position	Crisis Intervention Therapist
City and state	Whittier, CA
Start date (month/year)	05/2001
End date (month/year)	06/2003

Employer	Homes of Hope Foster Family Agency
Position	Foster Care Social Worker
City and state	West Covina, CA
Start date (month/year)	04/1998
End date (month/year)	09/2001

Employer	Private Practice Psychotherapy
Position	Therapist/Owner
City and state	Whittier, CA
Start date (month/year)	03/1997
End date (month/year)	11/2001

Employer	Intercommunity Child Guidance Clinic
Position	Clinical Therapist
City and state	Whittier, CA
Start date (month/year)	11/1994
End date (month/year)	04/1998

5. List your current professional, academic, community-related, and scientific memberships.

   National Association of Social Workers

6. List your community service responsibilities and activities for the last 3 years.

   Santa Ana Unified ELO (Extended Learning Opportunities) Advisory Board Member (2021-2022)
   OC Older Adult Mental Health Council (2018-present)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

   CSUF College of Health and Human Development Outstanding Lecturer 2018-2019

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **Marcella Mendez**

2. Degree information

Degree	MSW
Institution Granting Degree	University of Southern California
Major	Social Work, Concentration Children & Families
Date Awarded (month/year)	05/1996

Degree	BA
Institution Granting Degree	California State University, Northridge
Major	Sociology
Date Awarded (month/year)	06/1993

Degree	AA
Institution Granting Degree	Cerritos College
Major	Sociology
Date Awarded (month/year)	06/1991

3. Academic appointments

Employing academic institution	California State University Fullerton
Title	Full-Time Lecturer; Assistant Field Director
City and state	Fullerton, California
Start date (month/year)	08/2015
End date (month/year)	Present

Employing academic institution	California State University Fullerton
Title	Lecturer. CalSWEC Field Coordinator
City and state	Fullerton, California
Start date (month/year)	08/2011
End date (month/year)	08/2015

Employing academic institution	California State University Fullerton
Title	Part-Time Lecturer
City and state	Fullerton, California
Start date (month/year)	01/2009
End date (month/year)	08/2011

4. Professional post–baccalaureate and post–master's social work experience

Employer	The Whole Child formerly Intercommunity Child Guidance Center
Position	Director of Client Care, Senior Program Manager, and Clinical Social Worker
City and state	Whittier, California
Start date (month/year)	01/2009
End date (month/year)	10/2011

Employer	Alma Family Services
Position	Director of Client Care & Regional Director
City and state	Pico Rivera California
Start date (month/year)	02/2005
End date (month/year)	12/2008

Employer	The Whole Child formerly Intercommunity Child Guidance Center
Position	Director of Client Care & Senior Program Manager & Clinical Social Worker
City and state	Whittier, California
Start date (month/year)	05/1996
End date (month/year)	06/2005

Employer	Homes of Hope
Position	Foster Family Social Worker
City and state	West Covina California
Start date (month/year)	09/1997
End date (month/year)	06/1999

Employer	St. Anne's Maternity Home
Position	Activities Coordinator & Residential Counselor
City and state	Los Angeles California
Start date (month/year)	08/1993
End date (month/year)	01/1996

5. List your current professional, academic, community-related, and scientific memberships

2011 – 2021 MSW Job Fair Committee
2008 – 2021 University of Southern California Latino Alumni Association
2012 – 2020 Chicano/Latino Faculty and Staff Association
2014 – 2021 Council on Social Work Education Member
2011 – 2021 National Association of Social Workers

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Keynote Speaker for MSW 2018 Graduation
Outstanding Teaching Award, CSUF, College of Health and Human Development, May 2017
The National Technical Assistance Network, Social Work Faculty Members Behavioral Health Curriculum Development Initiative Grant, funded by Substance Abuse and Mental Health Services Administration, Child, Adolescent, and Family, 2017-2020
2017 Develop curriculum modules on children's behavioral health
2018 Incorporate new modules into new or existing curricula/classes
2019 Implement new modules and gather feedback from students and social work educators on integration and effectiveness of modules
2020 Evaluate the effectiveness of modules
Health Resources & Services Administration (HRSA) Grant Application Committee for the Behavioral Health Workforce Education and Training Program (BHWET)

8. List your professional presentations presented during the last 5 years

Mendez, M. M. Health Careers Opportunity Program (HCOP) Presentation June 2018. Topic on, Journey to Social Work", discussion on social work career opportunities, MSW job market, educational requirements for an MSW.

Mendez, M. M. Council Social Work Education, Annual Program Meeting, 2014. "Helping Students Integrate Core Competencies: The Learning Portfolio." The learning portfolio is a productive, adaptable method of measuring mastery of each competency. Produced by each student as a culminating project in field education, the learning portfolio promotes individualization and self-determination in learning outcomes.

Mendez, M. M. Professional CSUF Graduate School Prep Week: Panel Presentation, 2011. "Help Your Community-Earn a Graduate Degree." This was a collaboration by Graduate Studies and the Career Center to provide students the opportunity to engage with professionals in graduate programs and professions. The presentation and workshop mission was to encourage students to consider graduate school.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Mendez, M. M. Behavioral Health Curriculum Development Initiative (BHCDI) An Evaluation Report for: The National Technical Assistance Network for Children's Behavioral Health (TA Network), operated by The National Training & Technical Assistance Center for Child, Youth and Family Members (NTTAC), funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), Child, Adolescent and Family Branch. November 2019

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member: **Kelly Segovia**

2. Degree information

Degree	Master of Social Work
Institution Granting Degree	California State University Long Beach
Major	Social Work
Date Awarded (month/year)	05/1995

Degree	Bachelor of Arts
Institution Granting Degree	California State University Long Beach
Major	Psychology
Date Awarded (month/year)	08/1992

3. Academic appointments

Employing academic institution	California State University Fullerton
Title	Admissions Coordinator
City and state	Fullerton, California
Start date (month/year)	01/2016
End date (month/year)	Present

Employing academic institution	CSU, Fullerton
Title	Lecturer
City and state	Fullerton, California
Start date (month/year)	08/2015
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Alma Family Services
Position	CalWorks and GROW Program Manager
City and state	Pico Rivera, California
Start date (month/year)	06/2005
End date (month/year)	01/2016

Employer	Intercommunity Child Guidance Center
Position	Program Manager, Service Coordination Unit
City and state	Whittier, California

Start date (month/year)	08/2002
End date (month/year)	06/2005

Employer	Intercommunity Child Guidance Center
Position	Clinical Supervisor
City and state	Whittier, California
Start date (month/year)	06/2000
End date (month/year)	08/2002

Employer	Intercommunity Child Guidance Center
Position	Clinical Social Worker
City and state	Whittier, California
Start date (month/year)	06/1995
End date (month/year)	06/2000

Employer	Homes for Hope Foster Family Agency
Position	Foster Care Social Worker
City and state	Long Beach, California
Start date (month/year)	07/1998
End date (month/year)	04/2001

Employer	Leffingwell Elementary School
Position	School Based Social Worker
City and state	Whittier, CA
Start date (month/year)	09/1997
End date (month/year)	06/2000

5. List your current professional, academic, community-related, and scientific memberships.

I am registered with the California Board of Behavioral Sciences and maintain an active license.

6. List your community service responsibilities and activities for the last 3 years.

In my role as Admissions Coordinator at CSU, Fullerton, I conduct outreach through information sessions held on campus and virtually. I typically conduct 9 information session in the fall to educate potential applicants about the program and how to apply.

I participate in 4-5 Graduate School Fairs in the fall at a variety of local Universities to promote the program.

As a Field Faculty, I visit current students at their internship sites to support the student's learning and to build collaborative relationships with the organizations.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member **Duan Tran**

2. Degree information

Degree	MSW
Institution Granting Degree	Loyola University in Chicago
Major	Social Work
Date Awarded (month/year)	05/2002

Degree	BS
Institution Granting Degree	University of Utah
Major	Behavioral Science and Health
Date Awarded (month/year)	09/1999

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Lecturer; Title IV-E CalSWEC Project Coordinator
City and state	Fullerton, CA
Start date (month/year)	09/2013
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Community Service Program
Position	Victim Assistance Program Director
City and state	Santa Ana CA
Start date (month/year)	11/2012
End date (month/year)	12/2014

Employer	Mental Health Association of Orange County
Position	Clinical Supervisor/Therapist
City and state	Santa Ana, CA
Start date (month/year)	01/2009
End date (month/year)	11/2012

Employer	Recovery Solutions of Santa Ana
Position	Clinical Supervisor
City and state	Santa Ana, CA
Start date (month/year)	07/2008
End date (month/year)	01/2009

Employer	Heritage Behavioral Health Center
Position	Clinical Leader/ Intensive Family Therapist
City and state	Decatur, Illinois
Start date (month/year)	02/2006
End date (month/year)	07/2008

Employer	The Journey: Blazing New Trails, LLC
Position	Intensive Outpatient Program Director
City and state	Orem, Utah
Start date (month/year)	09/2004
End date (month/year)	12/2005
Employer	Cirque Lodge
Position	Lead Counselor
City and state	Orem, Utah
Start date (month/year)	11/2004
End date (month/year)	12/2005

Employer	Odyssey House – Adolescent Program
Position	Clinician
City and state	Salt Lake City, Utah
Start date (month/year)	08/2002

End date (month/year)	09/2004

Employer	Asian Association of Utah
Position	Clinical Consultant
City and state	Salt Lake City, Utah
Start date (month/year)	08/2002
End date (month/year)	07/2004

5. List your current professional, academic, community-related, and scientific memberships.

County of Orange Behavioral Health Board member
CSWE member
County of Orange Behavioral Health Equity Committee member
Child Welfare System Improvement Partnership member
Child Welfare Development Services Training Planning Committee member

6. List your community service responsibilities and activities for the last 3 years.

Orange County Mental Health Summit Asian Pacific Islander Youth and Family Planning Committee - St. Joseph Hospital
County of Orange Behavioral Health Board member
Asian Pacific Islander Mental Health Summit Coordinator – St. Joseph Hospital
County of Orange Behavioral Health Equity Committee member
Child Welfare System Improvement Partnership member
Child Welfare Development Services Training Planning Committee member

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2021 Faculty Enhancement and Instructional Development (FEID) Award, CSUF
2020 Faculty Recognition – Service Award, CSUF

8. List your professional presentations presented during the last 5 years.

Soto-Welty, I. & **Tran, D**. "Let's Talk About Mental Health: Express Yourself" Presented at the Orange County Mental Health Summit- Asian and Pacific Youth and Family "Bridging the Gaps", Garden Grove, CA, July. 2019.

Tran, D., Waters-Roman, D., & Olivas, V. "CalSWEC 2019 Summit: Simulations and Self-Care Workshop" Long Beach, CA, April 2019.

Soto-Welty, I. & **Tran, D.** "Let's Talk About Mental Health: Express Yourself" Presented at the Orange County Mental Health Summit- Asian and Pacific Youth and Family "Bridging the Gaps", Anaheim, CA, March. 2019.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Rawlings, M. A., Olivas, V., Waters-Roman, D., & **Tran, D**. (2021). Developing Engagement Competence for Public Child Welfare: Results of an Inter-University Simulation Project. *Clinical Social Work Journal*, *49*, 172-183.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member **Lori Allemand**

2. Degree information

Degree	MSW
Institution Granting Degree	University of Nevada Las Vegas
Major	Social Work
Date Awarded (month/year)	05/1995

Degree	BSW
Institution Granting Degree	California Polytechnic University Pomona
Major	Social Work
Date Awarded (month/year)	05/1994

3. Academic appointments

Employing academic institution	California State University Fullerton
Title	Full-Time Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2013
End date (month/year)	Present

Employing academic institution	Whittier College
Title	Adjunct Lecturer
City and state	Whittier, CA

Start date (month/year)	08/2013
End date (month/year)	05/2014

4. Professional post–baccalaureate and post–master's social work experience

Employer	The Whole Child
Position	Therapist; Program Director
City and state	Whittier, CA
Start date (month/year)	09/1996
End date (month/year)	12/2011

Employer	LA County Department of Children and Family Services
Position	Children Social Worker
City and state	Los Angeles, CA
Start date (month/year)	09/1995
End date (month/year)	08/1996

5. List your current professional, academic, community-related, and scientific memberships:

   National Association of Social Workers

   Licensed Clinical Social Worker

6. List your community service responsibilities and activities for the last 3 years.

   Pa'lante Faculty Mentor 2019 and 2020

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

   Faculty Recognition – Service, CSUF, 2017
   Recognition of Outstanding Achievements in Teaching, CSUF, 2019

8. List your professional presentations presented during the last 5 years.

   Bailey, C.E. & **Allemand, L**. (September 2020). *Kicking Pandemic Panic to the Curb; Building Resilience Through Practicing Relentless Self-care.* Oral Presentation given at Bouncing Forward, Revitalizing Communities Beyond a Pandemic, Erie, Pennsylvania

1. Name of faculty member **Michelle Fernandes**

2. Degree information

Degree	MSW
Institution Granting Degree	San Diego State University
Major	Social Work
Date Awarded (month/year)	05/1998

Degree	BSW
Institution Granting Degree	Whittier College
Major	Social Work
Date Awarded (month/year)	05/1995

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2015
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	The Whole Child, Whittier
Position	Therapist, Clinical Supervisor, Field instructor
City and state	Whittier, CA
Start date (month/year)	06/1998
End date (month/year)	06/2007

Employer	Whittier Women and Children's Crisis Shelter
Position	Therapist, Clinical Supervisor, Program Manager, Field instructor
City and state	Whittier, CA
Start date (month/year)	06/2007
End date (month/year)	01/2015

5. List your current professional, academic, community-related, and scientific memberships:
NASW

6. List your community service responsibilities and activities for the last 3 years:

Special consultant to Whittier Women and Children's Crisis Shelter.
Guest lecturer for National Charity League, Whittier chapter.

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1. Name of faculty member **Marlene Flores-Avila**

2. Degree information

Degree	MSW
Institution Granting Degree	California State University Los Angeles
Major	Social Work
Date Awarded (month/year)	06/1999

Degree	BA
Institution Granting Degree	University of California Santa Barbara
Major	Psychology
Date Awarded (month/year)	06/1994

3. Academic appointments

Employing academic institution	California State University Fullerton
Title	Field Liaison and Lecturer
City and state	Fullerton, California
Start date (month/year)	08/2017
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Kaiser Permanente
Position	Training Coordinator/Program Manager
City and state	Baldwin Park, California
Start date (month/year)	05/2005
End date (month/year)	05/2018

Employer	Los Angeles County Department of Mental Health
Position	Psychiatric Social Worker
City and state	Los Angeles, California
Start date (month/year)	08/1999
End date (month/year)	05/2005

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1. Name of faculty member: **Golnaz Agahi**

2. Degree information

Degree	DSW
Institution Granting Degree	University of Southern California
Major	Social Work

Degree	MSW
Institution Granting Degree	San Diego State University
Major	Social Work, Administration Emphasis
Date Awarded (month/year)	05/1998

Degree	MPH
Institution Granting Degree	San Diego State University
Major	Public Health, Maternal and Child Health Emphasis
Date Awarded (month/year)	05/1998

Degree	BS
Institution Granting Degree	University of California, Irvine
Major	Biology
Date Awarded (month/year)	06/1995

3. Academic appointments

Employing academic institution	Brandman University
Title	Associate Professor and Assistant Field Director
City and state	Irvine, CA
Start date (month/year)	06/2020
End date (month/year)	Present

Employing academic institution	California State University Fullerton (CSUF)
Title	Part Time Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2019
End date (month/year)	Present

Employer	University of Southern California
Position	Adjunct Professor
City and state	Irvine, CA
Start date (month/year)	06/2008
End date (month/year)	12/2017

4. Professional post–baccalaureate and post–master's social work experience

Employer	Kaiser Permanente, Orange County
Position	Assistant Director
City and state	Orange, CA
Start date (month/year)	08/2003
End date (month/year)	07/2019

Employer	SocialWise Consulting
Position	CEO
City and state	Irvine, CA
Start date (month/year)	01/2010
End date (month/year)	Present

Employer	Orange County Dept of Education
Position	Coordinator
City and state	Costa Mesa, CA
Start date (month/year)	05/2007
End date (month/year)	01/2010

Employer	County of Orange Health Care Agency
Position	Supervisor
City and state	Santa Ana, Ca
Start date (month/year)	05/2005
End date (month/year)	04/2007

Employer	Childrens' Hospital Los Angeles

Position	Coordinator
City and state	Los Angeles, CA
Start date (month/year)	10/2001
End date (month/year)	06/2005

5. List your current professional, academic, community-related, and scientific memberships.

American Public Health Association
National Association of Social Workers
California Women's Health Leadership
The Network for Social Work Management
California Society for Clinical Social Work
American Association of University Women

6. List your community service responsibilities and activities for the last 3 years.

Board Member:
Acacia Counseling and Wellness: 2019 – Present
American Help Foundation: 2018 – Present

Volunteer Grant Review:
University of California, Irvine, Institute for Clinical and Translational Science (ICTS)
County of Orange Health Care Agency

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

As a consultant for the City of Garden Grove, I wrote and was funded by the following grant in 2019: Families and Communities Together (FaCT) Family Resource Center (FRC) Services

8. List your professional presentations presented during the last 5 years.

Agahi, G. Network for Social Work Management's 31st Forward Thinking Summit**.** **"**How do we strategically develop Senior Center programs to meet the needs of our 21 Century senior citizen? Virtual, CA. June 2021

Agahi, G. 2021 The International Association for Social Work with Groups (IASWG) Symposium. *"In-Person and Virtual Group Facilitation in School Settings- What you need to know!" Virtual, CA. June 2021.*

Agahi, G. California Society of Clinical Social Work. "Suicide Prevention: Epidemiology, Assessment and Interventions." Los Angeles, CA. February 2020.

Agahi, G. 7th Orange County Women's Health Summit. "Empowerment of Women in Recovery" poster presentation. Irvine, CA. November 2019.

Agahi, G. Network for Social Work Management's 29th Annual Conference. **"**Behavioral Health Intervention Technologies to Improve Patient Care." San Diego, CA. June 2018.

Agahi, G. Global Health and Innovation Conference. **"**Behavioral Health Intervention Technologies to Improve Patient Care." New Haven, CT. April 2018.

Agahi, G. National Conference on Health and Domestic Violence. "The trauma-informed primary care initiative." San Francisco, CA. September 2017.

Agahi, G. Network for Social Work Management's 27th Annual Conference. "Mindful Women in Leadership: Managing the Work-Home-Life Unbalance." Los Angeles. June 2016.

Agahi, G. American Association of Behavioral and Social Sciences. "Evaluating an intimate partner violence (IPV) screening tool in a healthcare setting: How graduate students can play an integral role in the process of IPV evaluation." Las Vegas, NV. February 2016.

Agahi, G. American Association of Behavioral and Social Sciences. "The Trauma-Informed Primary Care Initiative." Poster Presentation. Las Vegas, NV. February 2016.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Agahi, G. (2018). The Mindful Leader. In Araque J. C. & Weiss E. L. (Eds.), *Leadership with Impact*. (pp 400-416). New York, NY: Oxford Univ Press.

Agahi, G. (2018). *Implementation of Behavioral Health Outcome measures to improve Informed Care amongst patients and providers* (Doctorate Capstone). University of Southern California, Los Angeles, CA.

10. Include any other relevant information below or as a separate attachment.

Agahi, G. (2021, May). Effective ConneXion through Authenticity [Video]. TED x Conference. https://www.youtube.com/watch?v=nMA9pooitPw

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1. Name of faculty member **David Cherin**

2. Degree information

Degree	PhD
Institution Granting Degree	University of Southern California
Major	Social Work
Date Awarded (month/year)	08/1996

Degree	MSW

Institution Granting Degree	California State University, Long Beach
Major	Long Beach
Date Awarded (month/year)	05/1993

Degree	BA
Institution Granting Degree	California State University, Long Beach
Major	English Literature
Date Awarded (month/year)	05/1970

3. Academic appointment

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2021
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Professor Emeritus
City and state	Fullerton, CA
Start date (month/year)	08/2016
End date (month/year)	07/2021

Employing academic institution	California State University, Fullerton
Title	Professor
City and state	Fullerton, CA
Start date (month/year)	01/2013
End date (month/year)	07/2016

Employing academic institution	California State University Chancellor's Office
Title	Director of California Forum on Diversity & Chancellor's Pre-Doctoral Program
City and state	Long Beach, CA
Start date (month/year)	08/2012
End date (month/year)	01/2013

Employing academic institution	California State University, Fullerton
Title	MSW Director/ Chair, Professor
City and state	Fullerton, CA

Start date (month/year)	08/2007
End date (month/year)	07/2012

Employing academic institution	California State University, Bakersfield
Title	Interim AVP Grants Research & Sponsored Programs
City and state	Bakersfield, CA
Start date (month/year)	08/2005
End date (month/year)	07/2007

Employing academic institution	California State University, Bakersfield
Title	Director-Chair, Associate Professor
City and state	Bakersfield, CA
Start date (month/year)	08/2002
End date (month/year)	07/2005

Employing academic institution	University of Washington
Title	Assistant Professor
City and state	Seattle, WA
Start date (month/year)	08/1999
End date (month/year)	07/2002

Employing academic institution	University of Southern California
Title	Research Assistant Professor
City and state	Los Angeles, CA
Start date (month/year)	08/1996
End date (month/year)	07/1999

Employing academic institution	University of Southern California
Title	Adjunct Assistant Professor
City and state	Los Angeles, CA
Start date (month/year)	08/1994
End date (month/year)	07/1996

Employing academic institution	California State University Long Beach
Title	Adjunct Assistant Professor
City and state	Long Beach, CA
Start date (month/year)	08/1994
End date (month/year)	07/1996

4. Professional post–baccalaureate and post–master's social work experience

Employer	Partners in Care Foundation
Position	Senior Research Consultant
City and state	Burbank, CA
Start date (month/year)	08/1994
End date (month/year)	07/2006

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers (NASW)
Council on Social Work Education (CSWE)

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years

8. List your professional presentations presented during the last 5 years.

Austin, M. & Cherin, D. (2017). Expanding the U.S. Social Safety Net: Unfinished Business. YouTube Cartoon and Script for Bay Area CalSWEC Workforce Consortium.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member: **Charles Flowers**

2. Degree information

Degree	MSW
Institution Granting Degree	California State University, Fullerton
Major	Social Work/Child Welfare
Date Awarded (month/year)	05/2012

Degree	BSW

Institution Granting Degree	California State University, Los Angeles
Major	Social Work/Child Welfare
Date Awarded (month/year)	06/1999

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Degree	AS
Institution Granting Degree	Pasadena City College
Major	Business
Date Awarded (month/year)	05/1995

3. Academic appointments

mploying academic institution	California State University of Fullerton
Title	Part Time Lecturer
City and state	Fullerton/California
Start date (month/year)	08/2018
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	San Bernardino County Children & Family Services
Position	Supervising Social Service Practitioner
City and state	Fontana, California
Start date (month/year)	02/2013
End date (month/year)	Present

5. List your current professional, academic, community-related, and scientific memberships.

Coalition Against Sexual Exploitation C.A.S.E. (San Bernardino County)
241.1 Committee for Former Dual Status Youth
ILP Task Force (San Bernardino County)
CWDA PIC/EFC Subcommittee
San Bernardino County Association of African American Employees
San Bernardino County Department of Diversity Committee
San Bernardino Public Employees Association
Homeless Youth Taskforce of San Bernardino County
Be The Bridge Racial Unity Group (Chino Valley)
The Kitchen Table Virtual Multigenerational Mentoring Group

6. List your community service responsibilities and activities for the last 3 years.

Mentor young adults involved in Extended Foster Care
Male Success Initiative (MSI) coach/mentor for students of color
Recruit underrepresented groups into Social Work field
Develop program agenda and facilitate San Bernardino County Sports Faire for foster youth
Advocate for child victims of sexual exploitation and human trafficking
Identify and connect service providers to young adults in extended foster care
Train and mentor Social Work student interns for San Bernardino County
Participate in racial unity groups to develop collaborative solutions to address racism and social justice issues
Present workshops on San Bernardino County Child Welfare to MSW students on various campuses

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years

8. List your professional presentations presented during the last 5 years.

Child & Family Service Reviews (CFSR)
County Self-Assessment/Continuous Quality Improvement (CQI)
Department of Diversity Committee
San Bernardino County Child Welfare
Extended Foster Care & Young Adult & Adolescent Services
Core Practice Model (CPM)
System Improvement Plan (SIP)
Continuous Care Reform (CCR)
Safety Organized Practice (SOP)
Structured Decision Making (SDM)
Child & Family Team (CFT)

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment. N/A

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1. Name of faculty member **Susan Gallardo**

2. Degree information

Degree	MSW
Institution Granting Degree	University of Southern California
Major	Social Work, Emphasis - Healthcare Settings
Date Awarded (month/year)	05/1994

Degree	BS
Institution Granting Degree	California State University, Fullerton
Major	Human Services
Date Awarded (month/year)	05/1992

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer
City and state	Fullerton, CA
Start date (month/year)	08/2014
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Department of the Navy
Title	Clinical Social Worker
City and state	Camp Pendleton, CA
Start date (month/year)	08/2014
End date (month/year)	Present

Employer	Child Abuse Prevention Center
Title	Clinical Social Worker, Program Manager (In-Home Crisis Stabilization Program (HCS)
City and state	Orange, CA
Start date (month/year)	07/2007
End date (month/year)	07/2012

Employer	David and Margaret Youth and Family Services
Title	Clinical Social Worker, Community Based Program Director
City and state	LaVerne, CA
Start date (month/year)	08/2007
End date (month/year)	07/2012

Employer	California Department of Social Services
Title	Clinical Social Worker, Adoption Specialist
City and state	Monterey Park, CA

Start date (month/year)	07/1999
End date (month/year)	07/2012

Employer	Holy Family Services Adoption and Foster Care
Title	Adoptive Parent / Birth Parent Social Work
City and state	San Bernardino, CA
Start date (month/year)	07/1996
End date (month/year)	07/1999

Employer	Vitas Hospice Care
Title	Hospice Social Worker
City and state	Covina, CA
Start date (month/year)	08/1994
End date (month/year)	07/1996

5. List your current professional, academic, community-related, and scientific memberships.

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment.

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1. Name of faculty member: **Diane Harrison**

2. Degree information

Degree	MSW
Institution Granting Degree	California State University, Fullerton
Major	Social Work
Date Awarded (month/year)	05/2011

Degree	BA

Institution Granting Degree	Notre Dame University of Maryland
Major	English and Communication Arts (Double Major)
Date Awarded (month/year)	05/1981

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer / Field Faculty
City and state	Fullerton, CA
Start date (month/year)	08/2018
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Western Youth Service
Position	Clinical Supervisor
City and state	Mission Viejo, CA
Start date (month/year)	03/2020
End date (month/year)	Present

Employer	Hope Culture Counseling
Position	Therapist
City and state	Tustin, CA
Start date (month/year)	05/2018
End date (month/year)	05/2019

Employer	CSUF Center for Healthy Neighborhoods
Position	Supervisor (Social Work Interns)
City and state	Fullerton, CA
Start date (month/year)	08/2017
End date (month/year)	Present

Employer	South County Outreach
Position	Director of Housing and Homeless Prevention
City and state	Irvine, CA
Start date (month/year)	10/2015
End date (month/year)	06/2017

Employer	Western Youth Services

Position	Therapist
City and state	Mission Viejo, CA
Start date (month/year)	03/2014
End date (month/year)	10/2015

Employer	Western Youth Services
Position	School Counselor
City and state	Anaheim, CA
Start date (month/year)	10/2011
End date (month/year)	03/2014

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1. Name of faculty member: **Darin Hirasuna**

2. Degree information

Degree	MSW
Institution Granting Degree	California State University, Los Angeles
Major	Social Work
Date Awarded (month/year)	06/2014

Degree	BSW
Institution Granting Degree	California State University, Los Angeles
Major	Social Work
Date Awarded (month/year)	06/2011

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Part Time Lecturer
City and state	Fullerton, CA
Start date (month/year)	01/2019
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	United American Indian Involvement, Inc.
Position	Mental Health Social Worker
City and state	Los Angeles, CA

Start date (month/year)	02/2016
End date (month/year)	Present

Employer	Hillsides, Youth Moving On
Position	Substance Abuse Counselor
City and state	Pasadena, CA
Start date (month/year)	01/2012
End date (month/year)	01/2015

Employer	Grandview Foundation, Inc.
Position	Program Director
City and state	Pasadena, CA
Start date (month/year)	01/2010
End date (month/year)	02/2016

5. List your current professional, academic, community-related, and scientific memberships

Licensed Clinical Social Worker, CA
Golden Key Membership 2014
Phi Kappa Phi Membership 2014
National Association of Social Workers 2012-Present
California Consortium of Addiction Programs and Professionals Member 2004-Present

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1. Name of faculty member **Khac Quy Truong Nguyen**

2. Degree information

Degree	MSW
Institution Granting Degree	University of California Los Angeles
Major	Social Welfare
Date Awarded (month/year)	06/2011

Degree	BS
Institution Granting Degree	California State University Fullerton
Major	Human Services
Date Awarded (month/year)	06/2008

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer (Social Work Department)
City and state	Fullerton, California
Start date (month/year)	08/2019
End date (month/year)	Present

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer (Human Services Department)
City and State	Fullerton, California
Start date (month/year)	01/2016
End date (month/year)	06/2019

4. Professional post–baccalaureate and post–master's social work experience

Employer	County of Orange; Social Services Agency; Children and Family Services
Position	Senior Social Services Supervisor
City and state	Orange, California
Start date (month/year)	10/2012
End date (month/year)	Present

Employer	County of Los Angeles; Children and Family Services
Position	Social Worker II
City and state	Los Angeles, California
Start date (month/year)	08/2011
End date (month/year)	09/2012

5. List your current professional, academic, community-related, and scientific memberships.

Safety Organized Practice (SOP) Leadership
Core Practice Model, Level of Care, Adoption Focus
Request For Proposal Panel Member
Fatherhood Engagement

6. List your community service responsibilities and activities for the last 3 years.

Safety Organized Practice (SOP) for Senior Social Workers

Safety Organized Practice (SOP) Supervision and Coaching Tools trainings for Senior Social Workers and Supervisors at the County of Orange and Social Services Agency
A lead member in developing the SOP Outcome Survey to measure the effectiveness of SOP implementation among Senior Social Workers

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1. Name of faculty member **Natalie Nguyen**

2. Degree information

Degree	MSW
Institution Granting Degree	California State University, Long Beach
Major	Social Work
Date Awarded (month/year)	08/1999

Degree	BS
Institution Granting Degree	California State University, Fullerton
Major	Human Services
Date Awarded (month/year)	06/1997

Degree	BA
Institution Granting Degree	California State University, Fullerton
Major	Psychology
Date Awarded (month/year)	06/1997

3. Academic appointments

Employing academic institution	California State University, Fullerton
Title	Part-Time Lecturer
City and state	Fullerton, California
Start date (month/year)	08/2020
End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

Employer	Orange County, Health Care Agency, Public Health Services
Position	Service Chief II
City and state	Santa Ana, California
Start date (month/year)	01/2005

End date (month/year)	Present

Employer	Western Youth Services
Position	Clinical Social Worker
City and state	Fountain Valley, California
Start date (month/year)	07/2003
End date (month/year)	01/2005

Employer	Child Protective Services
Position	Children Social Worker III
City and state	Los Angeles, California
Start date (month/year)	06/1999
End date (month/year)	03/2003

Employer	Maximus-CalWorks
Position	Case Manager and Trainer
City and state	Garden Grove, California
Start date (month/year)	05/1997
End date (month/year)	06/1999

Employer	Vietnamese Community of Orange County
Position	Children and Family Counselor
City and state	Santa Ana, California
Start date (month/year)	02/1996
End date (month/year)	11/1997

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years:

Lou Correa Award for community Services
Honor for Founder of Project Motivate; help with developing Silver Tree House
Appreciation Award from Center of Excellence, Elder Abuse Forensic Team

List your professional presentations presented during the last 5 years.

Meeting of the Minds: Older Adult Services
Orange County Aging Forum: Mental Health of Older Adults
Community Nursing Service Division-Crisis Intervention and Safety Plans (CEU),
Community Disease Control Division-Crisis Intervention.

3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

The CSUF MSW program defines social work practice courses as those courses where most of the content provides experiential opportunities for students to develop and test their skills to prepare them for competent clinical practice, i.e., field education and courses with the term "practice" in the title.

In the CSUF MSW curriculum, the following courses are considered practice courses:

MSW510: Social Work Practice I
MSW511: Social Work Practice II
MSW512: Child Welfare: Advanced Practice I
MSW514: Mental Health: Advanced Practice I
MSW516: Aging: Advanced Practice I
MSW540: Social Work Field Instruction I
MSW541: Social Work Field Instruction II
MSW542: Advanced Social Work Field Instruction I
MSW543: Advanced Social Work Field Instruction II

Several tenured/tenure-track faculty, full-time lecturers and part-time lecturers with a wealth of direct practice experience offer the clinical practice and field seminar courses listed above. The instructors of the practice courses include Lori Allemand, Gordon Capp, David Chenot, Michelle Fernandes, Marlene Flores-Avila, Charles Flowers, Susan Gallardo, Diane Harrison, Mikyong Kim-Goh, Marcella Mendez, Khac Nguyen, Natalie Nguyen, Debra Saxton, Kelly Segovia, and Duan Tran, all of whom have a master's degree in social work from a CSWE-accredited program and significantly more than 2 years of post-master's social work degree practice experience.

3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

Faculty-to-Student Ratio

The Department of Social Work at CSUF has 17 full-time faculty members on staff during AY 2020-21. The full-time teaching workload is 10 courses per academic year; each course covered by a part-time faculty member constitutes one-tenth full-time teaching equivalent. For the 2020-21 academic year, 14 courses were taught by part-time faculty, thus constituting 1.4 (14 x 0.1) full-time teaching equivalent. The total composition of the faculty in the Department includes ten tenured/ tenure-track professors, seven full-time lecturers, and eight part-time faculty and the Department's full-time equivalent faculty (**FTEF**) number was **18.4** (10 + 7 + 1.4).

The MSW program student body in 2020-2021 includes 172 full-time students and 75 part-time students. Full-time credit hours are considered 15 per semester while part-time students take 9 units per semester. Each of part-time students is counted as 60% of a full-time student (9 ÷ 15 = 0.6). Thus, 75 students in the part-time program who are each counted as 60% of a full-time student are calculated as 45 full-time equivalent (75 x 0.6 = 45). Therefore, there are a total of **217** (172 + 45) full-time equivalent students (**FTES**) in the program for AY 20-21. This means that the **faculty-to-student ratio** (18.4:217) is **1:11.8**, slightly below 1:12 required by CSWE.

Class Size

Class sizes vary considerably in the department. The numbers of student in each class are determined primarily by the types of curricula delivered in the courses. For instance, relatively small numbers are normally maintained in field seminar courses because they require ongoing processing of field experiences and mentoring in practice skills by field faculty. During the Spring semester, 2021, the numbers of students in 10 sections of first year field seminar courses varied from 9-14, with a mean of 11.5. In addition, the other types of courses that regularly contain low numbers of students are master's projects courses. Students in the sections of these courses often require close supervision as their projects develop. This necessitates a great deal of mentoring by the faculty who teach these courses and often include many one-on-one meetings. During the 2021 Spring semester, the numbers of students in nine sections of these courses ranged from 8-16, with a mean of 12.3.

Other types of courses in the curriculum can be delivered in a lecture format offered with comparatively higher numbers of students in each section of a class. For instance, the courses in the HBSE sequence, policy, and research methods can be offered to large numbers of students through a lecture format. In Spring semester, 2021, in a HBSE course (MSW 501: Social Work Perspectives on Human Behavior I) and the research method course (MSW 530: Applied Social Work Research Methods), there was an average of 29 students in three sections of each course. During the same semester there was an average of 22 students in four sections of the second course in the policy sequence (MSW 521: Social Welfare Policy and Services II). However, practice courses are kept at more moderate sizes in order to encourage Socratic pedagogy, dialogue between students and professors, and interaction between students in a format that is amenable to in-class exercises. For instance, five sections of MSW 511: Social Work Practice II contained an average of 17 students in the 2021 Spring semester.

Advising

The CSUF MSW program provides a rich advisory experience for students, and support continues from pre-admission processes through graduation. Advising in our department is done solely by MSW program faculty and is considered a key part of the educational experience and a major faculty responsibility. Every student is assigned to an academic advisor before they are invited to the program orientation. Nearly every full-time faculty except for the Department Chair/Program Director and the Chair of the Student Status Review Committee serves as an academic advisor for MSW students. In a typical semester, each faculty advises 20-25 students, helping them assess their strengths and select their areas of study. Students are further helped to

assess their objectives in relation to their future career goals and learning needs. The advisors also help students evaluate what practicum setting will best meet their interests and learning needs. Faculty advisers meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field.

Teaching, Research, and Service Responsibilities

Teaching is the primary assignment in the department for most faculty members. The full-time workload is 15 units per semester, i.e., five 3-unit courses. Most full-time faculty in the MSW program receive a 3-unit course release for academic advising each semester. Additionally, all tenured and tenure-track faculty members are provided one-course of release time per semester for research activities. As a result, full-time tenured and tenure track faculty teach three courses per semester unless special circumstances require higher teaching loads temporarily. Full-time lecturers teach four courses per semester. Over the past five years, five full-time faculty members in the Department of Social Work (Lori Allemand, Juye Ji, Michelle Martin, Marcella Mendez, and Debra Saxton) have earned university awards for teaching for the quality of their instruction.

Faculty are encouraged to engage in research and other scholarly activities, including pursuing grants, and presenting research and other scholarly projects at national and local conferences. For instance, the College of Health and Human Development sets aside funds to help tenured and tenure-track faculty members present at scholarly conferences. Though lecturers are also included in scholarly projects, when possible, their efforts to engage in targeted service efforts with community partners are directly encouraged and supported by the department.

All faculty are encouraged to engage in service to the community, the department, the college, and the university. Faculty members in the department are very active in the community. For instance, many ongoing working relationships have been established with administrators and supervisors in local Orange County social services organizations. These relationships are particularly salient between the field faculty and agency personnel. For example, the project coordinator of the CalSWEC Child Welfare program, Duan Tran, has established mutually beneficial relationships with the child welfare administrators at the Orange County Social Services Agency which allows more of our students to be placed in the agency and to receive specialized training that is usually reserved for employees.

Since the inception of the MSW program, the collective attitude of the faculty has been that everyone on the faculty "pitches in" when areas of need emerge. Every faculty member fulfills responsibilities on standing departmental committees and most volunteer to fill the needs represented when temporary or ad hoc committees are formed to meet those needs. Many committees are composed of small groups of faculties (3-4 members) with designated responsibilities for specific areas, i.e., curriculum, admissions, and assessment, and make recommendations to the faculty as a whole. Based on the University policy, members of the Department Personnel Committee and Department Search Committee are elected by tenured and tenure-track faculty in the department. All other committee memberships are based on voluntary participation.

On the college and university level, many opportunities are presented to represent the Department on committees and work groups. The tenured/tenure-track faculty and full-time lecturers in the Department are well represented in the College of Health and Human Development (CHHD) college-level committees/task forces of various types. As examples, various social work faculty serve on the following committees/task force: the CHHD Curriculum Committee, Jr/Sr Intramural Grant Review Committee, Interprofessional Education Committee, and College Climate and Culture of Inclusion Task Force. Please see Table 3.2 below for the list of Department committees and the faculty members for AY 2020-2021.

Table 3.2: SW Department Committees/CHHD Reps for AY 2021-2022

Committee Name	Members
Department Personnel Committee	Juye Ji, Karen Lee, Dave Chenot Sean Hogan (alternate)
Department Curriculum Committee	Sean Hogan, Dave Chenot, Debra Saxton, Lori Allemand, Erica Lizano
Diversity & Equity Committee (tentative name)	Erica Lizano, Marlene Flores-Avila, Michelle Martin, Gordon Capp, Karen Lee, Duan Tran, Brittany Eghaneyan
Assessment Committee	Juye Ji, Karen Lee, Erica Lizano
Admissions & Recruitment Committee	Kelly Segovia, Marcella Mendez, Debra Saxton, Duan Tran, Brittany Eghaneyan
Student Status Review Committee	Gordon Capp, Michelle Martin, Lori Allemand
International Social Work Committee	Michelle Martin, Marlene Flores-Avila, Erica Lizano, Duan Tran
Student Awards Committee	Caroline Bailey, Marcella Mendez, Michelle Fernandes, Marlene Flores-Avila
Field instructor Training Committee/ Community Engagement	Debra Saxton, Michelle Fernandes, Marlene Flores-Avila
Graduation Planning Committee	Lori Allemand, Michelle Fernandes, Gordon Capp, Erica Lizano

M3.2.4: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

As shown in the Faculty Summary Form, of the current **17 full-time faculty** members in the Department of Social Work, **16 have earned MSW degrees (94%)** from CSWE-accredited institutions. Ten of the faculty, four tenured/tenure-track faculty and six full-time lecturers, have also earned post-MSW licensure in the state of California (LCSW). The LCSW license requires at least 3,000 hours of supervised post-MSW practice hours before one can test for the license.

Ten of the faculty have earned doctoral degrees, nine of whom with PhDs in social work/welfare and one with two PhD's in psychology (Caroline Bailey). Therefore, **9 out of 17 faculty members (53%)** have a master's degree in social work from a CSWE-accredited program and a doctoral degree. Additionally, two of the part-time lecturers have doctoral degrees, a DSW degree (Golnaz Agahi), and a PhD in Social Work (David Cherin).

3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

Faculty Workload Policy

The workload policy for the MSW Program is consistent with policy for CSUF and the California State University (CSU) system overall. Faculty workload in the CSU system is determined by the Collective Bargaining Agreement (CBA) negotiated between the California Faculty Association (CFA) and the CSU system as a whole and EP&R 76-36 ("Faculty Workload: Policies and Procedures"). Contractually, the full-time assignment for CSUF faculty members is 15 weighted teaching units (WTUs) per semester. EP&R 76-36 ("Faculty Workload: Policies and Procedures") defines the normal workload of a full-time faculty member as consisting of two components:

1. 12 WTU of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or internsupervision) equivalent to 36 hours per week, and

2. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

One WTU of faculty workload is intended to equate to about 3 hours of total effort by the faculty member per week (e.g., 1 WTU x 3 hours per week = 45 hours of effort per 15-week semester). In the semester system, 3 WTU reassigned time will be equivalent of 135 hours (3 WTU x 3 hours per week x 15 weeks). At CSUF MSW program, full-time faculty workload generally follows this "12+3 model" as outlined in EP&R 76-36 and normal teaching load per academic

year is 4-4 under the semester system. All full-time faculty receive 3 WTU reassigned time each semester for academic advising and committee assignments.

All tenured/tenure-track assistant/associate/full professors have PhDs; are hired with the expectation that they will balance their teaching, research, and services duties; and are on 10-month contracts. Full-time lecturers (who do not have a PhD), who are hired primarily to teach in the MSW Program, teach eight courses a year.

The most noteworthy difference between EP&R 76-36 and local practices is that -- in addition to direct and indirect instructional activities (i.e., teaching and service) – tenured/tenure-track faculty are *also* expected to perform research and creative activity, and they are evaluated during the retention, tenure, and promotion (RTP) process on that work. However, WTU are not specifically allocated for these purposes. Recognizing the critical need for additional support for the tenured/tenure-track faculty, the Social Work Department provides them with a one-course reduction for research per semester, making their teaching load effectively 3-3. Per Collective Bargaining Agreement (CBA) between the Board of Trustees of the California State University and the California Faculty Association, a new tenure-track faculty member receives an additional three-unit course of reassigned time in each semester in the first two academic years of his or her employment. Consequently, new tenure-track faculty members' effective teaching load is 2-2 (6 WTU per semester) in their first two years.

Faculty can teach overload each semester, but this is kept to a minimum to encourage faculty to engage in research and to participate actively in the key areas of faculty involvement in the curriculum and advising of students within the department. As discussed above, the faculty workload policy has built-in time for faculty to do student advising and serve on faculty committees that operationalize departmental objectives. In addition, the research release time each semester of 3 units for research and developmental work, permits tenured/tenure-track faculty to have an active research and publishing agenda.

Faculty Workload Policy Supports Institutional Priorities and the Program's Mission & Goals

Full-Time Program classes are offered mornings, afternoons, and evenings, while Part-Time Program classes are offered in the evenings only. The schedule is floated up to 1 year in advance so that in February faculty members can select courses for the upcoming fall and possibly the next spring. This enables the Department Chair to respond to faculty with special needs (e.g., parental care at home, child-care arrangements, etc.) in developing the academic schedule. These faculty members can usually choose their schedules, with the caveat that the administration will try to ensure a fair allocation of work assignments. Part-time lecturers are hired after full-time faculty have been assigned. A faculty member may teach during the summer session for extra compensation. Summer session courses are not considered as part of their regular workload.

This allocation of workload takes into account time for faculty research and development and is automatically calculated into workload as a buy-out on behalf of each faculty member in recognition of tenure-track faculty development. The faculty are encouraged to develop a research agenda, and this is supported with adequate travel funds for faculty to attend academic conferences. Travel funds for scholarly presentations are provided by the Dean of the College of

Health and Human Development. Therefore, time for research is built into the workload assignment system and support is provided for research and scholarly activities through both the College and the Department of Social Work for tenured and tenure-track faculty. Full-time lecturers in the Department are also provided one-course release each semester for academic advising and engagement in service for the department, the college, and the university and collaboration with community partners.

Currently, one of the institutional goals in the strategic plan (Goal 3) is to "recruit and retain a high-quality and diverse faculty and staff". The workload assignment system discussed above allows the Department the flexibility to provide support for faculty that contributes to meeting the institutional goal of recruiting and retaining high-quality and diverse faculty. Additionally, the faculty workload policy supports the program's goal to "advance an innovative and effective program led by competent and diverse faculty" (Goal 3) and the program's mission to "educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations."

In summary, the workload assignment system includes the recognition that all faculty should be provided time to engage in scholarship and service to both support their own careers as well as enhance their effectiveness with students in the classroom and encourage active research endeavors. The University's priorities and needs and the program's mission and goals are served through this system of workload assignment since this system contributes to recruiting and retaining high-quality faculty.

3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

The Department of Social Work at CSUF strongly encourages professional development among departmental faculty members so that their endeavors will contribute to the knowledge-base in social work and provide valuable service to the community, the Department, the college, and the university.

Being very productive and active as a whole, our faculty demonstrate ongoing professional development as teachers, scholars, and practitioners in many ways. As shown in the Faculty Data Form, the faculty in the Department publish the results of their studies in widely read peer-reviewed social work journals and in books. They also present their findings regularly at international, national, statewide, and local conferences and meetings. The faculty are all directly involved with the community in diverse ways. Below are some highlights of the types of faculty's service and research that demonstrate the breadth of activity in which faculty regularly and consistently engage to advance the profession of social work and achieve institutional priorities and the program's mission and goals.

Professional Development through Dissemination of Research

For instance, Dr. Gordon Capp conducts research on schools as key influences in the social ecology of youth, families, and communities and understanding the role of school climate as a protective influence for students and schools, and he has published his studies in highly reputable peer-reviewed journals such as *the Journal of School Violence*, *the Journal of the Society for Social Work and Research*, *Families in Society*, and *the Journal of Community Psychology*. Two supplemental publications include a technical report and policy brief on school social workers and COVID-19. While not peer-reviewed, these publications were disseminated widely and were the foundation for a congressional briefing held in September 2020. Dr. Erica Lizano studies workforce management, worker well-being, diversity, and inclusion in the workplace, and culturally and linguistically appropriate practices in human service organizations. She has published in highly regarded journals including *Child Abuse & Neglect*, the *Human Service Organizations: Management, Leadership & Governance*, and *Children and Youth Services Review*. Her publications have contributed to a greater understanding of child welfare workforce well-being in the U.S., social worker well-being in Latin America, and differences in mental health status among various Latinx groups in the US.

Dr. Michelle Martin's scholarly activities focus on the experiences of displaced populations within the context of human rights and social justice advocacy, while Dr. Brittany Eghaneyan's research focuses on mental health disparities in Latinx populations and the implementation of integrated health care models to address the disparities. Drs. Mikyong Kim-Goh and Karen Lee collaborate on several government-funded projects as co-program evaluators which include SBIRT Training Grant from SAMHSA, the California Reducing Disparities Project from the California Department of Public Health Office of Health Equity, and the Behavioral Health Education and Leadership Project from HRSA.

Professional Development through Exchanges with External Constituencies

Dr. Erica Lizano is currently on the Board of the Salvadoran American Leadership and Educational Fund (SALEF), a nonprofit organization serving the Latino/a/x community in the city of Los Angeles and surrounding areas. Dr. Michelle Martin has served on a United Nations Association (UNA) – USA Executive Committee focusing on legislative advocacy for San Diego in the areas of telehealth and Broadband access for at-risk populations among others. In addition, Dr. Martin is Assistant Director for Region F (Orange County and Riverside County) of National Association of Social Workers (NASW) – CA.

Duan Tran serves on the Orange County Mental Health Board advising county supervisors on local mental health issues. Mr. Tran has also established a partnership with both San Bernardino and Riverside County Department of Children and Family Services, successfully creating field placements in those counties for our students. Moreover, he partnered with the University of Utah Social Work Department to bring virtual reality training in child welfare to the Department. The virtual reality software is now integrated into all field seminar courses.

Professional Development through Other Professionally Relevant Creative Activities

One of the institutional priorities that is reflected in the current CSUF strategic plan is to "provide a transformative educational experience and environment for all students," (Goal 1) and "support and implement models that build increased cultural competencies (Objective). One of the strategies to meet the goal and objective is to "enhance global competencies through increased access to and participation in immersive learning experiences, including those focused on internationalization and home and study abroad (Strategy #4).

Consistent with the institutional priority, there is an emphasis on "global competencies" in the Department of Social Work. A prime example is the CSUF/ Universidad Tecnológica de Chile International Social Work Service-Learning Program (CSUF/INACAP Service-Learning program) which began in 2013 to promote international social work among CSUF MSW students from Latinx backgrounds. In response to MSW students' growing interest in international social work, the CSUF Social Work Department integrated global service-learning into the MSW curriculum and developed a 3-unit elective, MSW575: International Social Work. The five-week International Social Work course is offered in the summer and consists of three weeks of intense curricular preparation on the CSUF campus, and a two-week immersive trip to a selected INACAP campus in Chile. During their stay in Chile, CSUF social work students are immersed in experiential learning at various community-based social welfare agencies that serve at-risk, vulnerable populations such as those struggling with extreme poverty, the developmentally disabled, abused and maltreated children, migrant families and frail older adults.

The service-learning program model is based on values of inclusivity, sustainability, innovation and mutual collaboration. The faculty members are supported by the Department for these international trips. Since all CSUF MSW participants of the CSUF/INACAP Service-Learning Program are fluent, bilingual Spanish speakers, their community service experiences in Chile interacting with local residents and service recipients are highly meaningful and impactful. Based on its innovative approach and significant impacts on participating students and the institutions, the CSUF/INACAP Service-Learning Program received the 2020 Partners in International Education (PIE) Award from the CSWE Commission on Global Social Work Education.

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Supporting the Program's Mission and Goals

Viewed collectively, the Faculty Data Forms, above, paint a portrait of research, scholarly activities, and service to the community offered by a faculty that embodies the mission of the department. The tenured and tenure-track faculty are involved in research projects that focus on "advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice," "engag[ing] communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance," and "the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities." (CSUF Department of Social Work, Mission Statement, 2019).

The faculty intentionally focuses on professional development among the students in the MSW program. The emphasis is not only on attaining employment after students graduate from the program but their ability to serve clients in an effective manner as professional MSW-level social workers once they are employed. This focus is also reflected in the Mission Statement of the Department of Social Work, which states, "We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, promoting scientific inquiry and evidence-based practice, addressing social problems, and advocating for social justice." The faculty in the Department of Social Work consistently devotes their time and energy to fulfill both institutional priorities and the Departmental mission and goals.

3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Faculty Models the Behavior and the Values of the Profession Through Research and Service

As indicated by the Faculty Data Form, social work faculty are active scholars who embrace social work's long-standing commitment to human rights and social equality. As a department of social work that is a component of a large public university, CSUF MSW program accords great importance to scholarship and every faculty member is strongly encouraged to publish and contribute to social work literature.

In addition to research and scholarship, community service is also highly valued. Faculty participationsin campus-wide groups; local, state, and national associations; councils, task forces; and boards further demonstrates social work values in action. Those who are involved in these key activities will be more effective in the classroom and be in better positions to shape the profession of social work statewide and nationally as well as in the southern California region. Through service and scholarship, faculty members also extend their influence on local, national and international arenas.

The faculty model the values of the profession through their commitment to service to their students and the populations they study and serve; their devotion to social justice and distributive justice in the service of the clients social workers serve; by treating students with the dignity and worth of the person that must inform social workers' interactions with clients; focusing on the importance of human relationships, since students tend to learn more effectively when they are engaged in positive relationships with faculty; integrity in the way students are treated by faculty in the program; and competence in each faculty member's specialty areas and the subjects they teach in the curriculum.

In addition, the faculty has included student input on decision-making in the Department in several ways. For instance, students are included on planning committees such as the Legislative Lobby Days planning committee, graduation/commencement and at recruitment and outreach events (alumni are included at outreach events as well). Also, since the program does not have enough faculty members available with the requisite expertise to offer all available electives each time they are designated in course schedules, over the past three years, students have been invited to participate in a survey in order to choose which electives they would like to have

offered most. The survey uses a priority ranking system. Student responses to these surveys are tallied and the wishes of the students have been followed for three years.

Finally, the faculty has worked with students on several special projects that begin as professor led and guided seminal ideas with broad parameters and are sculpted into student-planned and driven projects. Through the modeling they provide in the planning and development of these projects, the faculty members involved provide the framework for students to develop several essential social work values and skills (i.e., self-determination, self-efficacy, competence, service, the importance of human relationships, program planning, program implementation, and program evaluation). This is a vital aspect of faculty modeling of behaviors that are consistent with the profession and the values of the profession for students. The students have learned a great deal while planning, implementing, and evaluating these projects. For instance, annually, a large group of students travels together by bus to Sacramento to engage in Legislative Lobby Days. This is an NASW event that unites graduate students from schools and departments of social work across California to advocate for the passage of bills that are important for the clients served by social workers. In Spring 2019, CSUF sent 105 students to Sacramento for this event. The students only paid for their registration. The Department of Social Work paid for transportation, lodging, and some food during the event to support this worthwhile endeavor. three full-time faculty members accompanied the students. Obviously, this effort operationalizes social work values such as social justice and directly engages the students in behaviors that activate this value in their professional development.

In summary, through active research agendas and service contributions, the faculty models for MSW students various core social work values and behaviors, such as those of life-long learning, civility and cultural humility, professionalism and commitment to advancing the profession of social work, and the pursuit of scientifically based interventions and policy advocacy.

Educational Policy 3.3—Administrative and Governance Structure

Accreditation Standard 3.3—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

Administrative Structure

The Department of Social Work at CSUF is situated in the College of Health and Human Development (CHHD) which is one of eight colleges within the Division of Academic Affairs at CSUF . The other units in CHHD are Child and Adolescent Studies, Counseling, Public Health, Human Services, Kinesiology, Military Science, and Nursing. The Chair of the Department of Social Work/ MSW Program Director attends bi-weekly meetings with all the chairs/ directors of the programs within the College.

The Department of Social Work is led by the Chair / MSW Program Director (Dr. Mikyong Kim-Goh), who administers both permanent and grant budgets, plans workload assignments and scheduling, supports and evaluates faculty and staff, and oversees all aspects of the MSW Program including student development and student issues when they are not resolved. The Social Work Department Chair is a twelve-month full-time position of 100% administration. This commitment by the university to the Department of Social Work acknowledges the unique leadership needs of the MSW Program.

Autonomy of the Department in Decision Making

Academic Senate regulations which are codified in University Policy Statement (UPS) 211.000 underscore the autonomy of the department within the college and the university. In UPS 211.000 under the heading II-B, Areas of Departmental Operation: Rights and Responsibilities (pp. 1-2), it states:

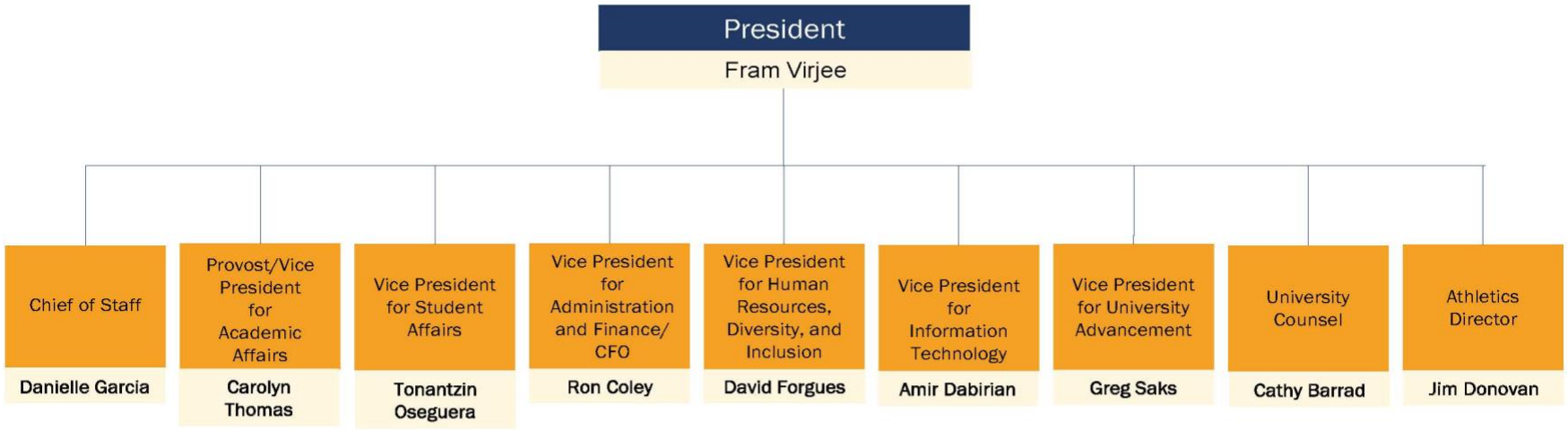
1. The department as a whole shall, with the full participation of its tenured and tenure-track faculty members, determines its own organizational structure.
2. This organizational structure shall provide for the effective determination and implementation of departmental policies governing curriculum, personnel, budget,
   general administrative and office and facilities management, and student and community relations.
3. The department as a whole shall autonomously carry out its policies and procedures within the context of College and University policy.

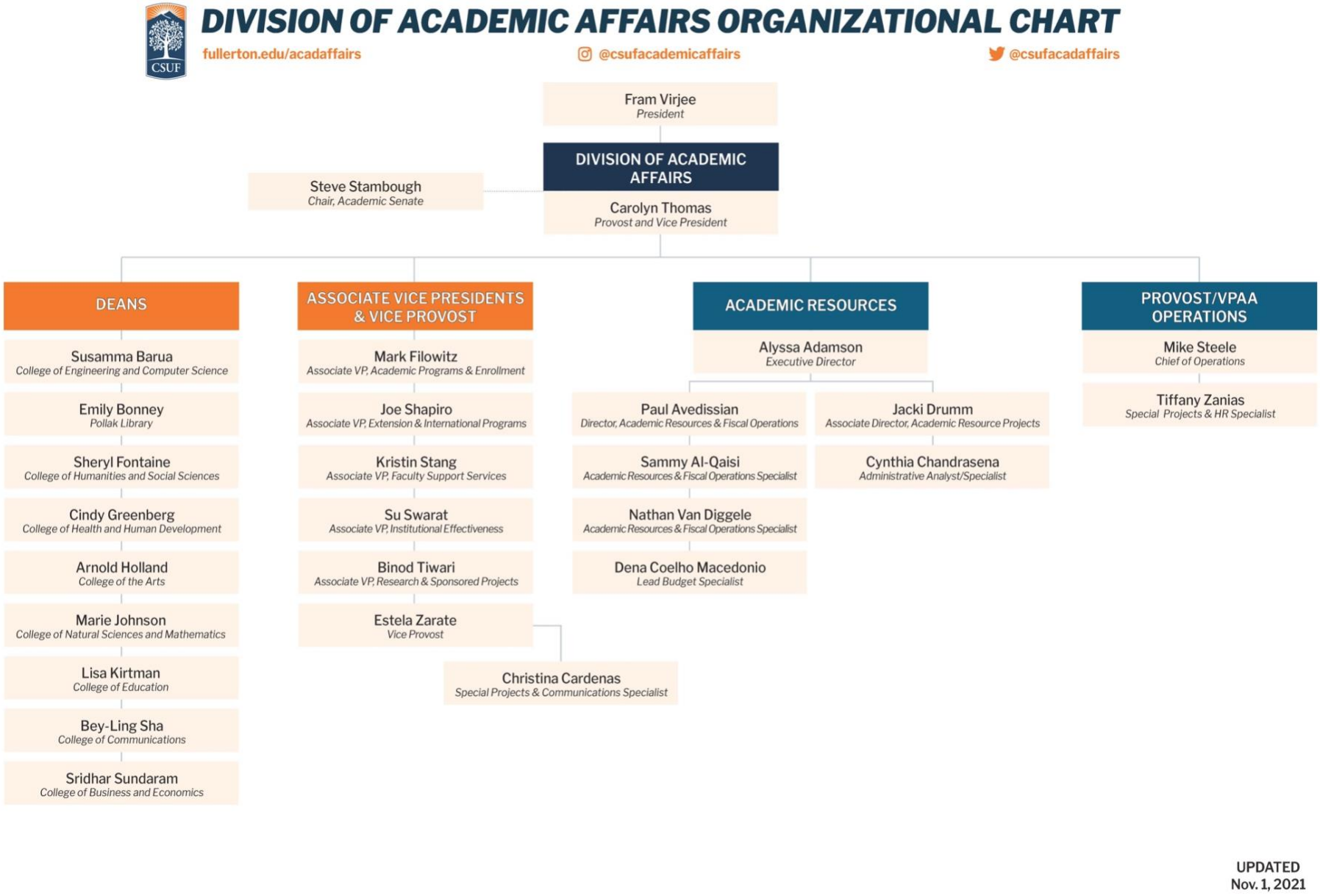
As such, the MSW program is an autonomous program within the College in that most decision making concerning the program is carried out by the Chair and the faculty in the department. For instance, decisions about the structure of the program are made within the Department and choices concerning curriculum are made entirely by the faculty in the Department of Social Work. Decisions concerning funding through the grants received in the Department are made by the Chair of the Department. For instance, all decisions concerning CalSWEC Child Welfare and HRSA BHWET funding are made by the Chair and project coordinators of these grants. The Chair of the Department is the PI on both grants. In addition, within the Department, a great deal of decision making is accomplished by the faculty as a body. In most situations, committees in the Department make recommendations to the faculty who then vote on decisions that affect the Department, MSW program, and/or the students in the program. Non tenure-track full-time lecturers are eligible to serve on most committees in the department except for those committees that are restricted to tenured/tenure-track faculty members as specified in the university policy, i.e., Department Personnel Committee and Department Search Committee.

Finally, institutional organizational charts including the University, College, and the Department-level organizational chart are reproduced below. These organizational charts illustrate that the Department is recognized among the academic units within the University and College and, as such, is an autonomous operating unit to achieve its mission and goals.

CALIFORNIA STATE UNIVERSITY
FULLERTON

PRESIDENT'S CABINET




DIVISION OF ACADEMIC AFFAIRS ORGANIZATIONAL CHART
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Fram Virjee
President
DIVISION OF ACADEMIC AFFAIRS
Steve Stambough
Chair, Academic Senate
Carolyn Thomas
Provost and Vice President
DEANS
Susamma Barua
College of Engineering and Computer Science
Emily Bonney
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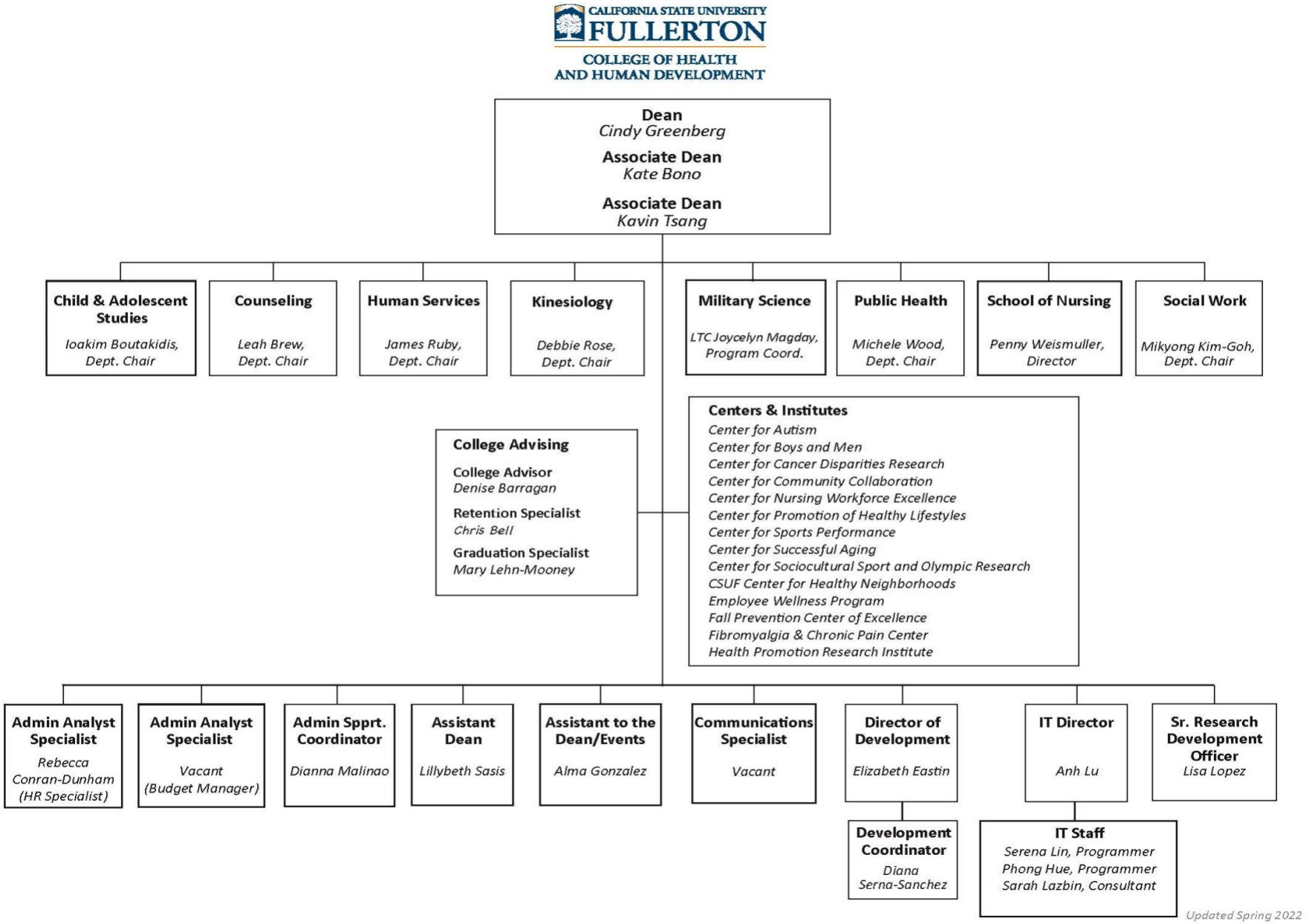
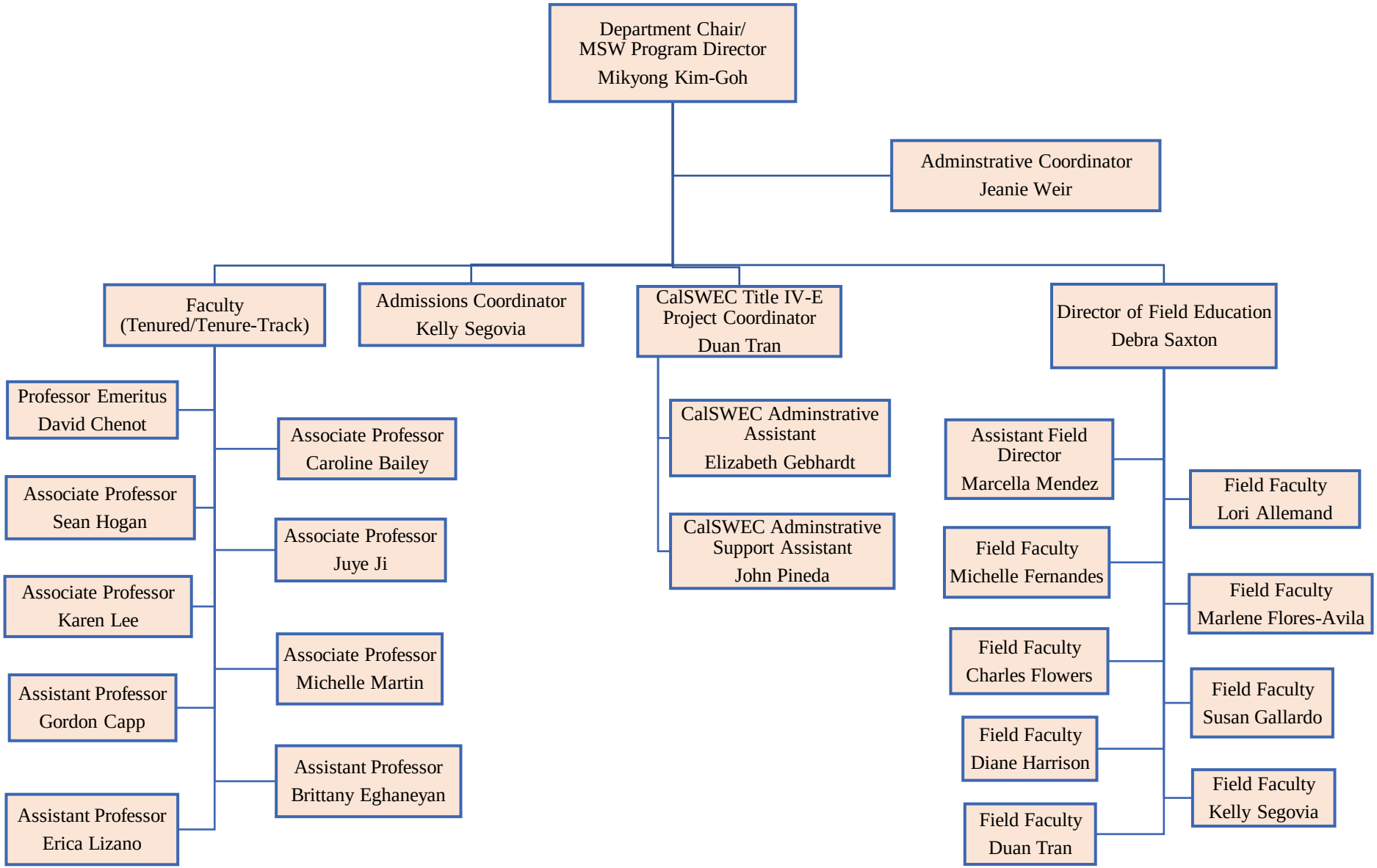
College of Humanities and Social Sciences
Cindy Greenberg
College of Health and Human Development
Arnold Holland
College of the Arts
Marie Johnson
College of Natural Sciences and Mathematics
Lisa Kirtman
College of Education
Bey-Ling Sha
College of Communications
Sridhar Sundaram
College of Business and Economics
ASSOCIATE VICE PRESIDENTS & VICE PROVOST
Mark Filowitz
Associate VP, Academic Programs & Enrollment
Joe Shapiro
Associate VP, Extension & International Programs
Kristin Stang
Associate VP, Faculty Support Services
Su Swarat
Associate VP, Institutional Effectiveness
Binod Tiwari
Associate VP, Research & Sponsored Projects
Estela Zarate
Vice Provost
Christina Cardenas
Special Projects & Communications Specialist
ACADEMIC RESOURCES
Alyssa Adamson
Executive Director
Paul Avedissian
Director, Academic Resources & Fiscal Operations
Jacki Drumm
Associate Director, Academic Resource Projects
Sammy Al-Qaisi
Academic Resources & Fiscal Operations Specialist
Cynthia Chandrasena
Administrative Analyst/Specialist
Nathan Van Diggele
Academic Resources & Fiscal Operations Specialist
Dena Coelho Macedonio
Lead Budget Specialist
PROVOST/VPAA OPERATIONS
Mike Steele
Chief of Operations
Tiffany Zanias
Special Projects & HR Specialist
UPDATED
Nov. 1, 2021


CALIFORNIA STATE UNIVERSITY
FULLERTON
COLLEGE OF HEALTH
AND HUMAN DEVELOPMENT
Dean
Cindy Greenberg
Associate Dean
Kate Bono
Associate Dean
Kavin Tsang
Child & Adolescent Studies
Ioakim Boutakidis, Dept. Chair
Counseling
Leah Brew, Dept. Chair
Human Services
James Ruby, Dept. Chair
Kinesiology
Debbie Rose, Dept. Chair
Military Science
LTC Joycelyn Magday, Program Coord.
Public Health
Michele Wood, Dept. Chair
School of Nursing
Penny Weismuller, Director
Social Work
Mikyong Kim-Goh, Dept. Chair
College Advising
College Advisor
Denise Barragan
Retention Specialist
Chris Bell
Graduation Specialist
Mary Lehn-Mooney
Centers & Institutes
Center for Autism
Center for Boys and Men
Center for Cancer Disparities Research
Center for Community Collaboration
Center for Nursing Workforce Excellence
Center for Promotion of Healthy Lifestyles
Center for Sports Performance
Center for Successful Aging
Center for Sociocultural Sport and Olympic Research
CSUF Center for Healthy Neighborhoods
Employee Wellness Program
Fall Prevention Center of Excellence
Fibromyalgia & Chronic Pain Center
Health Promotion Research Institute
Admin Analyst Specialist
Rebecca Conran-Dunham (HR Specialist)
Admin Analyst Specialist
Vacant (Budget Manager)
Admin Spprt. Coordinator
Dianna Malinao
Assistant Dean
Lillybeth Sasis
Assistant to the Dean/Events
Alma Gonzalez
Communications Specialist
Vacant
Director of Development
Elizabeth Eastin
Development Coordinator
Diana Serna-Sanchez
IT Director
Anh Lu
IT Staff
Serena Lin, Programmer
Phong Hue, Programmer
Sarah Lazbin, Consultant
Sr. Research Development Officer
Lisa Lopez
Updated Spring 2022

CSUF MSW Program
Organizational Chart



3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

Social Work Faculty Defining Program Curriculum

Operating within the framework of University and EPAS policies, Department of Social Work has the Department Curriculum Committee (DCC) which oversees and develops the MSW curriculum. The DCC is made up of central organizing faculty members for each sequence of the curriculum. These central organizing faculty members meet regularly with individuals teaching all sequence courses, either in a group or individually. There are six areas of emphasis in the generalist curriculum, which all have representatives in the DCC. They are: Practice, Research, Policy, Diversity, Human Behavior in the Social Environment, and Field Education. Advanced generalized practice curriculum is usually discussed among the faculty who teach those courses and collective decision making is accomplished concerning the manner in which the competencies emphasized through the CSWE EPAS will be met in the courses represented in that area of the curriculum.

The DCC is responsible for proposing, developing, and modifying curriculum as needed to meet appropriate professional objectives consistent with the program needs and the EPAS. After an approval by the DCC, proposals for new courses, changes in existing courses, and related matters are brought to the Department faculty meeting as seconded motions. The Department faculty is comprised of all faculty members with an appointment of .50 FTE or greater. All tenured, tenure-track, Faculty Early Retirement Program (FERP) faculty, and full-time lecturers are eligible to vote on curricular matters. After the Department faculty's action, changes are forwarded to the College Curriculum Committee for a curricular change approval.

Faculty and student participation in curriculum development. Within the DCC, faculty participate in and lead efforts to revise curriculum based on feedback from the following sources: informal feedback from faculty teaching the course, student course evaluations, data from competency appraisal assessments, and final field instructor evaluations. Both the competency appraisal assessments and field instructor evaluations provide important data about student mastery of the required MSW competencies, as well as program strengths and opportunities for growth. These data are discussed in the Department faculty meetings annually to facilitate program and curricular improvements.

The Department Chair/ MSW Program Director has primary responsibility for organizing faculty input and feedback into the reaffirmation process and serves as the point of contact with the Commission on Accreditation of the Council on Social Work Education. This role ensures that curriculum policies are continuously in compliance with the educational policies and accreditation standards established by the Commission on Educational Policy Standards and that EPAS and the nine core competencies remain a continuing focus of curricular improvement.

3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

Final approval concerning faculty hiring decisions resides with the Dean of the College of Health and Human Development; however, the search process, including screening of candidates' application materials, and interviews with candidates, is executed by a departmental search committee composed of three tenured faculty members. The Chair also reviews the applicants' materials that represent the group of potential finalists. When candidates visit the university for in-person interviews, the Chair spends a great deal of time with them and interviews each of them individually, as does the Search Committee and other faculty members.

The Department closely follows University Policy Statement UPS 210.001 Recruitment and Appointment of Tenure-Track Faculty when recruiting new tenure-track faculty. A summary of the recruitment and hiring process is provided below.

Recruitment and Hiring

The goal for recruitments is to appoint a high quality and diverse faculty utilizing an effective nondiscriminatory recruitment process. Individuals who show promise of satisfying the criteria for reappointment, retention, tenure, and promotion should be selected in accordance with the position announcement.

1. Roles

Department Chair

In collaboration with the Department Search Committee (DSC), Department Chair shall develop a recruitment plan consistent with all relevant campus policies and submit it for approval by the Dean and the Vice President for Human Resources, Diversity and Inclusion (HRDI). The Department Chair ensures that fair employment practices are evident to all (applicants, department faculty, dean, VP) and all available recruitment resources appropriate to the discipline are considered and used. Following consultation with the Department Search Committee, the Department Chair is responsible for the placement and wide distribution of advertisements in media, conferences, doctoral programs relevant to the vacancy and to diverse organizations appropriate to the discipline. The Chair monitors the process to keep it moving in a timely manner. It is the responsibility of the Department Chair to inform prospective candidates clearly regarding requirements for tenure and promotion. In a reasonable amount of time after campus interviews, the Department Chair and the Chair of the DSC will consult with the Dean about the DSC's recommendation. The Department Chair and the Chair of the DSC will also recommend to the Dean concerning the offer.

Faculty and Department Search Committee (DSC)

All tenured and tenure-track faculty are invited to participate in the selection of their future colleagues. All faculty may review letters of application and vitae (exclusive of candidate's social security number and restricted or personal information) and written statements. In addition, the members of the DSC will review the following restricted documents: transcripts, letters of recommendation, and reference checks. Prior to inviting candidates to the campus, the DSC members will solicit feedback from the entire tenured and tenure-track faculty.

Dean

The Dean is responsible for the integrity of the recruitment process and for ensuring that the process is implemented in compliance with the collective bargaining agreement, and campus recruitment policies and procedures. The Dean authorizes which candidates will be invited for campus interviews and recommends appointment of faculty to the Provost/Vice President for Academic Affairs.

2. Request for Tenure-Track Faculty Positions

Each year, on a date designated in advance by the Provost/Vice President of Academic Affairs, and following consultation with the appropriate departmental committee, each Department Chair shall submit to the Dean of the College a request for searches for the upcoming year as well as the anticipated faculty hiring needs for the subsequent one-year period. Such requests shall be consistent with the departmental plans for growth and shall, for each proposed position, justify the need and describe the position(s) and person(s) needed in terms of training, experience, and indicate the proposed rank. College deans will submit their college's request to the Provost/Vice President of Academic Affairs.

After the budget for faculty positions has been determined, the Vice President for Academic Affairs shall consult with the Deans and determine the number of positions and probable ranks to be included in the faculty allocation for the following year. The Department Chairs shall thereafter be advised of the determination and the reasons thereof.

3. Selection of Department Search Committee (DSC)

Recommendations regarding tenure-track appointments shall originate at the Department. The tenured and tenure-track faculty in each department shall elect a DSC consisting of at least three tenured faculty members for the purpose of reviewing applications and recommending individuals for full-time appointments. The Department Search Committee shall maintain strict confidentiality concerning all information received, reviewed and discussed.

4. Position Announcement and Recruitment Plan

The DSC shall develop the position announcement. Each position announcement shall distinguish between required and preferred qualifications. Implementation of the search for a new tenure-track faculty member shall be primarily the responsibility of the Department Chair concerned. In collaboration with the Department Search Committee (DSC), Department Chair shall develop a recruitment plan consistent with all relevant campus policies and submit it for approval by the Dean and the Vice President for Human Resources, Diversity and Inclusion (HRDI).

5. Screening Levels

Initial Screening

The DSC will screen all application materials to determine whether the candidates meet minimum qualifications and recommend a list of finalists for on-campus interviews.

Pre-Interview References

Under the direction of the Department Chair and the DSC Chair, DSC members may conduct reference checks with individuals who have been listed by the semifinalist as references.

On-Campus Interviews

The list of finalists must be approved by the Dean and HRDI before formal invitations for on-campus interviews are offered to candidates. Finalists shall be interviewed by the DSC and are invited to spend a day or so on campus where they will also meet with departmental faculty, the Department Chair, the College Dean and, where possible, with students. Ideally, there will be at least three finalists for each position.

Recommendations

The DSC makes a recommendation on the finalist to the Dean, who then recommends on appointment to the Provost/Vice President. After obtaining input from tenured and tenure-track faculty in the Department in the form of a non-binding vote, the Department Chair and the Chair of the DSC shall consult with the College Dean regarding the DSC's recommendation.

6. Final Actions

An appointment offer of a new tenure-track faculty member is made by the Dean after concurrence of the Provost/Vice President. The appointment offer should be made within one week after the Department has submitted its recommendations and all required documents.

At the conclusion of the search process, the Department Chair shall notify all applicants concerning the outcome of their application. All records and application materials shall

be maintained for three (3) academic years in the Dean's office or as long as any grievance, complaint, or civil action is pending. The year the recruitment is implemented counts as year one.

Retention, Tenure, and Promotion

Faculty retention, tenure, and promotion (RTP) within the Department follows established procedures and standards which are described in the UPS 210.000 Tenure and Promotion Personnel Procedures and the official Departmental Personnel Standards for the Department of Social Work. RTP is administered by the Chair and by an elected Department Personnel Committee (DPC) that must include three tenured faculty members. The DPC cannot include the Department Chair since the Chair offers another level of review during performance reviews. The Department of Social Work can generate a full committee because it has a total of seven tenured faculty, including two full professors and five associate professors. One of the full professors is also the Department Chair.

Full Performance Reviews: During their second, fourth, and sixth years of service, probationary faculty members are subject to Full Performance Reviews before they can be re-appointed to a third or fifth probationary year or granted tenure. For such Full Performance Reviews, the faculty member must prepare a Portfolio and Appendices covering the entire period of service. For Full Performance Reviews, the faculty person's portfolio is reviewed at the Department level separately by the Department Chair and the DPC and at the College level by the Dean; and, if there is any disagreement between the previous levels of review, at the campus level by the University Personnel Committee. At the end of full review years, faculty members receive a letter from the Provost indicating whether the faculty member will be retained and, in the sixth year, tenured and promoted. For tenured faculty, the outcome can be the awarding or denial of promotion.

Abbreviated Reviews: Faculty members with satisfactory evaluations in their full performance reviews during year 2 or year 4 would, in the following year (year 3 or year 5, respectively) submit a "Review File" comprising of three items: (1) an updated curriculum vitae, (2) statistical summaries of student evaluation, and (3) grade distributions for the period since the last full performance review. The DPC, the Department Chair, and the Dean shall provide a written statement with rationale.

The purpose of this system is for the faculty member to get a great deal of feedback about how they are doing on their quest for tenure. Specific suggestions and observations are made so that they can successfully make any adjustments needed to attain tenure. During the last ten years, all five tenure-track social work faculty members were able to successfully obtain tenure and promotion.

3.3.4: The program identifies the MSW program director.

The Chair of the Department of Social Work and Director of the MSW program at CSUF is Dr. Mikyong Kim-Goh. She fulfills the responsibilities involved with administering the program.

The Chair's overall duties are outlined in the University Policy Statement UPS 211.000 Responsibilities of Departments and Department Chairs, under the heading III. The Chair (pp. 2-3), which is reproduced below:

III. The Chair

A. Basic Assumptions:

1. A faculty member appointed to the position of department chair retains the rights and responsibilities possessed by virtue of being a member of the faculty, consistent with the terms of that appointment.

2. The chair of the department is the liaison between the department and the administration. His/her appointment is governed by University policy, and s/he is responsible to the president through the dean of the college. The chair is responsible to his/her faculty colleagues in the performance of his/her duties. The chair is expected to seek the advice, counsel, and recommendation of his/her faculty colleagues in a systematic manner.

3. The chair is expected to conduct departmental affairs in a democratic manner by means of appropriate department and committee meetings, and other means of consultation.

B. Areas of Responsibility:

1. The chair shall exercise appropriate leadership in assisting the department in its determination of objectives, policies and procedures by which its business shall be conducted, while at the same time preserving the democratic procedures of the department. Additionally, s/he shall actively seek out and include faculty participation in the decision-making processes of the department. S/he also shall preserve the individual rights of the department faculty within the context of the priorities of departmental needs and concerns.

2. The chair shall initiate a periodic review of all policies, procedures, objectives, and curricula in order to make them effective and consistent with university, college, accreditation, and program performance review policies and standards.

3. The chair is responsible for implementing departmental, college and university policies. S/he therefore has the concomitant authority to fulfill these responsibilities. In the case of faculty personnel decisions, however, s/he may evaluate and recommend for retention, tenure and promotion only if s/he has been granted tenure. A chair may not review candidates for promotion to a higher rank than the rank he/she holds.

4. The chair is responsible for the operational functions of the department and shall conduct them in a systematic and professional manner. This will include the supervision of and/or delegation of duties to all departmental employees, including faculty in non-instructional assignments, staff, student assistants, and academic student employees, consistent with the respective collective bargaining agreements and departmental policies.

5. As the department's liaison to the administration, the chair is responsible for initiating certain actions and for making administrative decisions. For these s/he is accountable to the department but may act without the prior approval of the department.

6. The department chair should be informed of university policies and proposed policies affecting his/her department. The chair is responsible for informing his/her department of university policies and proposed policies affecting the department.

7. The chair shall provide an appropriate means for the involvement and participation of students in departmental affairs.

8. The chair shall facilitate academic advisement for students majoring and minoring within the department.

M3.3.4(a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

Program Director's Leadership Ability

Presently, the Director of the MSW program at CSUF is Dr. Mikyong Kim-Goh. As an interim program director in 2006-2007 at the inception of the CSUF MSW program, Dr. Kim-Goh was instrumental in the development of the new MSW program and its initial accreditation. In 2009, Dr. Kim-Goh was selected as a Field Research Fellow by the Korea Foundation and spent 4 months in Korea conducting research on the mental health of multiethnic families. In 2011-2012, she was appointed as Acting Associate Vice-President for International Programs at CSUF overseeing international student enrollments, study abroad programs, global strategic partnerships, and the visiting scholar programs for the entire university. In 2019, she was named Department Chair and MSW Program Director.

Currently, Dr. Kim-Goh is full professor at California State University, Fullerton. Her research areas include mental health disparities in ethnic minority communities, cultural competency in social work practice, interpersonal violence, international social work, and immigrant and refugee issues, and her papers have been published in various journals such as the *American Journal of Orthopsychiatry*, the *Community Mental Health Journal*, and the *Journal of Family Violence*. Dr. Kim-Goh is a Principal Investigator of two federal grants: Integrated Behavioral Health Education and Leadership Program (B-HEAL) by the Health Resources and Services Administration (HRSA); and CalSWEC Title IV-E Child Welfare Training Program by Regents of the University of California, Berkeley. Moreover, she is a Co-Evaluator of two additional government grants, which are the SBIRT Training Grant from the Substance Abuse and Mental Health Service Administration (SAMHSA), and the California Reducing Disparities Project (CRDP) from the California Department of Public Health Office of Health Equity.

Dr. Kim-Goh has taught a wide range of courses in the MSW program including Social Work Practice with Diverse Populations (MSW550), Research Methods (MSW530), Advanced Mental Health Practice (MSW514), and International Social Work (MSW575). As a founding interim

director, Dr. Kim-Goh engaged in extensive curriculum/course developments in the MSW program at CSUF .

A licensed clinical social worker (LCSW) in CA, Dr. Kim-Goh has been actively engaged in the communities through her clinical and research partnerships with community-based agencies as well as serving on the Orange County Mental Health Board. Prior to entering academia, Dr. Kim-Goh served clients as a psychiatric social worker for several years at a public mental health organization and even after joining the CSUF faculty, she maintained her connections with community-based mental health agencies and volunteered her time as a clinical supervisor or consultant.

Program Director's Educational Credential

Dr. Mikyong Kim-Goh earned an MSW degree and a PhD in social welfare from the University of California at Berkeley.

M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work program.

Mikyong Kim-Goh, Director of the MSW Program and the Chair of the Social Work Department, has a full-time, twelve-month appointment to the Social Work Program at the rank of Full Professor. A letter signed by the Dean of the College of Health and Human Development stating the director's full-time appointment to the social work program is included below.

College of Health & Human Development
Dean's Office
P.O. Box 6868, Fullerton, CA 92831
T: (657) 278-3311 / F: (657) 278-3314
http://hhd.fullerton.edu

DATE: March 1, 2022

TO: Council on Social Work Education, Commission on Accreditation

FROM: Cindy Greenberg, DNSc, RN, CPNP-PC, FAAN, Dean,
College of Health and Human Development Cindy Greenberg

RE: Statement on Assignment for MSW Program Director

Mikyong Kim-Goh, Director of the MSW Program and the Chair of the Social Work Department, has a full-time, twelve-month appointment to the Social Work Program with no teaching responsibilities at the rank of Full Professor. Typically, for Department of Social Work faculty, the expected teaching load for tenure-line faculty is 12 units (four 3-credit courses) in each fall and spring semester. However, as the MSW Program Director and Department Chair, Dr. Kim-Goh receives a 75% (9 units) assigned time per semester to provide educational and administrative leadership to the MSW Program and a 25% (3 units) assigned time for managing a federal grant, of which she is the principal investigator. The College recognizes that the tasks associated with MSW Program development and administration are time-consuming, particularly during the re-affirmation process. The College is confident, however, that Dr. Kim-Goh's assigned time is sufficient.

M3.3.4(c): *The program* describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

Typically, for Department of Social Work faculty, the expected teaching load for tenure-line faculty is 12 units (four 3-credit courses) in each fall and spring semester. However, as the MSW Program Director and Department Chair, Dr. Mikyong Kim-Goh receives a 75% (9 units) assigned time per semester to provide educational and administrative leadership to the MSW Program, and the remaining 25% (3 units) of her time is bought out each semester through an extramural grant of which she is a principal investigator. The amount of administrative assigned time to provide leadership to the MSW program (75% each semester) is specified on the Dean's letter above and this time is sufficient to carry out the administrative functions specific to responsibilities of the social work program.

3.3.5: The program identifies the field education director.

The director of field education in the MSW program at CSUF is Debra Saxton, MSW, LCSW.

3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Debra Saxton has over 10 years of post-master's social work practice experience in child welfare, mental health, and school settings as a foster care social worker, crisis intervention therapist, and school counselor. She taught as an adjunct faculty at Whittier College and CSUF prior to her appointment as a full-time lecturer in the MSW program at CSUF in 2008. From 2010-2015, Ms. Saxton served as the Coordinator of the Title IV-E Child Welfare Training Stipend Program as well as teaching field seminar classes for CSUF MSW program. She has been the Director of Field Education in the MSW program at CSUF since 2015.

M3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years post-baccalaureate social work or post-master's social work degree practice experience.

Field Director's Educational Credential

Debra Saxton earned a master's degree in social work from the University of Southern California, a CSWE-accredited program.

Post-Master's Social Work Practice Experience

A licensed clinical social worker in California, Debra has over 10 years of post-master's social work practice experience in child welfare, mental health, and school settings as a foster care social worker, crisis intervention therapist, and school counselor.

M3.3.5 (c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Field Director Roles and Oversight

The director of field education is responsible for all aspects of field education including developing new field agency placements, facilitating field agency contracts, community engagement events, and field placement of MSW students, and developing field instructor training. Detailed roles and responsibilities of the field director are listed below:

1. Student Items
    a. Orient Students to field placement process each year
    b. Match and place students each year
    c. Monitor students in field and reassign as needed
    d. Meet with students and agencies when problems cannot be resolved on field instructor and liaison level
    e. Participate in SRC (Student Review Committee) meetings when involving field issues
    f. Prepare students for fieldwork via annual Field Readiness Training
    g. Review, approve, and co-monitor job conversion applications & placements
    h. Oversee update of Field Seminar courses
    i. Manage and update fieldwork management system (Agency Student Partnership Network: ASPN)
    j. Manage student and agency information in ASPN system
    k. Revise annually: Field Introduction and Process emails to incoming students
    l. Oversee medical clearances and process for agency attestations

2. Agency Items
    a. Develop new sites (minimum of 8-15 new sites per year)
    b. Monitor and maintain all contract and paperwork, which is linked to malpractice insurance
    c. Monitor annual renewals
    d. Monitor Field instructor compliance
    e. Consistently update agency information in ASPN
    f. Maintain all agency files are up to date
    g. Develop, update, and maintain online Field instructor Training
    h. Follow policy for new agency and meet with every new potential site to vet appropriateness
    i. Ongoing agency phone consultation

Field Director's Assigned Time

The Director of Field Education has a twelve-month, full-time (1.0) appointment in social work with 50% time assigned to field responsibilities. She holds a three-year renewable contract. In a typical semester, the Director of Field Education teaches two courses (6 units), one of which is a field seminar.

Sufficiency of Assigned Time

The field director's assigned time is sufficient for her to complete the administrative aspects of the field.

3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

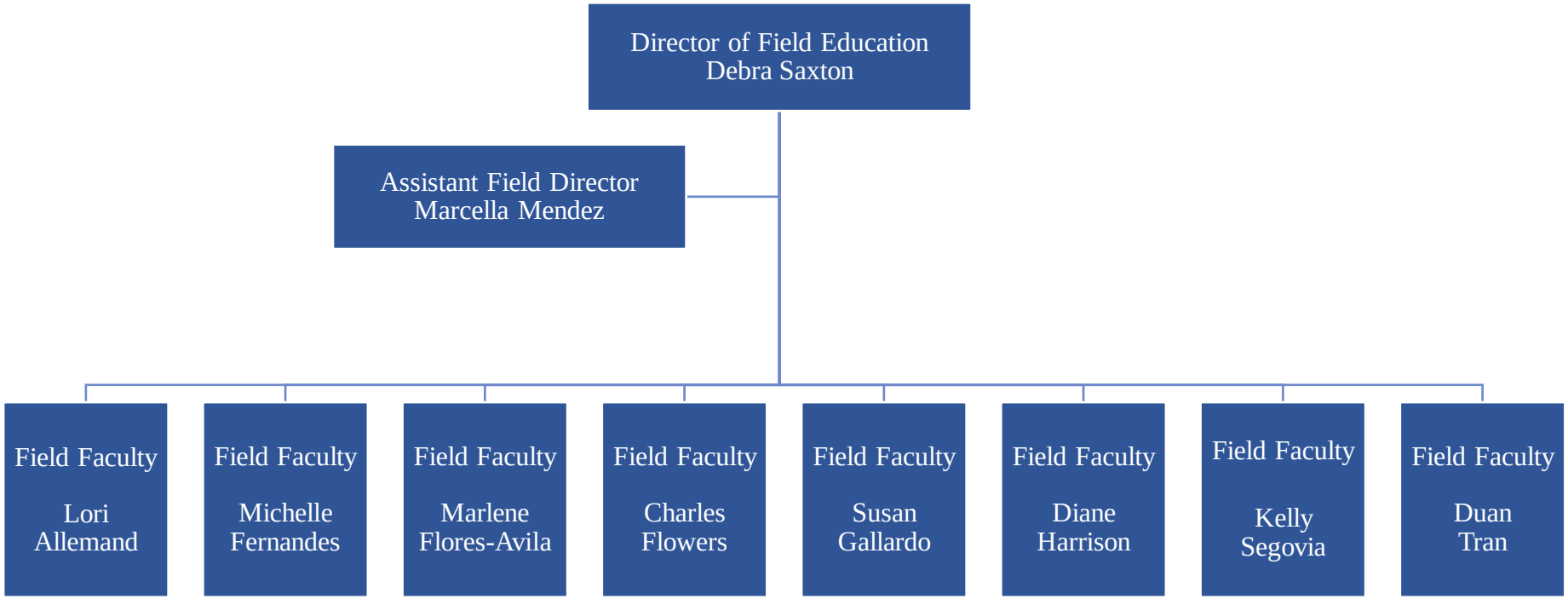
Administrative Structure of Field Education

The Director of Field Education works closely with Assistant Field Director and the field faculty as a team. Assistant Field Director supports the Field Director by addressing student field issues and concerns, facilitating field faculty consultation and support, updating the field handbook, and assisting with student field placements and career development. Assistant Field Director receives a 50% assigned time for her responsibilities for the field component of the MSW program. All field faculty are full-time or part-time lecturers who teach field seminars as part of their teaching load in addition to other courses in the program. A field education organizational chart is included below.

Resources to Administer the Program

Technological support for field education is provided by the College IT division. In 2015, the Field Director and Assistant Field Director collaborated with the College IT team to develop the ASPN system for fieldwork management. Since then, the Field Director has met with the College IT team on an ongoing basis throughout the year to continue development and maintenance of the system. The field education team meets with the College IT more intensively at the beginning of the placement process, which starts with agency notifications going out in November to recruit for placements for the following year. The field education team meets again in January to prepare for students to begin the process of agency selection, interviews and matching. The field education team maintains ongoing contact with the IT team throughout the placement process until all students are matched for the following academic year. The Field Director also works with the College IT throughout the year for any mass agency communication through ASPN as well as for updating and maintaining the online Field instructor training. In addition, the College IT helps with electronic registration and CEUs for any additional fieldwork trainings throughout the year. All resources (personnel, time and technological support) are sufficient to administer the field education program to accomplish the program's mission and goals.

CSUF MSW Program
Field Education Organizational Chart



Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

CSUF is committed to providing sufficient resources for the Department of Social Work in order to achieve the MSW program's goals and objectives. At current levels the department has sufficient faculty, support staff and complementary resources to support a department that serves approximately 250 students in the two-year and three-year programs combined.

Basic CSU Budgeting Principles

CSUF is funded as part of state allocations from the Chancellor's Office to each of the 23 campuses in the California State University (CSU) system. Within the CSU, funding is tied to enrollment with annual budget allocations based on the previous year's baseline budget plus new enrollment targets. This process calls for each campus to set full-time equivalent students (FTES) enrollment targets, with targets based on past performance and on anticipated enrollment figures for the upcoming year. Based on total requests from all campuses, the CSU Chancellor's Office then negotiates with the Governor and State Legislature to receive approval for this target and for the system-wide budget allocation. CSUF receives its budget allocation based on an enrollment target. If that target is not met, the CSU takes funds away from CSUF. Within CSUF, college funding is also tied to enrollment. The College of Health and Human Development, and all the other colleges, receive a budget allocation based on an enrollment target. If that target is not met, funds are taken away from the college for redistribution to other colleges that exceeded their targets.

Once CSUF receives its approved target and budget, the President, with input from the President's Advisory Board (PAB) and from the Academic Senate's Planning, Resource, and Budget Committee (PRBC), determines final budgetary allocations to major campus units including Academic Affairs. The Vice President for Academic Affairs works with deans to allocate funds to colleges based primarily on enrollment targets (i.e., FTES) and assigned student/faculty ratios (SFRs). Deans, in turn, are responsible for establishing and managing college budgets, with department allocations also based primarily on FTES targets and SFR statistics. New faculty positions come to the university, and likewise to the colleges, based on

enrollment growth. As the college's enrollment target rises, new positions are added to the college's allocation, together with the funding associated with those positions. Departments, too, receive new positions as enrollment rises.

The University Policy Statement 100.201 Planning and Budgeting Process outlines the budget process throughout the university at CSUF. This budget process forms the context for development of the budget in the Department of Social Work.

University Policy Statement

UPS 100.201

PLANNING AND BUDGETING PROCESS

The Planning, Resource, and Budget Committee (PRBC) is a collaboration of staff, faculty, students, and administrators with a variety of responsibilities as set forth in UPS 100.001 and further elaborated here. PRBC provides written recommendations to the President on planning, strategic priorities, and budgetary matters based on the University Mission, strategic plan, annual budget priorities and reports and key performance indicators for each division related to the President'sAnnual Budget Memorandum. In making these recommendations, PRBC can consider all new and continuing monies received by the University.

CSU System Budget Calendar

All University planning and budget processes are driven by the State and CSU budgeting cycles (see http://finance.fullerton.edu/budget/budgetcalendar.asp). The fiscal year runs from July 1 until June 30.

CSUF University Planning and Budgeting Guidelines

Fall

1) PRBC develops and approves meeting calendar for the academic year.
2) President presents Annual Budget Memorandum to PRBC and campus community.
3) PRBC completes online *CSUF Budget Basics* training.
4) PRBC reviews:
    a. Committee's roles and responsibilities;
    b. Strategic plan; and
    c. President's Annual Budget Memorandum.
5) Division heads jointly present:
    a. Prior year's allocation of funds emphasizing alignment with the President's Annual Budget Memorandum, divisional priorities, strategic plan objectives, and University Mission;
    b. Key indicators demonstrating progress towards divisional priorities, strategic plan objectives, and University Mission; and

c. Changes in divisional organization.

6) PRBC presents an update to the Academic Senate.

Spring

1) PRBC reviews progress towards meeting strategic plan goals and identifies possible budget strategies for the next fiscal year.

2) Division heads develop and present a university-wide budget strategy proposal for discussion at PRBC.

3) PRBC provides written budget strategy recommendations to the President based on the University Mission and strategic plan objectives with consideration of challenges, opportunities, and constraints.

4) PRBC presents budget strategy recommendations to the Academic Senate.

5) PRBC appoints a subcommittee to be available over the summer. If a quorum of PRBC is not available, the subcommittee will provide recommendations in response to proposed budget changes as requested. The Chair of the Academic Senate or his/her designee will act as the Senate Executive Committee liaison for this subcommittee.

Summer

1) President and executive leadership review University Mission, strategic plan, and PRBC recommendations.

2) President finalizes the Annual Budget Memorandum.

Reporting

1) The Vice President of Administration and Finance/Chief Financial Officer (CFO) reportson prior year budgets and expenditure performance to PAB, PRBC, and the Academic Senate in the fall and spring semesters.

2) Budget and actual financial data shall be reported to the University annually and made easily accessible to the campus community via the budget website. The CFO shall provide access to reports on new and continuing funds received by the University from all sources, including, but not limited to funds for: Academic Affairs; Administration and Finance; Human Resources, Diversity, and Inclusion; Student Affairs; University Advancement, Information Technology; and the President's division.

3) PRBC agendas and reports shall be available and maintained on the budget website. The website will contain links to budget-related policies and procedures and campus budget reports as well as system-wide budget and financial data. The PRBC Chair will make these documents available to the budget office within five working days.

Source: PRBC 4-11-14

EFFECTIVE DATE: June 5, 2014
Supersedes: UPS 100.201 dated 8-24-10
and ASD 14-78

The Program Expense Budget form below identifies salaries that cover current full-time faculty and administrative support personnel. In addition, funds have been allocated for the hiring of temporary faculty as needed to supplement full-time faculty. The budget also covers faculty travel for conferences and other professional presentations. The budget essentially covers personnel and related personnel costs with adequate funds to fulfill annual supplies needs. All faculty members are provided with computers and printers for their offices, which is part of the overall College budget.

A portion of this budget is supplemented by funds from CalSWEC, which enables the use of Title IV-E dollars for student stipends, faculty and support staff in the child welfare portion of the MSW program in the department. The CalSWEC budget, for 2020-2021 and 2021-2022, appears following the Department Program Expense Budget. The CalSWEC budget provides stipends for 30 two-year program students and 8 three-year program students interested in careers in public child welfare. These students make a commitment to working in public child welfare services organizations upon graduation for the same number of years they received the stipend.

The CalSWEC budget also provides for a 100% buyout of the CalSWEC program coordinator and three full-time faculty members/lecturers dedicated to the child welfare area of focus. These lecturers teach CalSWEC students and provide liaison services to field instructors in CalSWEC students' field placements. Moreover, the CalSWEC budget provides funding to pay for some adjunct instruction for CalSWEC students as well. In essence, funding through the CalSWEC budget supplements the University's line items for full-time "stateside" faculty positions. In addition to faculty support and student stipends, the CalSWEC budget supplements department supplies and services funds, as well as travel funding for students, and faculty.

Additionally, the Department of Social Work received a four-year (2021-2025), $1.9 million grant from the Department of Health and Human Services' Health Resources and Services Administration (HRSA) for Behavioral Health Workforce Education and Training (BHWET). Through this grant, the Department will award 116 stipends over four years to MSW students who are interested in going into the integrated behavioral health field.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation
2015 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.4.1.

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: _____ Baccalaureate X Master's

Program Expenses	**Previous Year 2019 -2020_**		**Current Year 2020 - 2021_**		**Next Year 2021-2022_**	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	1,510,579.00	62.2%	1,465,987.00	62.7%	1,642,032.30	63.0%
Support Staff	45,408.00	1.9%	45,408.00	1.9%	47,678.40	1.8%
Temporary or Adjunct Faculty & Field Staff	57,399.00	2.4%	72,653.00	3.1%	64,612.14	2.5%
Fringe	696,026.38	28.6%	730,478.40	31.3%	749,628.77	28.8%
Supplies & Services	96,139.26	3.9%	29,865.87	1.0%	52,780.43	2.0%
Travel	22,416.20	1.0%	0	0.0%	48,264.27	1.9%
Student Financial Aid	n/a		n/a		n/a	
Technological Resources	n/a		n/a		n/a	
Other (Specify)	n/a		n/a		n/a	
TOTAL	**$ 2,427,967.84**	**100%**	**$ 2,337,230.40**	**100%**	**$ 2,408,426.87**	**100%**

California State University, Fullerton

TITLE IV-E STIPEND PROGRAM

BUDGET FOR FISCAL YEAR 2020-2022

		From:	7/1/2020		7/1/2021		TWO-
		To:	6/30/2021		6/30/2022		YEAR
BUDGET CATEGORY			Year 1		Year 2		TOTAL
Direct Costs:							
PERSONNEL: *Salaries/benefits*			661,450		661,450		1,322,901
TRAVEL: *Staff and students*			19,125		19,125		38,250
MATERIALS & SUPPLIES			7,000		7,000		14,000
EQUIPMENT			0		0		0
CONSULTANT FEES			0		0		0
RENT			0		0		0
Other Direct Costs:							
STUDENT SUPPORT COSTS			668,312		668,312		1,336,624
SERVE PROGRAM			0		0		0
Total Direct Costs:			**1,355,887**		**1,355,887**		**2,711,774**
Indirect Costs:	***IDC Rate***						
Modified Total Direct Costs	**12%**		687,575		687,575		1,375,150
Indirect Costs Calculation			82,509		82,509		165,018
Total Indirect Costs:			**82,509**		**82,509**		**165,018**
Required Match Per School:							
Match required based on direct costs			568,424		568,424		1,136,848
State General Fund contribution to match			(57,756)		(57,756)		(115,513)
Total Match Required:			**510,668**		**510,668**		**1,021,336**
Total Program Costs Per School:			**1,949,064**		**1,949,064**		**3,898,127**

It is important to note that the CalSWEC budget (provided above) is formed directly with the California Social Work Education Center at the state level. The university and the college support the inclusion of this budget/program on campus and grant personnel at the university are minimally involved with the preparation of the budget. However, primary responsibility for CalSWEC budget development is fulfilled by the CalSWEC project coordinator. The coordinator develops the budget through a process that includes interaction with state CalSWEC personnel.

One significant point at which the departmental and CalSWEC budgets intersect is reflected in the faculty salaries (see "Faculty and Administrators") figures displayed in the departmental budget since CalSWEC supports salaries for four lecturers.

In total, between the stateside budget and the CalSWEC budget, the Department of Social Work is projected to operate on approximately $2.4 million in the 2021-22 fiscal year. In sum, the dedicated fiscal position enables the department to maintain sufficient staff, resources and support personnel to provide the two and three-year programs as delineated in the mission, goals and objectives of the MSW program.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

Fiscal support for the Department of Social Work and the MSW program has increased steadily over the years as both have developed over time. Specifically, the number of students served by the program has increased annually and the number of faculty members has been increased in order to meet the needs of additional students. For instance, since our last accreditation in 2015, 5 tenure-track professors and 3 full-time lecturers were added to the faculty while the department lost 2 tenured/tenure-track faculty, one through retirement and the other moving to another institution abroad. Fiscal support for the needs of the program has increased along with the needs represented by the increasing size of the department.

In 2015, the program budget was approximately $1.5 million. As shown in the Program Expense Budget form above, the budget of $2.4 million in 2019-2020 indicates an increase of approximately $900,000 (60%) compared to 2015. In 2020-2021, the program expense budget decreased slightly due to the campus shutdown and faculty travel bans as a result of the coronavirus pandemic. As the COVIC-19 restrictions are gradually being lifted and faculty are allowed to travel to conferences, there is an anticipated increase of almost $71,200 between 2020-2021 and 2021-2022 in the program expense budget.

These annual increases are supported by the college, the university and supplemented by increases in CalSWEC funding. Along with funding for the program, funding to support students has risen on an ongoing basis. For instance, the number of stipends offered to full-time CalSWEC students in 2020-2021 increased by three over the 2019-2020 academic year. Moreover, the Department obtained a new 4-year (2021-2025) HRSA funding to provide stipends to students who are interested in going into integrated behavioral health. Increasing support for students has been a focus for the faculty and staff of the Department of Social Work since the inception of the MSW program and will continue to be emphasized in the future.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

Two full-time support staff provide daily assistance to students, the chair, and the faculty, in the Department of Social Work. The chief support person for the department is Jeanie Weir whose position title is Department Coordinator. The other full-time support person is Elizabeth Gebhardt, CalSWEC Administrative Support. Ms. Gebhardt is hired through the CalSWEC budget and devotes most of her time to CalSWEC related duties. In addition, the department has a part-time staff (40%), John Pineda, whose position is funded with CalSWEC funds. The

quantity of work responsibilities assigned to the support staff has risen exponentially as the department has grown over the past several years.
Both the university and college information technology (IT) staff provide assistance with all computer and other technology related issues the faculty and staff encounter. The College of Health and Human Development has dedicated staff that assist with all technological needs that are college related. They are housed in the Education Classroom (EC) building (the Department of Social Work offices are also in the EC building) and available to support computer issues for staff and faculty. In addition, the University provides IT support services to the MSW program, including faculty development and training on classroom technology, access to multimedia for teaching and presentations, and updates of computer software. When problems arise with classroom technology, there is staff from the university IT office available to go to classrooms and address these problems.

Within the budget, the faculty positions include the salary of the chair/director who have a 75% assigned time and the director of field education with a 50% assigned time for program administration and planning. In other words, the budget directly supports the administrative group of the faculty in developing and implementing the program. Specifically, the dean of the college and the provost, through the university budget committee, have specifically made provisions for the program to plan and develop a budget that adequately and appropriately supports departmental operations.

A detailed description of the campus budgeting process, UPS 100.201, and the CSU Budgeting Principles appeared in AS 3.4.1 above. The Department of Social Work actively participates in these processes and has been successful in becoming an ongoing and funded academic unit of the campus community.

3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

The CSUF Library collection holds 1.6-million print and e-books volumes and has access to over 50,000 journals. The library has been adding social work resources over the past several years and, per a comprehensive review by a university librarian, is well-equipped to serve the MSW program. The library and the Department of Social Work share a strong collaboration. For instance, the library has dedicated a library faculty member to serve the needs of the department's faculty and students, Adolfo Prieto. Mr. Prieto is very responsive to the requests of faculty members to present in first-year courses to help students learn how to initiate effective and efficient literature searches in social work-relevant databases. He also regularly presents at the Department of Social Work's new student orientation. In addition, the Department of Social Work has developed a small departmental library that includes reference books and DVD resource material to support faculty and students. Please see the 2021 Librarian's Report below:

Library Report

California State University, Fullerton
Accreditation of Master of Social Work Program
September 2021

General Library Description

CSUF has a single institutional library, the Paulina June and George Pollak Library. The Pollak Library serves students from all academic disciplines. It enjoys a central location on the campus and is within convenient access of classroom buildings. The most current information from the university's Office of Assessment and Institutional Effectiveness reports a total student FTE of 34,563 for fall 2020.

The Pollak Library traditionally has offered an extensive set of operating hours during regular semesters. Prior to the COVID-19 pandemic, the library was open from 6:30 a.m. to 12:00 a.m. Monday through Thursday; 6:30 a.m. to 9:00 p.m. on Friday; and 10:00 a.m. to 12:00 a.m. on Saturday and Sunday. In addition, 24/7 extended hours have been offered the week before finals as well as during finals. Hours fluctuate during breaks, with abbreviated hours on the weekends. Before the COVID-19 pandemic, hours during break periods were typically 7:00 a.m. to 6:00 p.m. Monday through Friday and 10:00 a.m. to 6:00 p.m. Saturday and Sunday. During campus holiday closures (including approximately six days during the winter holiday period), the library is closed.

With the COVID-19 pandemic, the physical library building was closed to the public, and services were offered virtually (with contactless circulation of print books eventually resuming during the library's physical closure). As of August 23, 2021, the Pollak Library is now reopened from 7:00 a.m. to 10:00 p.m. Monday through Thursday; 7:00 a.m. to 6:00 p.m. on Friday; and 10:00 a.m. to 6:00 p.m. on Saturday. Hours will be adjusted as needed based on health and safety guidelines necessitated by the pandemic.

The Division of Information Technology has over 450 computers available for student use in the Pollak Library's Student Genius Center (SGC) Labs, as well as in the Interdisciplinary College Collaboration Space. This collaborative space is available to students in the various colleges, including the College of Health & Human Development, in which the Department of Social Work resides. Computers are located in the library's north wing and feature software such as Microsoft Office, Adobe Creative Cloud, and IBM SPSS. Current students also have complimentary access to download these and other available software products to their own computers.

There also are printers, scanners, and copiers available in the library. In addition, students have access to 32 study rooms, nine of which are "high-tech" group study rooms where students can create multimedia presentations using the latest software applications and equipment. Technical support staff are available at the library during open hours, with assistance also available via phone, e-mail, and chat.

Library Faculty and Staff

There currently are 24 librarians and 23 staff members at the Pollak Library. Library employees work in one of three units: Administration, Collections & Scholarly Communications, Public Services. In addition to the Library Dean, there is an Associate Dean for Collections & Scholarly Communications and an Associate Dean for Public Services. All librarians have faculty status. There is a mix of both tenure-track/tenured librarians as well as non-tenure-track librarians. Library faculty are members of their own department with an elected chair.

Library faculty provide support to over 50 academic subject areas, with most librarians assigned to more than one subject. Among the subject librarians is a member of the library faculty who serves as the liaison to the Department of Social Work as well as its assigned subject librarian. This individual is a reference and instruction librarian who is the primary point of contact for activities related to the Department of Social Work. These activities primarily include teaching library instruction sessions requested by social work faculty, meeting with social work students who request research consultations, and providing collection development support for the social work subject area.

Moreover, other members of the library faculty have a specialty that can benefit social work teaching and research. For example, the library has a Collection Development and Management Librarian, Copyright and Policy Librarian, Government Documents Librarian, and Scholarly Communication Librarian.

Access Services

The Pollak Library offers OneSearch as its discovery tool for finding books, e-books, journals, articles, and media. OneSearch is part of a Unified Library Management System (ULMS) being used at all 23 California State University (CSU) campuses. The ULMS is comprised of ExLibris Alma as the system for resource management and ExLibris Primo VE as the system for discovery.

The Pollak Library's circulation policy allows graduate students to check out up to 100 items at a time and keep them for up to 10 weeks. Renewal is allowed for an additional 10 weeks.

ILLiad is the Pollak Library's interlibrary loan service and provides graduate students and faculty with the opportunity to request needed material that is not available locally. There are no fees associated with using interlibrary loan unless the lending library requires payment over $30 to process a request. Article delivery is handled electronically as a PDF deposited into the requestor's ILLiad account.

For students who are unable to wait for an interlibrary loan request to be processed or who want to browse collections at other local institutions, there is the option of reciprocal borrowing at no charge with a number of colleges and universities, including all libraries in the CSU system. Moreover, students also have the ability through OneSearch to discover over 29 million books collectively held by all CSU libraries and to request these titles for delivery to their home campus at no charge using the CSU+ service.

The Pollak Library offers a service whereby instructional faculty may designate physical materials (e.g., books) as part of course reserves. For materials that are available electronically (e.g., e-books, streaming videos), instructional faculty are encouraged to embed the corresponding permalinks available in OneSearch into their course management system (presently Canvas). For books that are not available electronically, it is possible to request the digitization of a small portion of print books for e-reserves in accordance with copyright and fair use guidelines. As a result of the COVID-19 pandemic, the library has partnered with the university's Online Education and Training office to offer digitization of DVDs owned by the library and course instructors for streaming via the course management system using a secure link on the *ShareStream* online video platform.

With respect to fair use and copyright, the Pollak Library provides relevant information and links on its website, including the course reserves request form as well as under its section describing library services. A library faculty member serves as the copyright and policy librarian and provides information via a copyright and fair use guide published on the library's website.

Students with disabilities may arrange to have proxy borrowers handle their library transactions. In partnership with the university's office of Disability Support Services (DSS), the library also offers an accessible study room for students with disabilities.

Reference Services

The Pollak Library has a strong reference services program available to all students, including social work students. In-person reference service on a drop-in basis is currently available at the Research Center desk from 10:00 a.m. to 5:00 p.m. Monday through Friday and from 10:00 a.m. to 6:00 p.m. on Saturday, for a total of 43 hours per week. Face-to-face and virtual research consultations are also available for individualized research assistance, and social work students may schedule an appointment with the subject librarian assigned to social work. Reference and consultation services are available by telephone and e-mail as well. Students may call or e-mail a subject librarian directly or use the corresponding form available on the Pollak Library website.

Additionally, the library offers a 24/7 live online chat service with a librarian. Both CSUF librarians as well as librarians comprising an academic global cooperative staff this online service during regular business hours. After hours, librarians in the academic global cooperative staff the live online chat service.

In an academic year, there are approximately 9,500 reference transactions and 250 research consultations.

Instruction Services

Librarians at the Pollak Library offer library instruction sessions in person and online in both synchronous and asynchronous formats for students in a variety of subject areas, including social work. The majority of library instruction is course-integrated, with program-related instruction also offered as an introduction to library research. Librarians also offer online instructional materials, including subject guides, course guides, and video tutorials. The guiding principles of library instruction at the Pollak Library come from the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education. ACRL is a division of the American Library Association (ALA).

The CSU's Accessible Technology Initiative (ATI) provides for the accessibility of information and communication technology (ICT) to members of the academic learning community as well as the community at large. ATI compliance at Cal State University, Fullerton also governs instructional materials offered by the Pollak Library.

Librarians teach approximately 650 synchronous instruction sessions in an academic year, with a total attendance of approximately 17,000 students. With respect to social work students, all students enrolled in MSW 520 (Social Welfare Policy and Services I) attend a library instruction session as part of their introduction to graduate-level library research. Library instruction takes place synchronously and is available face-to-face and online. There are approximately three to four MSW 520 library instruction sessions each fall semester that include approximately 100 students in total. An online MSW subject guide is available to help facilitate student research, and students have the option to schedule a research consultation as needed with the subject librarian. The subject librarian assigned to social work also supports library instruction as needed through the creation of other specialized learning resources, such as video tutorials.

Surveys are sent to course faculty following all library instruction sessions in an effort to gather constructive feedback. Results of the surveys are confidential, and they provide library faculty with useful

input pertaining to student learning, student engagement, and instructional support of course content. In addition, course faculty have the opportunity to provide comments and/or suggestions for improvement.

Social Work Resources/Collection Development

The Pollak Library holds over 1,600,000 books, which includes just over 760,000 physical books and over 910,000 electronic books. In addition, the library provides access to over 200 databases and over 50,000 journals accessible through subscriptions and database aggregators. The library has a significant collection of materials that support the study and research required by the College of Health and Human Development.

The library welcomes input from faculty on the selection and purchasing of resources and materials that support the curriculum and, as funds permit, the research needs of the faculty. Faculty may contact the Collection Development and Management Librarian, the Acquisitions Department, or the Social Work Librarian directly via e-mail or phone to request materials. Faculty book and streaming media requests are purchased when available and permitted by the budget.

As previously described, the 23-campus California State University (CSU) system now uses an integrated platform—ExLibris Alma with the ExLibris resource discovery system, Primo VE. This has provided an increased efficiency and equity for sharing items among campuses.

Through collaboration with the CSU system as a whole, as well as local subscriptions, the Pollak Library provides access to resources essential to the study of social work, such as *Academic Search Premier*, *AgeLine*, *APA PsycArticles*, *APA PsycInfo*, *CINAHL Plus with Full-text*, *Cochrane Library*, *GenderWatch*, *JSTOR*, *PsychiatryOnline Premium*, *PTSDpubs*, *PubMed*, and *Social Services Abstracts*.

In addition to e-book packages supplied through the CSU-wide Electronic Core Collection (ECC), such as *Academic Complete*, the library acquires print and electronic books regularly throughout the year through several methods: an established approval plan, a Demand-Driven Acquisition (DDA) program, selections by the Social Work Librarian, and faculty requests. The library's carefully-designed approval plan supplies work from the top social work publishers in relevant call number ranges. The DDA program allows the library to provide access to a large number of e-books that are purchased or rented as they are accessed by patrons. The subject librarian is provided an allotment each year with which to purchase both print and e-books that are not acquired by the approval or DDA plans.

Newly-acquired items may be discovered through the library's online catalog or by browsing relevant call numbers in the New Books area of the Pollak Library. While there is no formal system for notifying faculty of new purchases, faculty members who request items are notified via e-mail concerning their requests. The Pollak Library also provides access to several streaming media platforms with content specific to social work, including *Academic Video Online* and *Kanopy*. Please refer to Table 3.3 below for additional details.

Table 3.3: Library Holdings by Subject

Holdings by: subject and LC classification	Print books	E-books	E-book DDA
SOCIOLOGY:			
General, Social psychology (HM)	5,450	4,091	1,864
Social history, Social problems, Social reform (HN)	3,133	2,668	502
Family, Marriage, Woman (HQ)	11,712	8,683	2,007
Communities, Classes, Races (HT)	3,672	2,510	955
Social pathology, Social and public welfare, Criminology (HV)	13,309	9,046	1,981
PSYCHOLOGY (BF)	10,422	5,477	2,146
PSYCHIATRY:			
Public health (RA 421 - RA 788) and Community mental health (RA 790)	2,295	2,890	652
MEDICINE:			
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	6,021	4,259	456
TOTAL	56,014	39,624	10,563

The combined total for print-book expenditures for 2018/2019, 2019/2020, and 2020/2021 is $37,703.85. Please refer to Table 3.4 below for additional details.

Table 3.4: Print Books Holdings

Print book expenditures: subject and LC classification	2018/2019	2019/2020	2020/2021
SOCIOLOGY:			
General, Social psychology (HM)	$357.71	$1,529.62	$3,008.86
Social history, Social problems, Social reform (HN)	$251.11	$264.14	$582.94
Family, Marriage, Woman (HQ)	$2,876.49	$3,659.27	$4,930.26
Communities, Classes, Races (HT)	$139.74	$1,035.03	$848.11
Social pathology, Social and public welfare, Criminology (HV)	$3,004.97	$2,832.54	$1,329.76
PSYCHOLOGY (BF)	$1,904.90	$3,216.42	$2,243.06
PSYCHIATRY:			
Public health (RA 421 - RA 788) and Community mental health (RA 790)	$508.68	$844.08	$945.09
MEDICINE:			
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	$789.39	$396.40	$205.28
TOTAL	$9,832.99	$13,777.50	$14,093.36

In 2013/2014, the library adopted an electronic access preferred (e-preferred) collection development policy for books, increasing its e-book expenditures and decreasing its print book expenditures. The combined total for e-book expenditures for 2018/19, 2019/2020, 2020/2021 is $100,775.07. Please refer to Table 3.5 below for additional details.

Table 3.5: E-Book Holdings

E-book expenditures: subject and LC classification	**2018/2019**	**2019/2020**	**2020/2021**
SOCIOLOGY:			
General, Social psychology (HM)	$2,808.92	$3,171.75	$6,164.89
Social history, Social problems, Social reform (HN)	$1,325.07	$1,006.08	$745.75
Family, Marriage, Woman (HQ)	$4,075.88	$9,219.27	$11,676.44
Communities, Classes, Races (HT)	$1,020.25	$1,380.97	$1,874.62
Social pathology, Social and public welfare, Criminology (HV)	$4,583.42	$9,887.65	$6,025.26
PSYCHOLOGY (BF)	$5,843.28	$6,903.67	$5,609.95
PSYCHIATRY:			
Public health (RA 421 - RA 788) and Community mental health (RA 790)	$2,305.74	$3,041.13	$2,893.55
MEDICINE:			
Neurology and Psychiatry (RC 321 - RC 576) and Geriatrics (RC 952 - RC 954.6)	$1,516.41	$5,969.62	$1,725.50
TOTAL	$23,478.97	$40,580.14	$36,715.96

The library provides access to the majority of journals by annually purchasing electronic, full-text journal packages. A significant number of titles of interest to social work are available in packages purchased from major academic publishers, including Springer, Sage, Oxford, Wiley, and Elsevier. A search for "social work" within the social sciences in SpringerLink provides results from 27 journals, among them *Child and Adolescent Social Work Journal*, *Race and Social Problems*, *Journal of Human Rights and Social Work,* and *Clinical Social Work Journal.*

Aggregated databases also offer access to articles in numerous social work journals. The Pollak Library subscribes to both of the major aggregated databases: *OmniFile Full Text* and *Academic Search Premier*. A recent search for "social work" in only peer-reviewed journals found over 110,000 articles in *Academic Search Premier* and over 39,000 articles in *OmniFile Full Text* from journals such as *Social Work, Research on Social Work Practice, Journal of Gerontological Social Work, Journal of Social Work Education,* and *Social Work in Health Care.*

Since databases serve as a primary vehicle of discovery for articles published in scholarly journals and other information sources, Table 3.6 below lists the relevant databases for the Department of Social Work and their corresponding prices.

Table 3.6: Academic Databases

Database	2018/2019	2019/2020	2020/2021
Academic Search Premier	ECC	ECC	ECC
AgeLine	$3,965.00	$3,852.00	$3,852.00
Academic Video Online (AVON)	NA	NA	$21,922.00
APA PsycArticles	ECC	ECC	ECC
APA PsycInfo	ECC	ECC	ECC
CINAHL Plus with Full Text	ECC	ECC	ECC
Cochrane Library	$1,780.00	$1,759.00	$1,829.00
Criminal Justice Abstracts	$2,839.00	$2,758.00	$2,758.00
Education Full Text	$0.00	$0.00	$0.00
ERIC	$0.00	$0.00	$0.00
Ethnic NewsWatch	ECC	ECC	ECC
GenderWatch	ECC	ECC	ECC
HeinOnline	NA	$1,387.00	$2,774.00
Humanities and Social Sciences Index Retrospective	$501.00	$477.00	$477.00
Humanities Full Text	$0	$0	$0
Mental Measurements Yearbook	$3,721.00	$3,721.00	$3,721.00
OmniFile Full Text	$26,349.00	$25,956.00	$25,956.00
PAIS International	$6,447.00	$6,435.00	$6,113.00
PsychiatryOnline Premium (DSM Library in 2018/19)	$5,391.00	$6,184.00	$9,489.00
PTSDpubs	$0.00	$0.00	$0.00
PubMed	$0.00	$0.00	$0.00
SAGE Premier Journals	$110,500.00	$111,072.00	$112,277.00
ScienceDirect	$293,783.00	$297,825.00	$282,231.00
Social Sciences Citation Index	$0.00	$0.00	$0.00
Social Sciences Full Text	$0.00	$0.00	$0.00
Social Services Abstracts	ECC	ECC	ECC
Sociological Abstracts	ECC	ECC	ECC
Web of Science	$83,524.00	$81,945.00	$80,366.00
Westlaw: Campus Research	ECC	ECC	ECC
TOTAL	$538,800.00	$543,371.00	$553,765.00

The abbreviation *ECC* in the above table represents the Electronic Core Collection, which is supported with funds from the California State University (CSU) system and is available to all CSU libraries.

Please find below additional details about the databases indicating no cost:

- *Education Full Text* and *Humanities Full Text* are included in the subscription to *OmniFile Full Text*.
- *ERIC* is complimentary with the purchase of *Academic Search Premier*.
- *PTSDPubs (*formerly *PILOTS)* is complimentary from the ProQuest vendor.
- *PubMed* is free from the U.S. National Library of Medicine.
- *Social Sciences Citation Index* and *Social Sciences Full Text* are included in the subscription to *Web of Science*.

Faculty requests for new databases and journals go through the Collection Development Team, and approval depends on a variety of factors. When deciding whether to purchase a faculty request for a new subscription for a database or journal, the Collection Development Team, comprised of 6 library faculty, may look at interlibrary loan (ILL) requests and associated costs, the size of the departments that would benefit from the acquisition, other resources that are already available in the same subject area, etc. While all requests are thoroughly reviewed, the limited and often uncertain budget of the library restricts the number of new journal and database subscription requests that can be fulfilled.

Although the budget constraints are a weakness of the library, some of the library's greatest strengths are its ILL and CSU+ services, which can provide patrons with the materials they need when subscriptions cannot be provided or are not immediately available at the library. In addition to the shared catalog among the 23 CSU campuses, which allows for quick lending through CSU+ for materials not owned by the library but available at one of the other CSU campuses, the Pollak Library also has access to the Electronic Core Collection (ECC) of databases and e-book package subscription funded by the CSU system.

The library's materials budget is also supplemented by the Patrons of the Pollak Library, who provide book grants to subject librarians to help with the purchase of materials or collections not afforded by the main materials budget. While the Patrons' book grants were suspended during the campus closure, the hope is that they will return with the current academic year.

Another strength of the library's collection has been its e-preferred collection development policy, allowing patrons to access many of the library's resources off-campus. This was particularly helpful to the library's patrons during the pandemic-induced campus closure.

Outreach

The Pollak Library connects with students and faculty in a variety of ways. News and other items of interest are featured in a carousel on the library home page (library.fullerton.edu), along with a well-organized set of links to guide users to essential library services as well as research and reference tools. Social media channels (e.g., Facebook, Twitter, Instagram) offer another avenue for providing library-related information. The library is also invited to participate in different types of programs and events designed to welcome and offer academic support to both undergraduate and graduate students. The subject librarian assigned to social work participates in these types of programs and events.

Connections with social work faculty and students also take place via e-mail communication with the subject librarian assigned to social work. Faculty and students receive prompt and personalized assistance with their questions and are referred to other contacts in the library as needed. New and continuing social work faculty members receive e-mail assistance with

navigating library resources and services and are welcome to meet in person with the subject librarian assigned to social work. Library instruction sessions for social work students offer another forum for sharing current information on library services and resources. The Department of Social Work student handbook also includes the option for a department faculty member to refer a student to a librarian as part of an action plan designed to offer academic support as appropriate.

Prepared by Adolfo Prieto, Reference & Instruction Librarian (current liaison to the Department of Social Work) and Keri Prelitz, Collection Development and Management Librarian

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

CSUF is one of the largest CSU campuses, serving over 41,000 students in Fall 2020. Though the university is experiencing unprecedented growth and usable space is currently at a premium, the university administration is highly committed to the MSW program and provides the space needed for the Department of Social Work and the program. The department has a dedicated complex space on the second floor of the Education Classroom Building (EC), which includes a bank of faculty offices, administrative space, supply space, and a central area equipped with smart classroom hookups. Moreover, as the department has grown, additional faculty office space has been provided to the department on the fourth and sixth floors of the EC building. Each full-time faculty member has a private office in the EC building. Adjunct faculty share an office in the same building.

The Social Work Department complex on the second floor of the EC building enables the faculty and staff to be together as a department in a single space, to meet at a central bank of worktables, and store office supplies and some kitchen supplies. The department complex was completely renovated in 2019 with new flooring, new furniture, and new configuration of staff workstations for a better workflow and increased privacy for the staff. The freshly renovated space encourages students to seek faculty and staff assistance in a welcoming atmosphere. The majority of MSW classes are currently offered in the same building where our offices are housed. All social work faculty meetings take place in the dean's complex conference room on the 6th floor in EC building. Many advisory meetings and committee meetings are held in other meeting rooms in the same building. The university is committed to working with the department as it grows and requires additional space.

The University equips all classrooms as smart classrooms, which means that they have computers, projection equipment, internet access, DVD players and the capacity to use other technology such as audience response systems. IT staff support all of the classroom technology. In addition, each full-time faculty member is supplied with an office desktop computer, a laptop computer, and I-pad as well as software, e.g., Zoom, Microsoft Office, SPSS, etc. for work away from campus.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Executive Order 1111 (E.O. 1111), issued in 2018, articulates the California State University (CSU) Board of Trustees' Policy on Disability Support and Accommodations as follows:

"The California State University (CSU) is committed to providing a diverse and supportive academic and work environment that facilitates learning, teaching, working and conducting research for all students, employees and visitors. It is CSU policy to ensure that individuals with disabilities shall have equal access to and the opportunity to participate in CSU programs, activities and services."

The CSU Accessible Technology Initiative (ATI) sets the system-wide standards and outlines how the campuses should approach the laws (i.e., The Americans with Disabilities Act of 1990 [ADA], Section 504 of the Rehabilitation Act of 1973, and Section 508 of the Rehabilitation Act of 1973) and standards. The ATI is the effort by the CSU system to ensure that information and communication technology (ICT) is accessible to all students, faculty, staff, and the wider community. ICT includes websites, computer software and hardware, and multimedia such as video. The ATI focuses on three areas:

- Instructional materials: documents, multimedia, TITANium courses (LMS), etc.
- Procurement: purchases of Information and Communication Technologies (ICT)
- Web: the CSUF web environment and domain, as well as web-based ICT, including instructional materials

At CSUF, students needing accommodation for a disability are assessed by a specialist at the Office of Disability Support Services (DSS). All MSW program syllabi include a statement on how to obtain services from DSS. DSS assessment identifies accommodations needed by each student and communicates this to instructors as necessary. Accommodations may include recording of course-related materials, sign language interpreting and real-time captioning services for the hearing impaired, large print and Braille materials for the visually impaired, audio-taping of texts, and test-taking accommodations.

DSS recommends that individual instructors do not try to assess the need for accommodations or provide accommodations outside of the process established by DSS. The DSS staff are professionals who collect sensitive information from physicians on the nature of a disability and then determine the appropriate and fair accommodation that the student may receive. This protocol maintains the privacy of the student and places planning for the disability in the hands of people trained to do this and the student involved. The student is not singled out in class, but rather the whole class is directed to the statement in the course syllabus about the services available through DSS. The student can then make the decision as to whether they want to use those services and the instructor will provide any accommodations that DSS communicates.

One example of accommodations is that we often have students who have additional test taking time specified by the DSS. We can arrange for the student to take the exam in the DSS office. The instructor then e-mails the exam material and the student and the DSS decide on a time to administer the exam. The exam is then sealed and returned to the instructor.

Assistive Technology

Assistive technology and other forms of support for students have increased at CSUF over the years. The California State University system has the requirement that all classes be ADA compliant regardless of whether a student has requested an accommodation or not. Therefore, by default, all classes offer materials in a variety of accessible formats. For example, the DSS Accessible technology Team provides accessible instructional materials of textbooks and other course materials such as course syllabi, notes, handouts, exams, PowerPoints, and journal articles. These course materials may be converted to a variety of accessible formats including Portable Document Format (PDF), enlargements/large print, Rich Text Format (RTF), Kurzweil 3000, Braille/BRF (hard copy Braille or digital Braille), and audio (MP3 format or recordings from Learning Ally). The accessible software and a desktop video magnifier listed below are available in all student computer labs in the main library at CSUF.

Adaptive Hardware

Desktop Video Magnifiers

Desktop video magnifiers combine ease-of-use with powerful features to help people retain their independent lifestyle such as reading, writing, and viewing photographs.

Adaptive Software

Screen Reader

JAWS (Job Access With Speech) is the world's most popular screen reader that is designed to accommodate students whose vision loss/blindness impairs their ability to see content on their computer screen or navigate their PC with a mouse.

Screen Magnification

ZoomText is a program that allows low-vision users to see screen content better by magnifying the content on the display crisply and boldly.

Text-to-Speech Reader

Kurzweil/Firefly. Kurzweil is a reading program that assists individuals who have visual impairments or learning disabilities such as dyslexia and ADD. The program is able to convert text to audible speech to make content more accessible for the user. Firefly is a flsh-based website and iPad app that functions as a supplement to the main Kurzweil 3000 program. It allows users to upload and share files with other Kurzweil 3000 users.

Speech Recognition

Dragon is a speech recognition program that assists users with physical disabilities by allowing them to write documents, search the web, and send e-mails through dictated speech.

Additionally, assistive technology includes the following: wheelchairs, walkers, height-adjustable desks, head trackers, specialized learning materials, and communication software. In addition to the DSS office, the CSUF office of Online Education and Training (OET) offers a certificate program in Accessible Instructional Materials to help faculty understand and create

flexible learning resources to accommodate students with disabilities. There are also computers offering a variety of assistive technologies located throughout campus including the main library. At this point, we have admitted and graduated a number of students with a wide variety of disabilities, visible and invisible, and pride ourselves on our good working relationships with organizations on campus that support students with disabilities.

4. ASSESSMENT

Educational Policy 4.0—Assessment

The 2015 EPAS identifies systematic assessment as an integral component of competency-based education. Assessment is a key to evaluate student performance on competencies in both the generalist and specialized area of social work practice and to monitor and improve the quality of a social work program. The MSW program at CSUF was previously reaffirmed under the 2008 CSWE EPAS. The program developed a new assessment system based on 2015 EPAS. Similar to 2008 EPAS, the new assessment system supports competency-based education but is more refined and advanced to *systematically capture the multi-dimensional as well as holistic nature of the EPAS competencies*. In social work education, mastery of competencies necessarily involves all four EPAS-identified dimensions: knowledge, skill, values, and cognitive/affective processes. The program's plan for assessing student competencies addresses these dimensions holistically through measuring individual behaviors associated with the dimensions for each of the competencies. Students master competencies as the result of classroom and field experiences and thus the two main structures of the new assessment system include the 1) Comprehensive Skills Evaluation (CSE) assessing student performance on the EPAS competencies in field practicum and 2) Diverse course-embedded assessments utilizing standardized core assignments and corresponding rubric measures in selected core courses.

Accreditation Standard 4.0—Assessment

4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel.

> The plan includes: a) a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, b) at least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations, c) n explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0, d) benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark, e) An explanation of how the program determines the percentage of students achieving the benchmark, f) copies of all assessment measures used to assess all identified competencies.

Assessment Done by Program Designated Faculty and Field Personnel

The department established the assessment committee—the faculty body responsible for development and oversight of the assessment. The committee consists of three tenured and/or tenure track faculty members. The program designated the chair of the assessment committee to spearhead development of the assessment system, and data collection and analysis efforts under the supervision of the MSW program chair. Currently, the tenured faculty member with expertise in measurement and psychometrics serves as a chair of the committee. The committee developed, monitored, and improved the assessment system. The committee collected and analyzed the data and reported the outcomes to the program chair and all faculty members and facilitated conversation regarding the interpretation of the outcomes and implications for program change.

Assessment Schedule

The following Table 4.1 and 4.2 summarizes the assessment schedule for the 2-year program model and 3-year program model. The assessment for the generalist practice is conducted during the first year of the 2-year program model and the first 2 years of the 3-year program model. The assessment of the advanced generalist competencies is conducted during the second year of the 2-year program and during the last three semesters of the 3-year program. As CSWE requires, assessment data is collected, analyzed and reported annually and thus annual assessment of the generalist practice and the advanced generalist competencies is done in both 2-year and 3-year programs. Data collection and aggregation are separately done by cohort and thus data are not mixed between the different cohorts. For this reason, multiple phases of data collection are done simultaneously.

Table 4.1 Assessment Schedule: 2-Year Program Model

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
Generalist Practice	MSW 510 MSW 550	MSW521 MSW 541CSE-GP MSW 530		
Specialized Practice			MSW 512 MSW 514 MSW 516	MSW 543-CSE-SP MSW 564 MSW 597

Table 4.2 Assessment Schedule: 3-Year Program Model

	Year 1 Fall	Year 1 Spring	Year 1 Summer	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 4 Spring

Generalist Practice	MSW550	MSW521	MSW 530	MSW 510	MSW 541-CSE-GP		
Specialized Practice					MSW 512 MSW 514 MSW 516		MSW 543-CSE-SP MSW 564 MSW 597

Note. *Note*. For the 3-year program model, no field practicum in year 1; field practicum begins in year 2.

Assessment Plan for Generalist Practice

Generalist Practice: Assessment Measures

Generalist Practice Measure 1: Comprehensive Skills Evaluation

2015 EPAS requires to assess students' competencies in real or simulated practice because assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. The field practicum is the core curriculum that provides real practice experiences and where students develop and practice their competencies. Further, students are often required to perform multiple competencies simultaneously in their field practicum and therefore, assessment of those competencies can optimally be carried out at the same time in field practicum. Further, the assessment done in field practicum is based on direct observation of student practice, which allows for fine-grained assessment of multiple dimensions of competencies across generalist and advanced practice behaviors.

1. **Development.** The CSUF MSW program primarily utilizes the Comprehensive Skills Evaluation (CSE) measure to assess student competencies in field practicum. The CSE was developed by the Southern California Field Education Consortium, which consists of 12 social work programs in Southern California region. Southern California, where CSUF is located, is a larger metropolitan area, and social service agencies often supervise multiple MSW student interns from diverse social work programs. Previously, field instructors often faced challenges regarding completion of multiple evaluation measures from different programs. The development of the CSE was the collaborative effort by the 12 social work programs in response to this challenge. The CSE measure contributed to standardizing the evaluation process, reducing the burden of field instructors, and increasing efficiency in student evaluation.

2. **Construction.** Two separate versions of the CSE were developed for generalist and the specialized practice. The CSE for the generalist practice (CSE-GP) consists of 40 items assessing behaviors of the nine competencies based on EPAS 2015 (See Table 4.3). Table 4.4 is a copy of the CSE-GP. Further, the 2015 EPAS specified 31 behaviors of the nine

competencies and these 31 behaviors were required to be assessed in real or simulated practice for the generalist practice. The CSE-GP includes all of the specified 31 behaviors except the following four behaviors. These four behaviors were not included in the CSE-GP and thus they are assessed in the course embedded measures in which real or simulated practice is incorporated.

Competency 4 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Competency 5 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Competency 8 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Competency 9 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Table 4.3 Competencies and Number of Behaviors Assessed by the CSE-GP

Competencies Assessed	Number of Behaviors Assessed
Competency 1	7
Competency 2	5
Competency 3	3
Competency 4	4
Competency 5	4
Competency 6	4
Competency 7	5
Competency 8	4
Competency 9	4

3. **Data Collection Procedure.** Field instructors at students' field placement agencies complete this form for each student. Field faculty, who teach MSW541 field practicum seminar course, oversee the data collection procedure and create and submit a data file to the assessment committee. The program intends to assess all students who are placed for first year of field practicum. The CSE-GP is completed for each student when students complete their first year of field practicum—at the end of second semester for the 2-year program and at the end of fourth semester for the 3-year program (See Table 4.1 and Table 4.2 for detailed assessment schedule). The collected data are compiled and analyzed by the assessment committee.

4. **Ratings.** The CSE-GP measures utilize a 5-point Likert scale rating. Ratings are only provided in whole numbers and range from 0 to 4. The followings are description of each rating.

   Rating 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future.

Rating 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future.
Rating 2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, student's performance is uneven.
Rating 3 = Intern understands the concept and has consistently met the expectations in this area.
Rating 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.

5. **Benchmarks.** The outcome measure benchmark is calculated for each individual student. A score of 3.0 indicates that a student consistently demonstrates practice behaviors reflecting competencies. A score of 3 or higher is selected as *the outcome measure benchmark* for behavioral-level outcomes and percentage of students who score 3 or higher is calculated for each behavioral indicator. Then, we average the percentages of all behavioral level outcomes for each of nine competencies in order to calculate the measure outcomes. The program set a *competency level outcome benchmark* that indicates the minimum percent of students who achieve the *competency level outcome benchmark*. Based on the guidance from CSWE and a review of other models set by other MSW programs, the CSUF MSW program selected 85% as the *competency level outcome benchmark*. The final competency level outcome is calculated by averaging percentages from all assessment measure outcomes for each competency and the averaged percentage for each competency should be equal to or higher than 85% to meet the competency level outcome benchmark.

Table 4.4 Comprehensive Skills Evaluation for the Generalist Practice (CSE-GP)

Competency 1: Demonstrate Ethical and Professional Behavior						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.						Knowledge, Values, Skills, C/A processes
2. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursing ongoing professional development.						Knowledge, Values, Skills, C/A processes
3. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.						Knowledge, Values, Skills, C/A processes
4. Uses technology ethically and appropriately to facilitate practice outcomes.						Knowledge, Values, Skills, C/A processes
5. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.						Knowledge, Values, Skills, C/A processes
6. Demonstrates professional social work roles and boundaries.						Knowledge, Values, Skills, C/A processes

7. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.						Knowledge, Skills
Competency 2: Engage Diversity and Difference in Practice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.						Knowledge, Values, Skills, C/A processes
2. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.						Knowledge, Values, Skills, C/A processes
3. Applies self-awareness and self-regulation to eliminate the influence of personal biases and values in working with diverse client systems.						Knowledge, Values, Skills, C/A processes
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.						Knowledge, Values, Skills, C/A processes
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.						Knowledge, Values, Skills, C/A processes
Competency 3: Advance Human Rights and Social, Economic, and environmental Justice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Applies their understanding of social justice to advocate for human rights.						Knowledge, Values, Skills, C/A processes
2. Engages in practices that advance social and economic justice.						Knowledge, Values, Skills, C/A processes
3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.						Knowledge, Values, Skills, C/A processes
Competency 4: Engage in Practice-informed Research and Research-informed Practice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Uses practice experience to inform scientific inquiry and research.						Knowledge, Skills, C/A processes
2. Uses and translates research findings to inform and improve practice, policy and service delivery.						Knowledge, Values, Skills, C/A processes
3. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.						Knowledge, Values, Skills, C/A processes
4. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.						Knowledge, Skills, C/A processes
Competency 5: Engage in Policy Practice						

Learning Opportunities and Student Activities	0	1	2	3	4	Dimensions
1. Assesses how social welfare policy affects the delivery of and access to social services.						Knowledge, Values, Skills, C/A processes
2. Critically analyzes and promotes policies that advance human rights and social and economic justice.						Knowledge, Values, Skills, C/A processes
3. Collaborates within and across disciplines for effective policy action.						Knowledge, Values, Skills, C/A processes
4. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.						Knowledge, Values, Skills, C/A processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.						Knowledge, Values, Skills, C/A processes
2. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems.						Knowledge, Values, Skills, C/A processes
3. Uses knowledge of practice context to shape engagement with client systems.						Knowledge, Values, Skills, C/A processes
4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.						Knowledge, Values, Skills, C/A processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities.						Knowledge, Values, Skills, C/A processes
2. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.						Knowledge, Values, Skills, C/A processes
3. Develops mutually agreed-on intervention goals and objectives.						Knowledge, Values, Skills, C/A processes
4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.						Knowledge, Values, Skills, C/A processes
5. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.						Knowledge, Values, Skills, C/A processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities.						Knowledge, values, Skills, C/A processes

2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.						Knowledge, values, Skills, C/A processes
3. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities.						Knowledge, values, Skills, C/A processes
4. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.						Knowledge, values, Skills, C/A processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
1. Selects and uses appropriate methods for evaluation of outcomes.						Knowledge, Skills, C/A processes
2. Critically analyzes, monitors, and evaluates intervention processes and outcomes.						Knowledge, Skills, C/A processes
3. Applies evaluation findings to improve practice effectiveness.						Knowledge, Values, Skills, C/A processes
4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.						Knowledge, Values, Skills, C/A processes

Generalist Practice Measure 2: Course Embedded Measures

The second category of measures to assess students' competencies in the generalist practice includes diverse course embedded measures. The program developed and implemented 4 standardized course embedded measures assessing the nine competencies.

Development of Course Embedded Measures

1. **Selection of Core Courses.** The assessment committee and the curriculum committee collaborated together to select the core courses, which are ideal for assessing students' performance on competencies in the generalist practice. After a series of the meetings to review of the course contents and the competencies addressed in the courses, the program selected four MSW courses focusing on generalist practice, policy analysis and practice, research, and diversity (See Table 4.5).

2. **Selection of Core Assignments.** The assessment committee collaborated with faculty members who are primary instructors of the selected core courses to identify core assignments for the assessment. For each selected course, the program selected or developed a standardized core assignment in which students' performance was assessed for the nine competencies of the generalist practice (See Table 4.5). Course syllabi for the core courses and assignment guidelines for the core assignments are found in the Accreditation Standard M2.0—Generalist Practice.

3. **Development of Standardized Rubric Measures.** Next, the program developed a standardized rubric measure assessing behaviors of the competencies reflected in each assignment. Based on the competencies addressed in the course contents and the core assignments, the assessment committee and the collaborating faculty members identified specific behaviors of the competencies to be assessed in each assignment (See Table 4.5). The rubric measures were intentionally designed to assess students' performance on the competencies, but they are not necessarily used for the grading purpose. These rubric measures assess behavioral level outcomes. Further, it is important to notice that some rubric measures utilize sub-behavioral indicators.

Table 4.5 Summary of Course Embedded Measures for the Generalist Practice

Course Embedded Measure	Core Course	Core Assignment*	Behaviors and Competencies Assessed
Measure #2.1 (Table 4.6)	MSW510: Social Work Practice I	Recorded Interview: Observation and Evaluation Analysis (include simulated practice component- simulated interview recording)	Competency 1: 3 behaviors Competency 6: 2 behaviors Competency 7: 2 behaviors Competency 8: 2 behaviors Competency 9: 2 behaviors
Measure #2.2 (Table 4.7)	MSW521: Social Welfare Policy and Services II	Policy Analysis Paper Policy Practice Paper (include real practice component-Lobby Days)	Competency 1: 2 behaviors Competency 3: 4 behaviors Competency 5: 8 Behaviors
Measure #2.3 (Table 4.8)	MSW530: Applied Social Work Research Methods	Research Proposal	Competency 4: 8 Behaviors Competency 9: 2 Behaviors
Measure #2.4 (Table 4.9)	MSW550: Social Work Practice with Diverse Population	Population Immersion Study	Competency 2: 4 Behaviors Competency 3: 2 Behaviors

As indicated earlier, the CSE-GP measure is the primary measure to assess students' performance on competencies in real or simulated practice. However, the CSE-GP does not assess the four behaviors among the EPAS' 31 specified behaviors for the generalist practice, which are required to be assessed in real or simulated practice. Therefore, these four behaviors are assessed by course embedded measures which incorporate real or simulated practice.

Competency 4 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. This behavior is assessed by MSW 530 course embedded measure. The core assignment of MSW 530 involves designing an intervention research study and writing a research proposal for the study. Students critically review the existing literature and design a research study utilizing research methodology.

Competency 5 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. This behavior is assessed by MSW 521 course embedded measure. The core assignment of MSW 521 involves with real policy practice experience through student's participation in Lobby Days.

Competency 8 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. This behavior is assessed by MSW 510 course embedded measure. The core assignment involves with recording and analysis of a simulated interview with a client.
Competency 9 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. This behavior is assessed by MSW 530 course embedded measure. The core

assignment of MSW 530 involves designing an intervention research study to evaluate practice guided by a theoretical framework and writing a research proposal for the study.

4. **Data Collection Procedures.** Instructors of the selected courses complete the rubric measure for each student and submit an electronic copy of the data to the assessment committee. The program intends to assess all students who are in the first year of the 2-year program model and the first and second year of the 3-year program model.

5. **Ratings.** The course embedded measures utilize 4-point Likert scale rating. Ratings are only provided in whole numbers and range from 1 to 4.

   Rating 1 = A student begins to understand competencies but demonstrates limited performance on competencies.
   Rating 2 = A student indicates fair understanding of competencies but the student' performance on competencies is inconsistent.
   Rating 3 = A student clearly understands competencies and demonstrates strong performance on competencies consistently.
   Rating 4 = A student's performance on competencies exceeds expectations and the student shows mastery of competencies.

6. **Benchmarks.** The outcome measure benchmark is calculated for each individual student. The rating of 3 indicates that a student exhibits clear understanding of competencies and demonstrates strong performance on competencies consistently. A score of 3 or higher is selected as *the outcome measure benchmark* for behavioral-level outcomes and percentage of students who score 3 or higher is calculated for each behavioral indicator. Then, we average the percentages of all behavioral level outcomes for each of nine competencies in order to calculate the measure outcomes. The program set a *competency level outcome benchmark* that indicates the minimum percent of students who achieve the *competency level outcome benchmark*. Based on the guidance from CSWE and a review of other models set by other MSW programs, the CSUF MSW program selected 85% as the *competency level outcome benchmark*. The final competency level outcome is calculated by averaging percentages from all assessment measure outcomes for each competency and the averaged percentage for each competency should be equal to or higher than 85% to meet the competency level outcome benchmark.

   The following section includes all four course embedded measures assessing students' performance on competencies in the generalist practice (Table 4.6, Table 4.7, Table 4.8, Table 4.9).

   Following the course measures, Table 4.10 is the assessment matrix presenting the assessment plan for the generalist practice competencies. The table 4.10 summarizes all behaviors and dimensions assessed for each of nine competencies for the generalist practice, all measures utilized, outcome measure benchmark and competency level benchmark, and assessment procedure.

Table 4.6 MSW 510 CSWE Assessment Rubric

Recorded Interview and Self-Rating Assignment					
Competency 1: Demonstrate Ethical and Professional Behavior					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
1.1 Make ethical decisions in all engagement, assessment, Intervention related processes (Behavior 1)	Student presents limited competence to engage in ethical decision making.	Student presents fair competence to engage in ethical decision making.	Student presents competence to engage in ethical decision making.	Student presents excellence in engaging in complex decision-making skills to address complex situation.	Knowledge, values, skills, C/A processes
1.2 Demonstrate professional demeanor in appearance and behavior in their practice with clients (Behavior 2)	Student demonstrates limited professional demeanor in appearance and behavior in their practice with clients.	Student demonstrates fair professional demeanor in appearance and behavior in their practice with clients.	Student demonstrates good professional demeanor in appearance and behavior in their practice with clients.	Student demonstrates excellent professional demeanor in appearance and behavior in their practice with clients.	Knowledge, values, skills, C/A processes
1.3 Demonstrate professionalism in oral and written communication (Behavior 3)	Student presents limited professionalism in oral and written communication.	Student presents fair professionalism in oral and written communication.	Student presents strong professionalism in oral and written communication.	Student presents excellent professionalism in oral and written communication.	Knowledge, values, skills, C/A processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
6.1 Apply practice knowledge, perspective, theory or model to engage with clients (Behavior 1)	Student presents limited application of practice knowledge, perspective, theory or model to engage clients .	Student presents fair application of practice knowledge, perspective, theory or model to engage clients.	Student presents good application of practice knowledge, perspective, theory or model to engage clients.	Student presents excellent application of practice knowledge, perspective, theory or model to engage clients.	Knowledge, values, skills, C/A processes
6.2 Understand and utilize interviewing and clinical skills to engage with diverse clients (Behavior 2)	Score 3 or higher on 0 or 1 items among 6.2.1 through 6.2.7	Score 3 or higher on 2 or 3 items among 6.2.1 through 6.2.7	Score 3 or higher on 4 or 5 items among 6.2.1 through 6.2.7	Score 3 or higher on 6 or 7 items among 6.2.1 through 6.2.7	Knowledge, values, skills, C/A processes

6.2.1 non-verbal communication skills	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
6.2.2 open-ended and closed-ended questions	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
6.2.3 active listening	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
6.2.4 reflection of feelings	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
6.2.5 empathic confrontation	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
6.2.6 interpretation	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and	Knowledge, values, skills, C/A processes

				clinical skills to engage clients.	
6.2.7 self-disclosure	Student presents limited use of these interviewing and clinical skills to engage clients.	Student presents fair use of these interviewing and clinical skills to engage clients.	Student presents good use of these interviewing and clinical skills to engage clients.	Student presents excellence in articulating complex use of these interviewing and clinical skills to engage clients.	Knowledge, values, skills, C/A processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
7.1 Clearly organize and document information on client demographics, diverse background, reasons for referrals, and clients' primary concerns and needs (Behavior 1)	Student presents limited competence to organize and document information collected from clients.	Student presents fair competence to organize and document information collected from clients.	Student presents competence to organize and document information collected from clients.	Student presents excellence in organizing and documenting information collected from clients.	Knowledge, values, C/A processes
7.2 Apply practice knowledge, perspective, theory or model in the analysis of assessment data from clients (Behavior 2)	Student presents limited application of practice knowledge, perspective, theory or model in the analysis of assessment data from clients.	Student presents fair application of practice knowledge, perspective, theory or model in the analysis of assessment data from clients.	Student presents good application of practice knowledge, perspective, theory or model in the analysis of assessment data from clients.	Student presents excellent application of practice knowledge, perspective, theory or model in the analysis of assessment data from clients.	Knowledge, values, C/A processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
8.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Behavior 1)	Student presents limited competence in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with	Student presents fair competence in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical	Student presents competence in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical	Student presents excellence in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with	Knowledge, values, C/A processes

	clients and constituencies.	frameworks in interventions with clients and constituencies.	frameworks in interventions with clients and constituencies.	clients and constituencies.	
8.2 Understand and utilize interviewing and clinical skills to provide intervention (Behavior 2)	Score 3 or higher on 0 or 1 items among 8.2.1 through 8.2.7	Score 3 or higher on 2 or 3 items among 8.2.1 through 8.2.	Score 3 or higher on 4 or 5 items among 8.2.1 through 8.2.	Score 3 or higher on 6 or 7 items among 8.2.1 through 8.2.	Knowledge, values, skills, C/A processes
8.2.1 non-verbal communication skills	Student presents limited use of these interviewing and clinical skills to provide intervention	Student presents fair use of these interviewing and clinical skills to provide intervention	Student presents good use of these interviewing and clinical skills to provide intervention	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention	Knowledge, values, skills, C/A processes
8.2.2 open-ended and closed-ended questions	Student presents limited use of these interviewing and clinical skills to provide intervention.	Student presents fair use of these interviewing and clinical skills to provide intervention.	Student presents good use of these interviewing and clinical skills to provide intervention.	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention.	Knowledge, values, skills, C/A processes
8.2.3 active listening	Student presents limited use of these interviewing and clinical skills to provide intervention.	Student presents fair use of these interviewing and clinical skills to provide intervention.	Student presents good use of these interviewing and clinical skills to provide intervention.	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention.	Knowledge, values, skills, C/A processes
8.2.4 reflection of feelings	Student presents limited use of these interviewing and clinical skills to provide intervention.	Student presents fair use of these interviewing and clinical skills to provide intervention.	Student presents good use of these interviewing and clinical skills to provide intervention.	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention.	Knowledge, values, skills, C/A processes
8.2.5 empathic confrontation	Student presents limited use of these interviewing and	Student presents fair use of these interviewing and	Student presents good use of these interviewing and	Student presents excellence in articulating complex	Knowledge, values, skills, C/A processes

	clinical skills to provide intervention.	clinical skills to provide intervention.	clinical skills to provide intervention.	use of these interviewing and clinical skills to provide intervention.	
8.2.6 interpretation	Student presents limited use of these interviewing and clinical skills to provide intervention.	Student presents fair use of these interviewing and clinical skills to provide intervention.	Student presents good use of these interviewing and clinical skills to provide intervention.	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention.	Knowledge, values, skills, C/A processes
8.2.7 self-disclosure	Student presents limited use of these interviewing and clinical skills to provide intervention.	Student presents fair use of these interviewing and clinical skills to provide intervention.	Student presents good use of these interviewing and clinical skills to provide intervention.	Student presents excellence in articulating complex use of these interviewing and clinical skills to provide intervention.	Knowledge, values, skills, C/A processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
9.1 Analyze, monitor, and evaluate engagement, assessment, and intervention processes (Behavior 1)	Student presents limited competence to analyze, monitor, and evaluate engagement, assessment, and intervention processes.	Student presents fair competence to analyze, monitor, and evaluate engagement, assessment, and intervention processes.	Student presents competence to analyze, monitor, and evaluate engagement, assessment, and intervention processes.	Student presents excellence in analyzing, monitoring and evaluating engagement, assessment, and intervention processes.	Knowledge, values, C/A processes
9.2 Discuss strengths and areas for growth and development (Behavior 2)	Students presents limited discussion on strengths and areas for growth and development.	Students presents fair discussion on strengths and areas for growth and development.	Students presents good discussion on strengths and areas for growth and development.	Students presents excellent discussion on strengths and areas for growth and development.	Knowledge, values, C/A processes
9.3 Develop a specific plan for growth and development (Behavior 3)	Student presents a not relevant or vaguely defined plan for growth and development.	Student presents a plan with some details for growth and development.	Student presents a specific plan for growth and development.	Student presents a well-developed specific plan for growth and development.	Knowledge, values, C/A processes

Table 4.7 MSW521 CSWE Assessment Rubric

MSW 521 Policy Practice Paper					
Competency 1: Demonstrate Ethical and Professional Behavior					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
1.1 Uses technology ethically and appropriately to facilitate practice outcomes					Knowledge, skills, values
1.1.1 Demonstrate knowledge and skills to utilize technology and online platform for social work practice (Behavior 1)	Student presents with limited knowledge and skills to utilize technology and online platform for social work practice.	Student presents with fair knowledge but limited skills to utilize technology and online platform for social work practice.	Student presents with good knowledge and skills to utilize technology and online platform for social work practice.	Student presents with excellent knowledge and skills to utilize technology and online platform for social work practice.	Knowledge, skills
1.1.2 Utilize ethically best practices for engaging in online advocacy (Behavior 2)	Student presents with limited understanding of ethically best practices for engaging in online advocacy.	Student presents with fair understanding of ethically best practices for engaging in online advocacy.	Student presents with good understanding and application of ethically best practices for engaging in online advocacy.	Student presents with excellent understanding and application of ethically best practices for engaging in online advocacy.	Values
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels					Knowledge, skills, values, C/A processes

3.1.1 Understand strategies to eliminate structural barriers to ensure social equality at the individual and system levels (Behavior 1)	Student presents with limited understanding of strategies to eliminate structural barriers to ensure social equality at the individual and system levels.	Student presents with fair understanding of strategies to eliminate structural barriers to ensure social equality at the individual and system levels.	Student presents with good understanding of strategies to eliminate structural barriers to ensure social equality at the individual and system levels.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills, values, C/A processes
3.1.2 Understand strategies to ensure the protection of human rights and social justice at the individual and system levels (Behavior 2)	Student presents with limited understanding of strategies to ensure the protection of human rights and social justice at the individual and system levels.	Student presents with fair understanding of strategies to ensure the protection of human rights and social justice at the individual and system levels.	Student presents with good understanding of strategies to ensure the protection of human rights and social justice at the individual and system levels.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills, values, C/A processes
3.2 Engage in practices that advance social, economic, and environmental justice					Skills, values, C/A processes
3.2.1 Demonstrate the ability to effectively lobby and advocate for social welfare policies in a political arena (Behavior 3)	Student presents with limited ability to effectively lobby and advocate for social welfare policies in a political arena.	Student presents with fair ability to effectively lobby and advocate for social welfare policies in a political arena.	Student presents with good ability to effectively lobby and advocate for social welfare policies in a political arena.	Completion of previous descriptor as well as application to own professional and personal experiences.	Skills, values, C/A processes

3.2.2 Demonstrate the ability to effectively lobby and advocate for social welfare policies to advance social, economic, and environmental justice (Behavior 4)	Student presents with limited ability to effectively lobby and advocate for social welfare policies to advance social, economic, and environmental justice.	Student presents with fair ability to effectively lobby and advocate for social welfare policies to advance social, economic, and environmental justice.	Student presents with good ability to effectively lobby and advocate for social welfare policies to advance social, economic, and environmental justice.	Completion of previous descriptor as well as application to own professional and personal experiences.	Skills, values, C/A processes
Competency 5: Engage in Policy Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
5.1 Communicate to colleagues and community partners the implications of policies and programs in the lives of clients, communities, and organizations					Knowledge, skills, values, C/A processes
5.1.1 Demonstrate the ability to effectively articulate to colleagues and community partners the implications of social welfare policy and policy change in the lives of clients, communities and organizations (Behavior 1)	Student presents with limited ability to effectively articulate to colleagues and community partners the implications of social welfare policy and policy change in the lives of clients, communities and organizations.	Student presents with fair ability to effectively articulate to colleagues and community partners the implications of social welfare policy and policy change in the lives of clients, communities and organizations.	Student presents with good ability to effectively articulate to colleagues and community partners the implications of social welfare policy and policy change in the lives of clients, communities and organizations.	Completion of previous descriptor as well as application to own professional and personal experiences	Knowledge, skills, values, C/A processes
5.1.2 Demonstrate the ability to effectively articulate the implications of social welfare programs and programmatic change in the lives of clients, communities, and organizations (Behavior 2)	Student presents with limited ability to effectively articulate the implications of social welfare programs and programmatic change in the lives of clients, communities, and organizations.	Student presents with fair ability to effectively articulate the implications of social welfare programs and programmatic change in the lives of clients, communities, and organizations.	Student presents with good ability to effectively articulate the implications of social welfare programs and programmatic change in the lives of clients, communities, and organizations.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills, values, C/A processes

MSW 521 Policy Analysis Paper					
Competency 5: Engage in Policy Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Satisfactory (3)**	**Mastery (4)**	**Dimensions**
5.2 Identify social policy at local, state, and federal level that impacts well-being, service delivery, and access to social services					Knowledge, skills
5.2.1 Demonstrate knowledge of effective social welfare policy administration at various levels of government (Behavior 3)	Student presents with limited understanding of effective social welfare policy administration at various levels of government.	Student presents with fair understanding of effective social welfare policy administration at various levels of government.	Student presents with good understanding of effective social welfare policy administration at various levels of government.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills
5.2.2 Demonstrate knowledge of effective social welfare policy implementation at various levels of government (Behavior 4)	Student presents with limited understanding of effective social welfare policy implementation at various levels of government.	Student presents with fair understanding of effective social welfare policy implementation at various levels of government.	Student presents with good understanding of effective social welfare policy implementation at various levels of government.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills
5.3 Assess how social welfare and economic policies impact the delivery of, and access to, social services					Knowledge, skills
5.3.1 Demonstrate knowledge of effective social welfare program administration at various levels of government (Behavior 5)	Student presents with limited understanding of effective social welfare program administration at various levels of government.	Student presents with fair understanding of effective social welfare program administration at various levels of government.	Student presents with good understanding of effective social welfare program administration at various levels of government.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills

5.3.2 Demonstrate knowledge of effective social welfare program implementation at various levels of government (Behavior 6)	Student presents with limited understanding of effective social welfare program implementation at various levels of government.	Student presents with fair understanding of effective social welfare program implementation at various levels of government.	Student presents with good understanding of effective social welfare program implementation at various levels of government.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills
5.4 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice					Knowledge, skills, values, C/A processes
5.4.1 Demonstrate the ability to analyze social welfare policies that advance human rights and social justice (Behavior 7)	Student presents with limited understanding of how to analyze social welfare policies that advance human rights and social justice.	Student presents with fair understanding of how to analyze social welfare policies that advance human rights and social justice.	Student presents with good understanding of how to analyze social welfare policies that advance human rights and social justice.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills, values, C/A processes
5.4.2 Demonstrate the ability to advocate for social welfare policies that advance human rights and social justice (Behavior 8)	Student presents with limited understanding of how to advocate for social welfare policies that advance human rights and social justice.	Student presents with fair understanding of how to advocate for social welfare policies that advance human rights and social justice.	Student presents with good understanding of how to advocate for social welfare policies that advance human rights and social justice.	Completion of previous descriptor as well as application to own professional and personal experiences.	Knowledge, skills, values, C/A processes

Table 4.8 MSW530 CSWE Assessment Rubric

Final Research Proposal Paper					
Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
4.1 Use practice experience to inform scientific inquiry and research					Knowledge, Values, C/A processes
4.1.1 Identify social problem and/or needs in a client population in order to design an intervention research study to address the identified problem and needs (Behavior 1)	Student presents with limited competence in identifying social problems and needs in a client population in order to design an intervention research study to address the identified problem and needs.	Student presents with fair competence in identifying social problems and needs in a client population in order to design an intervention research study to address the identified problem and needs.	Student presents with strong competence in identifying social problems and needs in a client population in order to design an intervention research study to address the identified problem and needs.	Student presents with excellence in identifying social problems and needs in a client population in order to design an intervention research study to address the identified problem and needs.	Knowledge, Values, C/A processes
4.2 Recognize the importance of research to inform and improve practice, policy and/or service delivery					Knowledge, Values, C/A processes
4.2.1 Clearly articulate the implication of the proposed intervention research for social work practice and/or policy (Behavior 2)	Student presents with limited understanding of the implication of the proposed intervention research for social work practice and/or policy.	Student presents with fair understanding of the implication of the proposed intervention research for social work practice and/or policy.	Student presents with good understanding and articulation of the implication of the proposed intervention research for social work practice and/or policy.	Student presents with excellence in understanding and articulating the specific implication of the proposed intervention research for social work practice and/or policy.	Knowledge, Values, C/A processes
4.3 Use theory to inform scientific inquiry and research					Knowledge, Skills, Value, C/A processes
4.3.1 Provide clear theoretical or conceptual framework	Student presents with limited competence in explaining and applying a theoretical or	Student presents with fair competence in explaining and applying a theoretical or	Student presents with strong competence in explaining and applying a theoretical	Student presents with excellence in explaining and applying a theoretical	Knowledge, Skills, Value, C/A processes

guiding the proposed intervention (Behavior 3)	conceptual framework guiding the proposed intervention.	conceptual framework guiding the proposed intervention.	or conceptual framework guiding the proposed intervention.	or conceptual framework guiding the proposed intervention.	
4.4 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings					Knowledge, Skills, C/A processes
4.4.1 Develop confidence in searching, reading and understanding scientific research articles (Behavior 4)	Student presents with limited competence in searching, reading and understanding scientific research articles.	Student presents with fair competence in searching, reading and understanding scientific research articles.	Student presents with strong competence in searching, reading and understanding scientific research articles.	Student presents with excellence in searching, reading and understanding scientific research articles.	Knowledge, Skills
4.4.2 Critically review scientific research articles (Behavior 5)	Student presents with limited competence in critically reviewing scientific research articles.	Student presents with fair competence in critically reviewing scientific research articles.	Student presents with strong competence in critically reviewing scientific research articles.	Student presents with excellence in critically reviewing scientific research articles.	Knowledge, Skills, C/A processes
4.5 Understand and apply basic research methodology in designing an intervention research study					Knowledge, Skills
4.5.1 Research design-experimental and quasi-experimental design (Behavior 6)	Student presents with limited understanding and application of knowledge and skills in research design.	Student presents with fair understanding and application of knowledge and skills in research design.	Student presents with good understanding and application of knowledge and skills in research design.	Student presents with excellent understanding and application of knowledge and skills in research design.	Knowledge, Skills
4.5.2 Recruitment and sampling methods (Behavior 7)	Student presents with limited understanding and application of knowledge and skills in recruitment and sampling methods.	Student presents with fair understanding and application of knowledge and skills in recruitment and sampling methods.	Student presents with good understanding and application of knowledge and skills in recruitment and sampling methods.	Student presents with excellent understanding and application of knowledge and skills in recruitment and sampling methods.	Knowledge, Skills
4.5.3 Use of appropriate instrument and measurement (Behavior 8)	Student presents with limited understanding and application of knowledge and skills in	Student presents with fair understanding and application of knowledge and skills in	Student presents with good understanding and application of knowledge and skills	Student presents with excellent understanding and application of	Knowledge, Skills

	instrument and measurement.	instrument and measurement.	in instrument and measurement.	knowledge and skills in instrument and measurement.	
Competency 9: Evaluates Practice with Individuals, Families, Groups, Organizations and Communities					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
9.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					Knowledge, Skills, Value, C/A processes
9.1.1 Apply a theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention (Behavior 1)	Student presents with limited understanding of a theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention.	Student understands the use of a theoretical framework guiding evaluation research but presents with limited application of theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention.	Student presents with good understanding and application of a theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention.	Student presents with excellent understanding and application of a theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention.	Knowledge, Skills, Value, C/A processes
9.2. Select appropriate methods for program or practice evaluation					Knowledge, Skills
9.2.1 Identify appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention (Behavior 2)	Student presents with limited identification of appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention.	Student presents with fair identification of appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention.	Student presents with clear identification and good application of appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention.	Student presents with excellent identification and application of appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention.	Knowledge, Skills

Table 4.9 MSW 550 CSWE Assessment Rubric

Population Immersion Study Assignment					
Competency 2: Engage Diversity and Difference in Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels with diverse client systems					Knowledge, Values, Skills, C/A processes
2.1.1 Understand the importance of diversity and difference in shaping life experiences (Behavior 1)	Student presents limited understanding of the importance of diversity and difference in shaping life experiences.	Student presents fair understanding the importance of diversity and difference in shaping life experiences.	Student presents good understanding the importance of diversity and difference in shaping life experiences.	Completion of previous descriptor as well as application to own professional and personal experiences	Knowledge, Values
2.1.2 Recognize how to assist clients in practice at the micro, mezzo, and macro levels (Behavior 2)	Student presents limited understanding of how to assist clients at the micro, mezzo, and macro levels.	Student presents fair understanding of how to assist clients at the micro, mezzo, and macro levels.	Student presents good understanding of how to assist clients at the micro, mezzo, and macro levels.	Completion of previous descriptor as well as application to own professional and personal experiences at the micro, mezzo, and macro levels	Knowledge, Values, Skills, C/A processes
2.2 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies					Knowledge, Values, Skills, C/A processes
2.2.1 Identify the influence of personal and cultural values and biases in working with diverse clients and constituencies (Behavior 3)	Student presents limited self-awareness of how personal and cultural values and biases influence in working with diverse clients and constituencies.	Student presents fair self-awareness of how personal and cultural values and biases influence in working with diverse clients and constituencies.	Student presents good self-awareness of how personal and cultural values and biases influence in working with diverse clients and constituencies.	Completion of previous descriptor as well as application to own professional and personal experiences in working with diverse clients and constituencies	Knowledge, Values, C/A processes
2.2.2 Recognize how to manage the influence of personal and cultural values and biases in working with	Student presents limited self-awareness of how to manage the influence of personal biases and values in working with	Student presents fair self-awareness of how to manage the influence of personal biases and values in working with	Student presents good self-awareness of how to manage the influence of personal biases and values in working with diverse	Completion of previous descriptor as well as application to own professional and personal experiences in working with	Knowledge, Values, skills, C/A processes

diverse clients and constituencies (Behavior 4)	diverse clients and constituencies.	diverse groups and constituencies.	groups and constituencies.	diverse groups and constituencies	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels					Knowledge, values, C/A processes
3.1.1 Recognize that each person, regardless of position in society, has basic human rights (e.g., freedom, safety, privacy, an adequate standard of living, health care, education) (Behavior 1)	Student presents limited awareness that each person, regardless of position in society, has basic human rights.	Student presents fair awareness that each person, regardless of position in society, has basic human rights.	Student presents good awareness that each person, regardless of position in society, has basic human rights.	Completion of previous descriptor as well as application to own professional and personal experiences	Knowledge, Values, C/A processes
3.1.2 Demonstrate an awareness of the effects of current and historical oppression and discrimination client and client systems (Behavior 2)	Student presents limited understanding of the effects of current and historical oppression and discrimination on client and client systems.	Student presents fair understanding of the effects of current and historical oppression and discrimination on client and client systems.	Student presents good understanding of the effects of current and historical oppression and discrimination on client and client systems.	Completion of previous descriptor as well as application to own professional and personal experiences	Knowledge, Values, C/A processes

Table 4.10 PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR GENERALIST PRACTICE

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 1: Demonstrate Ethical and Professional Behavior	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Knowledge, Values, Skills, C/A processes			
			3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Knowledge, Values, Skills, C/A processes			
			4. Use technology ethically and appropriately to facilitate practice outcomes	Knowledge, Values, Skills, C/A processes			
			5. Use supervision and consultation to guide professional judgment and behavior	Knowledge, Values, Skills, C/A processes			
			6.Demonstrates professional social work roles and boundaries	Knowledge, Values, Skills, C/A processes			

			7. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments	Knowledge, Skills			
		Measure 2: Recorded Interview: Observation and Analysis Evaluation paper (Course embedded measure: based on simulated practice) MSW 510	1. Make ethical decisions in all engagement, assessment, Intervention related processes	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Demonstrate professional demeanor in appearance and behavior in their practice with clients	Knowledge, Values, Skills, C/A processes			
			3. Demonstrate professionalism in oral and written communication	Knowledge, Values, Skills, C/A processes			
		Measure 3: Policy practice paper (Course embedded measure: based on	1. Uses technology ethically and appropriately to facilitate practice outcomes 1.1. Demonstrate knowledge and skills to utilize technology and online platform for social work practice	Knowledge, Values, Skills	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the

		simulated practice) MSW 521	1.2. Utilize ethically best practices for engaging in online advocacy				outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency	**Competency Benchmark (%)**	**Measure**	**Behaviors**	**Dimensions**	**Outcome Measure Benchmark**	**Assessment Procedures: Behavior Outcome**	**Assessment Procedures: Competency Outcome**
Competency 2: Engage Diversity and Difference in Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to
			2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Knowledge, Values, Skills, C/A processes			
			3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Knowledge, Values, Skills, C/A processes			

			4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues	Knowledge, Values, Skills, C/A processes			obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues	Knowledge, Values, Skills, C/A processes			
		Measure 2: Population Immersion Study paper (Course embedded measure) MSW 550	1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels with diverse client systems 1.1 Understand the importance of diversity and difference in shaping life experiences 1.2 Recognize how to assist clients in practice at the micro, mezzo, and macro levels	Knowledge, Values, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 2.1 Identify the influence of personal and cultural values and biases in working with diverse clients and constituencies 2.2 Recognize how to manage the influence of personal and cultural values and biases in working with diverse clients and constituencies	Knowledge, Values, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Engage in practices that advance social, economic, and environmental justice	Knowledge, Values, Skills, C/A processes			
			3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Population Immersion Study paper	1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 1.1 Recognize that each person, regardless of position in	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that

		(Course embedded measure) MSW 550	society, has basic human rights (e.g., freedom, safety, privacy, an adequate standard of living, health care, education). 1.2 Demonstrate an awareness of the effects of current and historical oppression and discrimination client and client systems				attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
		Measure 3: Policy practice paper (Course embedded measure: simulated practice) MSW 521	1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 1.1 Understand strategies to eliminate structural barriers to ensure social equality at the individual and system levels 1.2 Understand strategies to ensure the protection of human rights and social justice at the individual and system levels	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this

							percentage is larger than the competency Benchmark
			2. Engage in practices that advance social, economic, and environmental justice 2.1 Demonstrate the ability to effectively lobby and advocate for social welfare policies in a political arena 2.2 Demonstrate the ability to effectively lobby and advocate for social welfare policies to advance social, economic, and environmental justice	Knowledge, Values, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Use practice experience and theory to inform scientific inquiry and research	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages
			2. Use and translate research evidence to inform and improve practice, policy, and service delivery	Knowledge, Values, Skills, C/A processes			
			3. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Knowledge, Values, Skills, C/A processes			

				Knowledge, Values, Skills, C/A processes			together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
		Measure 2: Final research paper (Course embedded measure) MSW 530	1. Use practice experience to inform scientific inquiry and research: Identify social problem and/or needs in a client population in order to design an intervention research study to address the identified problem and needs.	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students

			2. Recognize the importance of research to inform and improve practice, policy and/or service delivery: Clearly articulate the implication of the proposed intervention research for social work practice and/or policy.	Knowledge, Values, Skills, C/A processes			demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			3. Use theory to inform scientific inquiry and research: Provide clear theoretical or conceptual framework guiding the proposed intervention.	Knowledge, Skills, C/A processes			
			4. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings 4.1 Develop confidence in searching, reading and understanding scientific research articles. 4.2 Critically review scientific research articles	Knowledge, Skills, C/A processes			
			5. Understand and apply basic research methodology in designing an intervention research study 5.1 Research design-experimental and quasi-experimental design 5.2 Recruitment and sampling methods 5.3 Use of appropriate instrument and measurement	Knowledge, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 5: Engage in Policy Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Assess how social welfare and economic policies impact the delivery of and access to social services	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Knowledge, Values, Skills, C/A processes			
			3. Collaborates within and across disciplines for effective policy action.	Knowledge, Values, Skills, C/A processes			
			4. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Policy practice paper and Policy analysis paper MSW 521	1. Communicate to colleagues and community partners the implications of policies and programs in the lives of clients, communities, and organizations 1.1 Demonstrate the ability to effectively articulate to colleagues and community partners the implications of	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for

			social welfare policy and policy change in the lives of clients, communities and organizations 1.2 Demonstrate the ability to effectively articulate the implications of social welfare programs and programmatic change in the lives of clients, communities, and organizations				each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Identify social policy at local, state, and federal level that impacts well-being, service delivery, and access to social services 2.1 Demonstrate knowledge of effective social welfare policy administration at various levels of government 2.2 Demonstrate knowledge of effective social welfare policy implementation at various levels of government	Knowledge, C/A processes			
			3. Assess how social welfare and economic policies impact the delivery of, and access to, social services 3.1 Demonstrate knowledge of effective social welfare program administration at various levels of government 3.2 Demonstrate knowledge of effective social welfare program implementation at various levels of government	Knowledge, Values, Skills, C/A processes			

			4. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 4.1 Demonstrate the ability to analyze social welfare policies that advance human rights and social justice 4.2 Demonstrate the ability to advocate for social welfare policies that advance human rights and social justice	Knowledge, Values, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1.Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence.
			2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Knowledge, Values, Skills, C/A processes			
			3. Uses knowledge of practice context to shape engagement with client systems.	Knowledge, Values, Skills, C/A processes			
			4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	Knowledge, Values, Skills, C/A processes			

							Determine whether this percentage is larger than the competency Benchmark
		Measure 2: Recorded Interview: Observation and Analysis Evaluation paper (Course embedded measure: simulation) MSW 510	1. Apply practice knowledge, perspective, theory or model to engage with clients	Knowledge, Values, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Understand and utilize interviewing and clinical skills to engage with diverse clients (non-verbal communication skills, etc.)	Knowledge, Values, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Knowledge, Values, Skills, C/A processes			
			3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Knowledge, Values, Skills, C/A processes			
			4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Knowledge, Values, Skills, C/A processes			

			5.Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs	Knowledge, Values, Skills, C/A processes			
		Measure 2: Recorded Interview: Observation and Analysis Evaluation paper (Course embedded measure: simulated practice) MSW 510	1. Clearly organize and document information on client demographics, diverse background, reasons for referrals, and clients' primary concerns and needs	Knowledge, Skills	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Apply practice knowledge, perspective, theory or model in the analysis of assessment data from clients	Knowledge, values, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Knowledge, values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Knowledge, values, Skills, C/A processes			
			3. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Knowledge, values, Skills, C/A processes			
			4. Facilitate effective transitions and endings that advance mutually agreed-on goals	Knowledge, Values, Skills, C/A processes			

		Measure 2: Recorded Interview: Observation and Analysis Evaluation paper (Course embedded measure: simulated practice) MSW 510	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Knowledge, Values, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Understand and utilize interviewing and clinical skills to provide intervention (non-verbal communication skills, etc.)	Knowledge, Values, Skills, C/A processes			

Competency	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency Outcome
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument (based on real or simulated practice)	1. Select and use appropriate methods for evaluation of outcomes	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points.	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Knowledge, Skills, C/A processes			
			3. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Knowledge, Values, Skills, C/A processes			
			4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action	Knowledge, Values, Skills, C/A processes			

		Measure 2: Recorded Interview: Observation and Analysis Evaluation paper (Course embedded measure: simulated practice) MSW 510	1. Analyze, monitor, and evaluate engagement, assessment, and intervention processes.	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Discuss strengths and areas for growth and development	Knowledge, Values, Skills, C/A processes			
			3. Develop a specific plan for growth and development	Knowledge, Values, Skills, C/A processes			
		Measure 3 Final research paper (Course embedded measure: simulated practice) MSW 530	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes: Apply a theoretical or conceptual framework in designing an intervention research study to evaluate the effectiveness of a specific social work practice intervention.	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the

			2. Select appropriate methods for program or practice evaluation: Identify appropriate research methodology in designing an intervention study to evaluate the effectiveness of a specific social work practice intervention.	Knowledge, Skills, C/A processes			percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark

Assessment System for Specialized Area of Practice—Advanced Generalist

Assessment Measures

Advanced Generalist Practice Measure 1: Comprehensive Skills Evaluation (CSE-SP)

The 2015 EPAS requires to assess students' competencies in real or simulated practice because assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. The field practicum is the core curriculum that provides real practice experiences and where students develop and practice their competencies. Further, students are often required to perform multiple competencies simultaneously in their field practicum and therefore, assessment of those competencies can optimally be carried out at the same time in field practicum. Further, the assessment done in field practicum is based on direct observation of student practice behaviors, which allows for fine-grained assessment of behavioral level outcomes.

1. **Development.** The CSUF MSW program primarily utilizes the Comprehensive Skills Evaluation (CSE) measure to assess student competencies demonstrated in field practicum. The CSE was developed by the Southern California Field Education Consortium, which consists of 12 social work programs in Southern California region. Southern California, where CSUF is located, is a larger metropolitan area, and social service agencies often supervise multiple MSW student interns from diverse social work programs. Previously, field instructors often faced challenges regarding completion of multiple evaluation measures from diverse programs. The development of the CSE was a collaborative effort by 12 social work programs in response to this challenge. The CSE measure contributed to standardizing the evaluation process, reducing the burden of field instructors, and increasing efficiency in student evaluation.

2. **Construction.** Two separate versions of the CSE were developed for generalist and the specialized practice. The CSE for the advanced generalist practice (CSE-SP) consists of 46 items assessing behaviors of the nine competencies based on 2015 EPAS. Table 4.11 summarizes the number of behaviors assessed in each competency assessed by the CSE-SP. All behaviors are linked with dimensions of the competencies. Table 4.12 is a copy of the CSE-SP utilized.

3. **Data Collection Procedure.** Field instructors at students' field placement agencies complete this form for each student. Field faculty who teach the MSW 543 field practicum seminar oversee the data collection procedure and create and submit a CSE-SP data file to the assessment committee. The program intends to assess all students who are placed for second year of field practicum. The CSE-SP is completed for each student when students complete their second year of field practicum—at the end of fourth semester for the 2-year program model and at the end of sixth semester for the 3-year program model (See Table 4.1 and Table 4.2 for detailed assessment schedule).

Table 4.11 Competencies and Number of Behaviors Assessed by the CSE-SP

Competencies Assessed in CSE-SP	Number of Behaviors Assessed
Competency 1	10
Competency 2	5
Competency 3	4
Competency 4	4
Competency 5	4
Competency 6	4
Competency 7	5
Competency 8	7
Competency 9	3

4. **Ratings.** The CSE-SP measures utilize a 5-point Likert scale rating. Ratings are only provided in whole numbers and range from 0 to 4. The followings are description of each rating.

   Rating 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future.
   Rating 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future.
   Rating 2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, student's performance is uneven.
   Rating 3 = Intern understands the concept and has consistently met the expectations in this area.
   Rating 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.

5. **Benchmarks.** The outcome measure benchmark is calculated for each individual student. A score of 3.0 indicates that a student consistently demonstrates practice behaviors reflecting competencies. A score of 3 or higher is selected as *the outcome measure benchmark* for behavioral-level outcomes and percentage of students who score 3 or higher is calculated for each behavioral indicator. Then, we average the percentages of all behavioral level outcomes for each of nine competencies in order to calculate the measure outcomes. The program set a *competency level outcome benchmark* that indicates the minimum percent of students who achieve the *competency level outcome benchmark*. Based on the guidance from CSWE and a review of other models set by other MSW programs, the CSUF MSW program selected 85% as the *competency level outcome benchmark*. The final competency level outcome is calculated by averaging percentages from all assessment measure outcomes for each competency and the averaged percentage for each competency should be equal to or higher than 85% to meet the competency level outcome benchmark.

Table 4.12 Comprehensive Skills Evaluation for Advanced Generalist Practice (CSE-SP)

Competency 1: Demonstrate Ethical and Professional Behavior						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
8. Demonstrates professional social work roles and boundaries.						Knowledge, Values, Skills, C/A processes
9. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.						Knowledge, Values, Skills, C/A processes
10. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.						Values, Skills
11. Uses supervision and consultation effectively to advance his/her existing social work skills.						Knowledge, Values, Skills, C/A processes
12. Actively seeks-out and acts upon opportunities in social work practice.						Knowledge, Values, Skills, C/A processes
13. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.						Knowledge, Values, Skills, C/A processes
14. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.						Knowledge, Values, C/A processes
15. Recognizes and tolerates ambiguity in resolving ethical conflicts.						Knowledge, Values, C/A processes
16. Applies strategies of ethical reasoning to arrive at principled decisions.						Knowledge, Values, C/A processes
17. Discusses complex ethical issues in both written and oral communication.						Knowledge, Values, Skills, C/A processes
Competency 2: Engage Diversity and Difference in Practice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
6. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.						Knowledge, Values
7. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.						Knowledge, Values, Skills
8. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.						Knowledge, Values, Skills, C/A processes
9. Views self as a student of cultural differences and those s/he works with as cultural experts.						Values, Skills
10. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.						Knowledge, Values, Skills, C/A processes
Competency 3: Advance Human Rights and Social, Economic, and environmental Justice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**

4. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.						Knowledge, Values
5. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.						Knowledge, Values
6. Takes action to promote social and economic justice.						Knowledge, Values, Skills, C/A processes
7. Advocate at multiple levels for equal access to services for underserved populations.						Knowledge, Values, Skills, C/A processes
Competency 4: Engage in Practice-informed Research and Research-informed Practice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
5. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.						Knowledge, Skills, C/A processes
6. Integrates research findings and professional judgment to improve practice, policy and social service delivery.						Knowledge, Values, Skills, C/A processes
7. Evaluates their own practice for effectiveness and improvement.						Knowledge, Values, Skills, C/A processes
8. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.						Knowledge, Skills
Competency 5: Engage in Policy Practice						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
5. Analyzes and advocates for policies that promote social well-being for individuals, families, groups and communities.						Knowledge, Values, Skills, C/A processes
6. Collaborates with colleagues and clients for effective policy action.						Knowledge, Values, Skills, C/A processes
7. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.						Knowledge, Skills, C/A processes
8. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.						Knowledge, Values, Skills, C/A processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
5. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities						Knowledge, Values, Skills, C/A processes
6. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.						Knowledge, Values, Skills, C/A processes
7. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values and utilize those relationships in forging goals and positive outcomes.						Knowledge, Values, Skills, C/A processes

8. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.						Knowledge, Values, Skills, C/A processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
6. Seeks information on the strengths of individuals, families and communities						Knowledge, Skills
7. Applies multidisciplinary, multidimensional and multicultural assessment methods.						Knowledge, Skills, C/A processes
8. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.						Knowledge, Values, Skills, C/A processes
9. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.						Knowledge, Values, Skills, C/A processes
10. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.						Knowledge, Values, Skills, C/A processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
5. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs)						Knowledge, values, Skills, C/A processes
6. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs						Knowledge, values, Skills, C/A processes
7. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.						Knowledge, values, Skills, C/A processes
8. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)						Knowledge, values, Skills, C/A processes
9. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g., relapse prevention)						Knowledge, C/A processes
10. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate and skillfully handling transitions and terminations.						Knowledge, Values, Skills, C/A processes
11. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.						Knowledge, values, Skills, C/A processes

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Learning Opportunities and Student Activities	**0**	**1**	**2**	**3**	**4**	**Dimensions**
5. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.						Knowledge, Skills, C/A processes
6. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.						Knowledge, Skills, C/A processes
7. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice.						Knowledge, Skills, C/A processes

Advanced Generalist Practice Measure 2: Course Embedded Measures

The second category of measures to assess students' performance on the nine competencies in the advanced generalist practice includes diverse course embedded measures. The program developed and implemented 3 course embedded measures assessing students' performance on the nine competencies in the advanced generalist practice.

Development of Course Embedded Measures for the Advanced Generalist Practice

1. **Selection of Core Courses.** The assessment committee and the curriculum committee collaborated together to select the core courses, which are ideal for assessing students' performance on the nine competencies in the advanced generalist practice. After a series of meetings to review the curriculum and course contents, the program selected three MSW courses focusing on advanced generalist practice, macro social work, and independent research (See Table 4.13).

2. **Selection of Core Assignments.** The assessment committee collaborated with faculty members who are primary instructors of the selected core courses and identified core assignments for the assessment. For each selected core course, the program identified or developed a standardized core assignment in which students' performance on competencies was assessed for the advanced generalist practice (See Table 4.13). Detailed course syllabus for the core courses and assignment guidelines for the core assignments are found in the Accreditation Standard M2.1—Advanced Generalist Practice

3. **Development of Standardized Rubric Measures.** Next, the assessment committee developed a standardized rubric measure assessing behaviors of the competencies reflected in each assignment. Based on the competencies addressed in the course contents and the core assignments, the assessment committee identified specific behaviors of the nine competencies to be assessed in each assignment (See Table 4.13). The rubric measures were intentionally designed to assess students' performance on the competencies, but the measures are not necessarily used for the grading purpose. These rubric measures assess behavioral level outcomes. Further, some rubric measures also include sub-behavioral indicators of behaviors.

Table 4.13 Summary of Course Embedded Measures for the Advanced Generalist Practice

Course Embedded Measure	Core Course	Core Assignment	Competencies and Number of Behaviors Assessed
Measure #2.1 (Table 4.14)	MSW512/514/516 Advanced Generalist Practice Courses (in 3 Areas of Focus: Child Welfare, Mental Health, Aging)	Case Assessment Paper	Competency 1: 3 behaviors Competency 2: 2 behaviors Competency 4: 1 behavior Competency 6: 2 behaviors Competency 7: 3 behaviors Competency 8: 4 behaviors Competency 9: 2 behaviors
Measure #2.2 (Table 4.15)	MSW564 Macro Social Work in Communities and Organizations	Community Assessment and Action Grant Proposal for Program Evaluation	Competency 3: 3 behaviors Competency 5: 3 behaviors Competency 9: 3 behaviors
Measure #2.3 (Table 4.16)	MSW597 Master's Project Development	Final Research Project	Competency 1: 2 behaviors Competency 4: 8 behaviors

4. **Data Collection Procedures.** Instructors of the selected courses complete the rubric measure for each student and submit an electronic copy of the data to the assessment committee. The program intends to assess all students who are second year of the 2-year program model and second and third year of the 3-year program model.

5. **Ratings.** The course embedded measures utilize a 4-point Likert scale rating. Ratings are only provided in whole numbers and range from 1 to 4.

   Rating 1 = A student begins to understand competencies but demonstrates limited performance on competencies.
   Rating 2 = A student indicates fair understanding of competencies but the student' performance on competencies is inconsistent.
   Rating 3 = A student clearly understands competencies and demonstrates strong performance on competencies consistently.
   Rating 4 = A student's performance on competencies exceeds expectations and the student shows mastery of competencies.

1 **Benchmarks.** The outcome measure benchmark is calculated for each individual student. The rating of 3 indicates that a student exhibits clear understanding of competencies and demonstrates strong performance on competencies consistently. A score of 3 or higher is selected as *the outcome measure benchmark* for behavioral-level outcomes and percentage of students who score 3 or higher is calculated for each behavioral indicator. Then, we average the percentages of all behavioral level outcomes for each of nine competencies in order to calculate the measure outcomes. The program set a *competency level outcome benchmark* that indicates the minimum percent of students who achieve the *competency level outcome benchmark*. Based on the guidance from CSWE and a review of other models set by other MSW programs, the CSUF MSW program selected 85% as the *competency level outcome benchmark*. The final competency level outcome is calculated by averaging percentages

from all measure outcomes for each competency and the averaged percentage for each competency should be equal to or higher than 85% to meet the competency level outcome benchmark.

The following section includes all three course embedded measures assessing students' performance on competencies in the generalist practice (Table 4.14, Table 4.15, Table 4.16).

Table 4.17 is the assessment matrix for the specialized area of practice presenting the assessment plan for the advanced generalist practice. The table summarizes all behaviors and dimensions assessed for each of nine competencies for the advanced generalist practice, all measures utilized, outcome measure benchmark and competency level benchmark, and assessment procedure.

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Table 4.14 MSW 512/514/516 CSWE Assessment Rubric

Competency 1: Demonstrate Ethical and Professional Behavior					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
1.1. Apply professional social work ethics and laws to make ethical decisions in the context of clinical practice (Behavior 1)	Student presents limited application of social work ethics and laws to make ethical decisions in the context of clinical practice.	Student presents fair understanding application of social work ethics and laws to make ethical decisions in the context of clinical practice.	Student presents good application of social work ethics and laws to make ethical decisions in the context of clinical practice.	Student presents professional level of application of social work ethics and laws to make ethical decisions in the context of clinical practice.	Knowledge, Values
1.2. Employ critical appraisal of the influence of personal experiences in the context of clinical practice (Behavior 2)	Student presents limited self-awareness of the influence of personal experiences in clinical practice.	Student presents fair self-awareness of influence of personal experiences in clinical practice.	Student presents strong self-awareness of how personal experience influence clinical practice and shows ability to evaluate the impact of personal experiences on clinical practice.	Student critically appraises the influence of personal experience in clinical practice and prevent and/or address the influence in clinical practice.	Values, Skills, C/A
1.3. Demonstrate an academic and professional level of written communication (Behavior 3)	Student demonstrates limited competence in academic and professional written communication.	Student demonstrates fair competence in academic and professional written communication.	Student demonstrates competence in academic and professional written communication.	Student demonstrates excellence in academic and professional written communication.	Knowledge, Value, Skills
Competency 2: Engage Diversity and Difference in Practice					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
2.1 Identify the impact of diversity factors on clients' life experiences (Behavior 1)	Student demonstrates limited understanding of the impact of diversity factors on clients' life experiences.	Student demonstrates fair understanding of the impact of diversity factors on clients' life experiences.	Student clearly identifies the impact of diversity factors on clients' life experiences and its implication for clinical practice.	Student demonstrates excellence in understanding the impact of diversity factor and applying diversity factors in clinical practice	Knowledge, Value, C/A
2.2 Demonstrate knowledge of practice methods addressing diversity factors and how to	Student demonstrates limited knowledge of practice methods addressing diversity factors	Student demonstrates fair knowledge of practice methods addressing diversity factors and how	Student demonstrates strong knowledge of practice methods addressing diversity	Student demonstrates excellent knowledge of practice methods addressing diversity	Knowledge, Skills

integrate those methods in practice with clients (Behavior 2)	and how to integrate those methods in practice with clients.	to integrate those methods in practice with clients.	factors and how to integrate those methods in practice with clients.	factors and how to integrate those methods in practice with clients.	
Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
4.1 Identify, synthesize and critically appraise research evidence for clinical practice (Behavior 1)	Student demonstrates limited understanding of evidence-informed practice.	Student demonstrates fair understanding of evidence-informed practice and efforts to identify and synthesize research evidence for clinical practice.	Student demonstrates competence in identifying, evaluating and synthesizing research evidence in clinical practice.	Student demonstrates excellence in identifying, critically appraising, and synthesizing research evidence in clinical practice.	Knowledge, Skill, C/A
Competency 6: <u>Engage</u> with Individuals, Families, Groups, Organizations, and Communities					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
6.1 Use knowledge, theories and/or research related to best practices in engaging individuals and families (Behavior 1)	Student demonstrates limited use of knowledge, theories and/or research related to best practices in engaging individuals and families.	Student demonstrates fair use of knowledge, theories and/or research related to best practices in engaging individuals and families.	Student demonstrates good use of knowledge, theories and/or research related to best practices in engaging individuals and families.	Student demonstrates excellent use of knowledge, theories and/or research related to best practices in engaging individuals and families.	Knowledge, Skills, C/A
6.2 Identify professional level of interpersonal and clinical skills (e.g., empathy, reflection) to effectively engage clients and to build collaborative relationships within and across all relevant systems and service sectors (Behavior 2)	Student demonstrates limited understanding of interpersonal and clinical skills to engage clients and to build collaborative relationships within and across all relevant systems and service sectors.	Student demonstrates fair understanding of interpersonal and clinical skills to engage clients and to build collaborative relationships within and across all relevant systems and service sectors.	Student demonstrates competence in identifying interpersonal and clinical skills to effectively engage clients and to build collaborative relationships within and across all relevant systems and service sectors.	Student demonstrates excellence in identifying interpersonal and clinical skills to effectively engage clients and to build collaborative relationships within and across all relevant systems and service sectors.	Knowledge, Value, Skills, C/A
Competency 7: <u>Assess</u> Individuals, Families, Groups, Organizations, and Communities					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**

7.1 Demonstrate awareness and knowledge in utilizing standardized measures, tools and procedure for assessment of clients and relevant systems (Behavior 1)	Student demonstrates limited awareness of and knowledge in standardized measures, tools and procedure for assessment of clients and relevant systems.	Student demonstrates good awareness of but limited knowledge in standardized measure, tools and procedure for assessment of clients and relevant systems.	Student demonstrates strong awareness of and knowledge in standardized measure, tools and procedure for assessment of clients and relevant systems.	Student demonstrates excellent awareness of and knowledge in standardized measure, tools and procedure for assessment of clients and relevant systems.	Knowledge, Skills, C/A
7.2 Conduct comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research (Behavior 2)	Student demonstrates limited competence in comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research	Student demonstrates fair competence in comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research	Student demonstrates competence in comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research	Student demonstrates excellence in comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research	Knowledge, Skills, C/A
7.3 Establish goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories (Behavior 3)	Student demonstrates limited competence in establishing goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories.	Student demonstrates fair competence in establishing goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories.	Student demonstrates competence in establishing goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories.	Student demonstrates excellence in establishing goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories.	Knowledge, Value
Competency 8: <u>Intervene</u> with Individuals, Families, Groups, Organizations, and Communities					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
8.1 Develop concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives (Behavior 1)	Student demonstrates limited competence to develop concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives.	Student demonstrates fair competence to develop concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives.	Student demonstrates competence to develop concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives.	Student demonstrates excellence in developing concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives.	Knowledge, Value, Skills, C/A

8.2 Identify necessary tasks and resources for planned intervention (Behavior 2)	Student demonstrates limited identification of necessary tasks and resources for planned intervention.	Student demonstrates appropriate identification of necessary tasks and resources for planned intervention.	Student demonstrates effective identification of necessary tasks and resources for planned intervention.	Student demonstrates excellent identification of necessary tasks and resources for planned intervention.	Knowledge, Skills
8.3 Integrate evidence from practice knowledge, skills and research in planned interventions (Behavior 3)	Student demonstrates limited integration of evidence from practice knowledge, skills and research in planned interventions.	Student demonstrates fair integration of evidence from practice knowledge, skills and research in planned interventions.	Student demonstrates effective integration of evidence from practice knowledge, skills and research in planned interventions.	Student demonstrates excellence in integration of evidence from practice knowledge, skills and research in planned interventions.	Knowledge Skills
8.4 Interventions are coordinated with all relevant systems and service sectors (Behavior 4)	Student demonstrates limited competence in coordinating interventions with relevant systems and service sectors.	Student demonstrates fair competence to coordinating interventions with relevant systems and service sectors.	Student demonstrates competence in coordinating interventions with all relevant systems and service sectors.	Student demonstrates excellence in coordinating interventions with all relevant systems and service sectors.	Knowledge, Skills
Competency 9: <u>Evaluate</u> Practice with Individuals, Families, Groups, Organizations, and Communities					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
9.1. Develop concrete plans to measure the outcomes of interventions (Behavior 1)	Students demonstrates limited competence in developing concrete plans to measure the outcomes of interventions.	Student demonstrates fair competence in developing concrete plans to measure the outcomes of interventions.	Student demonstrates competence in developing concrete plans to measure the outcomes of interventions.	Student demonstrates excellence in developing concrete plans to measure the outcomes of interventions.	Knowledge, Skills, C/A
9.2. Critical reflection of self in the context of clinical practice (Behavior 2)	Student demonstrates limited reflection of self in the context of clinical practice.	Student demonstrates fair reflection of self in the context of clinical practice.	Student demonstrates strong reflection of self in the context of clinical practice.	Student demonstrates excellent reflection of self in the context of clinical practice.	Value, C/A

Table 4.15 MSW 564 CSWE Assessment Rubric

Community Assessment and Action					
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice					
Behavior	**Emerging (1)**	**Progressing (2)**	**Good (3)**	**Excellent (4)**	**Dimensions**
3.1 Demonstrate the competence to identify the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice (Behavior 1)	Student presents with the limited competence in identifying the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice.	Student presents with the fair competence in identifying the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice.	Student presents with the strong competence in identifying the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice.	Student presents with the excellence in identifying the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice.	Knowledge, Value
3.2 Demonstrate the ability to utilize appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice (Behavior 2)	Student presents with the limited knowledge and skills to utilize appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice.	Student presents with the fair knowledge but limited skills to utilize appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice.	Student presents with the strong knowledge and skills to utilize appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice.	Student presents with the excellence in utilizing appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice.	Knowledge, Value, Skills, C/A
3.3 Demonstrate ability to plan a concrete action/practice to advance human rights and	Student demonstrates the limited ability to plan a concrete action/practice to advance human rights	Student demonstrates the fair competence in planning a concrete action/practice to	Student demonstrates the strong competence in planning a concrete action/practice to	Student demonstrates the excellent competence in planning a concrete action/practice to	Knowledge, Value, Skills

social, economic, and environmental justice (Behavior 3)	and social, economic, and environmental justice.	advance human rights and social, economic, and environmental justice.	advance human rights and social, economic, and environmental justice.	advance human rights and social, economic, and environmental justice.	
Competency 5: Engage in Policy Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Good (3)**	**Excellent (4)**	**Dimensions**
5.1 Demonstrate the ability to identify key policy makers at various levels of government to advocate for policy changes that address unmet needs of clients and communities (Behavior 1)	Student presents with the limited ability to identify key policy makers at any level of government to advocate for policy changes that address unmet needs of clients and communities.	Student presents with the fair ability to identify key policy makers at only few levels of government to advocate for policy changes that address unmet needs of clients and communities.	Student presents with the good ability to identify key policy makers at various levels of government to advocate for policy changes that address unmet needs of clients and communities.	Student presents with the excellent ability to identify key policy makers at various levels of government to advocate for policy changes that address unmet needs of clients and communities.	Knowledge, Skills, C/A
5.2 Demonstrate the ability to formulate concrete policy recommendations in order to inform key policy makers (Behavior 2)	Student presents with the limited ability to formulate concrete policy recommendations in order to inform key policy makers.	Student presents with the fair ability to formulate concrete policy recommendations in order to inform key policy makers.	Student presents with the strong ability to formulate concrete policy recommendations in order to inform key policy makers.	Student presents with the excellent ability to formulate concrete policy recommendations in order to inform key policy makers.	Knowledge, Value, Skills
5.3 Demonstrate the capacity to deliver persuasive arguments through written communication that promote policy changes (Behavior 3)	Student presents with the limited ability to deliver persuasive arguments through written communication that promote policy changes.	Student presents with the fair ability to deliver persuasive arguments through written communication that promote policy changes.	Student presents with the good ability to deliver persuasive arguments through written communication that promote policy changes.	Student presents with the excellent ability to deliver persuasive arguments through written communication that promote policy changes.	Value, Skills
Grant Proposal for Program Evaluation					
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities					
Behavior	**Emerging (1)**	**Progressing (2)**	**Good (3)**	**Excellent (4)**	**Dimensions**

9.1 Demonstrate the capacity to develop a logical and coherent logic model for program evaluation (Behavior 1)	Student presents with the limited capacity to develop a logic model and the logic model does not include all of the key elements required for program evaluation.	Student presents with the fair capacity to develop a logic model and the logic model includes all of the key elements of program evaluation. However, the model lacks logical coherence.	Student presents with the strong capacity to develop a logical and coherent logic model for program evaluation.	Student presents with the excellent capacity to develop a logical and coherent logic model for program evaluation.	Knowledge, Skills, C/A
9.2 Demonstrate ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes (Behavior 2)	Student presents with the limited ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes.	Student presents with the fair ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes.	Student presents with the good ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes.	Student presents with the excellent ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes.	Knowledge, Skills
9.3 Demonstrate ability to select and use appropriate measurement and indicators of outcomes for program evaluation (Behavior 3)	Student presents with the limited capacity to select and use appropriate measurement and indicators of outcomes for program evaluation.	Student presents with the fair capacity to select and use appropriate measurement and indicators of outcomes for program evaluation.	Student presents with the strong capacity to select and use appropriate measurement and indicators of outcomes for program evaluation.	Student presents with the excellent capacity to select and use appropriate measurement and indicators of outcomes for program evaluation.	Knowledge Skills

Table 4.16 MSW 597 CSWE Assessment Rubric

Poster Presentation					
Competency 1: Demonstrate Ethical and Professional Behavior					
Behavior	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
1.1. Provide clear, concise and comprehensive summary of the completed research project in a poster presentation format (Demonstrate professionalism in written communication) (Behavior 1)	Student constructs poster presentation but the poster is lacking clear organization and/or comprehensive summary of the completed research project.	Student constructs poster presentation but the poster has minor issues on organization, formatting, and/or summary of the completed research project.	Student constructs professional level of poster presentation and the poster has clear organization and comprehensive summary of the completed research project	Student constructs professional level of poster presentation and the poster has clear organization, visually attractive formatting/design, and concise but comprehensive summary of the completed research project.	Knowledge, Skills
1.2. Professionally present the completed research project to the University and to the professional community in a poster presentation format (Professional demeanor in appearance and behavior) (Behavior 2)	Students exhibits limited professional demeanor in appearance and behavior in poster presentation.	Students exhibits fair professional demeanor in appearance and behavior in poster presentation.	Students exhibits good professional demeanor in appearance and behavior in poster presentation.	Students exhibits excellent professional demeanor in appearance and behavior in poster presentation.	Skills, Value
Final Research Project					
Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Behaviors	**Emerging (1)**	**Progressing (2)**	**Strong (3)**	**Excellent (4)**	**Dimensions**
4.1 Formulate feasible research idea, develop clear research questions and testable research hypotheses for a quantitative research study to address social problem and/or needs in a client population using a secondary data	Student presents with limited competence formulating feasible research idea, clear research questions and testable research hypotheses to	Student presents with fair competence in formulating feasible research idea, clear research questions and testable research hypotheses	Student presents with strong competence in formulating feasible research idea, clear research questions and testable research hypotheses to	Student presents with excellence in formulating feasible research idea, clear research questions and testable research hypotheses to address social problem and/or	Knowledge, Skills, Value, C/A

(Behavior 1)	address social problem and/or needs in a client population using a secondary data.	to address social problem and/or needs in a client population using a secondary data.	address social problem and/or needs in a client population using a secondary data.	needs in a client population using a secondary data.	
4.2 Critically review the existing literature, synthesizes information and findings from the literature, and draw appropriate conclusions from the review (Behavior 2)	Student presents with limited competence in critically reviewing the existing literature, synthesizing findings from the literature, and drawing appropriate conclusions from the review.	Student presents with fair competence in critically reviewing the existing literature, but limited competence in synthesizing findings from the literature, and drawing appropriate conclusions from the review.	Student presents with strong competence in critically reviewing the existing literature, synthesizing findings from the literature, and drawing appropriate conclusions from the review.	Student presents with excellence in critically reviewing the existing literature, synthesizing findings from the literature, and drawing appropriate conclusions from the review.	Knowledge, Skills, C/A
4.3 Identify and clearly state limitations and gaps in previous research that the current capstone research study would address (Behavior 3)	Student presents with limited competence in identifying and stating limitations and gaps in previous research that the current capstone research study would address.	Student presents with fair competence in identifying but limited confidence in clearly stating limitations and gaps in previous research that the current capstone research study would address.	Student presents with strong competence in identifying and stating limitations and gaps in previous research that the current capstone research study would address.	Student presents with excellence in identifying and stating limitations and gaps in previous research that the current capstone research study would address.	Knowledge, Skills, C/A
4.4 Develop competence in quantitative data management and data analysis					Knowledge, Skills
4.4.1 Acquire basic data management and manipulation skills in SPSS (Behavior 4)	Student presents with limited competence in using basic data management and manipulation skills in SPSS.	Student presents with fair competence in using basic data management and manipulation skills in SPSS.	Student presents with strong competence in using basic data management and manipulation skills in SPSS.	Student presents with excellence in using basic data management and manipulation skills in SPSS.	Knowledge, Skills
4.4.2 Conduct descriptive analysis of sample	Student presents with limited	Student presents with fair	Student presents with strong	Student presents with excellence in	Knowledge, Skills

demographics and study variables (Behavior 5)	competence in conducting descriptive analysis.	competence in conducting descriptive analysis.	competence in conducting descriptive analysis.	conducting descriptive analysis.	
4.4.3. Conduct inferential analysis for hypothesis testing (Behavior 6)	Student presents with limited competence in conducting inferential analysis for hypothesis testing.	Student presents with fair competence in conducting inferential analysis for hypothesis testing.	Student presents with strong competence in conducting inferential analysis for hypothesis testing.	Student presents excellence in conducting inferential analysis for hypothesis testing.	Knowledge, Skills
4.5. Interpret the findings of the study and discuss the meaningful and concrete implications of the findings for social work practice and policy. (Behavior 7)	Student presents with limited competence in interpreting the findings of the study and articulating the meaningful and concrete implications of the findings for social work practice and policy.	Student presents with fair competence in interpreting the findings of the study and articulating the meaningful and concrete implications of the findings for social work practice and policy.	Student presents with strong competence in interpreting the findings of the study and articulating the meaningful and concrete implications of the findings for social work practice and policy.	Student presents with excellence in interpreting the findings of the study and articulating the implications of the meaningful and concrete findings for social work practice and policy.	Knowledge, Value, C/A
4.6. Understand the limitation of the completed capstone research study and make suggestion for future research (Behavior 8)	Student presents with limited competence in understanding the limitation of the completed capstone research study and making suggestion for future research.	Student presents with fair competence in understanding the limitation of the completed capstone research study and making suggestion for future research.	Student presents with strong competence in understanding the limitation of the completed capstone research study and making suggestion for future research.	Student presents with excellence in in understanding the limitation of the completed capstone research study and making suggestion for future research.	Knowledge, C/A

Table 4.17 PLAN FOR SPECIALIZED PRACTICE FOR ADVANCED GENERALIST

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Behavior Outcome	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Demonstrates professional social work roles and boundaries.	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Knowledge, Values, Skills, C/A processes			
			3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Values, Skills			
			4. Uses supervision and consultation effectively to advance his/her existing social work skills.	Knowledge, Values, Skills, C/A processes			
			5. Actively seeks-out and acts upon opportunities in social work practice.	Knowledge, Values, Skills, C/A processes			
			6. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.	Knowledge, Values, Skills, C/A processes			

			7. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.	Knowledge, Values, C/A processes			
			8. Recognizes and tolerates ambiguity in resolving ethical conflicts.	Knowledge, Values, C/A processes			
			9. Applies strategies of ethical reasoning to arrive at principled decisions.	Knowledge, Values, C/A processes			
			10. Discusses complex ethical issues in both written and oral communication.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Course Measure in MSW512(Case Assessment Paper)/ 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper	1. Apply professional social work ethics and laws to make ethical decisions in the context of clinical practice.	Knowledge, Values	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the
			2. Employ critical appraisal of the influence of personal experiences in the context of clinical practice.	Values, Skills, C/A Processes			
			3. Demonstrate an academic and professional level of written communication	Knowledge, Value, Skills			

							competency Benchmark
		Measure 3: Course Measure in MSW597 (Poster Presentation)	1. Provide clear, concise and comprehensive summary of the completed research project in a poster presentation format (Demonstrate professionalism in written communication)	Knowledge, Skills	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Professionally present the completed research project to the University and to the professional community in a poster presentation format (Professional demeanor in appearance and behavior)	Skills, Value			
Competency 2: Engage Diversity and Difference in Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543	1. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	Knowledge, Values	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome

		(Assessment in Field Placement)	2. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.	Knowledge, Values, Skills			benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.	Knowledge, Values, Skills, C/A processes			
			4. Views self as a student of cultural differences and those s/he works with as cultural experts.	Values, Skills			
			5. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock	1. Student demonstrates limited understanding of the impact of diversity factors on clients' life experiences.	Knowledge, Value, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the
			2. Demonstrate knowledge of practice methods addressing diversity factors and how to	Knowledge, Skills			

		LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper	integrate those methods in practice with clients.				outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.	Knowledge, Values	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.	Knowledge, Values			
			3. Takes action to promote social and economic justice.	Knowledge, Values, Skills, C/A processes			
			4. Advocate at multiple levels for equal access to services for underserved populations.	Knowledge, Values, Skills, C/A processes			

		Measure 2: MSW564 (Community Assessment and Action)	1. Demonstrate the competence to identify the needs and strengths of the oppressed and marginalized population to advance human rights and social, economic, and environmental justice.	Knowledge, Value	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Demonstrate the ability to utilize appropriate methodology and sources of information for community assessment to advocate for human rights and social, economic, and environmental justice	Knowledge, Value, Skills, C/A Processes			
			3. Demonstrate ability to plan a concrete action/practice to advance human rights and social, economic, and environmental justice.	Knowledge, Value, Skills			
Competency 4: Engage In Practice-informed Research and Research-informed Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages
			2. Integrates research findings and professional judgment to improve practice, policy and social service delivery.	Knowledge, Values, Skills, C/A processes			
			3. Evaluates their own practice for effectiveness and improvement.	Knowledge, Values, Skills, C/A processes			

			4. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.	Knowledge, Skills			together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
		Measure 2: Course Measure in MSW597 (Final Capstone Research Paper)	1. Formulate feasible research idea, develop clear research questions and testable research hypotheses for a quantitative research study to address social problem and/or needs in a client population using a secondary data.	Knowledge, Skills, Value, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Critically review the existing literature, synthesizes information and findings from the literature, and draw appropriate conclusions from the review.	Knowledge, Skills, C/A Processes			
			3. Identify and clearly state limitations and gaps in previous research that the current capstone research study would address.	Knowledge, Skills, C/A Processes			
			4. Develop competence in quantitative data management and quantitative data analysis: Acquire basic data management and manipulation skills in SPSS.	Knowledge, Skills			
			5. Develop competence in quantitative data management and quantitative	Knowledge, Skills			

			data analysis: Conduct descriptive analysis of sample demographics and study variables.				
			6. Develop competence in quantitative data management and quantitative data analysis: Conduct inferential analysis for hypothesis testing.	Knowledge, Skills			
			7. Interpret the findings of the study and discuss the meaningful and concrete implications of the findings for social work practice and policy.	Knowledge, Value, C/A Processes			
			8. Understand the limitation of the completed capstone research study and make suggestion for future research.	Knowledge, C/A Processes			
		Measure 3: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper	1. Identify, synthesize and critically appraise research evidence for clinical practice.	Knowledge, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine

							whether this percentage is larger than the competency Benchmark
Competency 5: Engage in Policy Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Analyzes and advocates for policies that promote social well-being for individuals, families, groups and communities	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Collaborates with colleagues and clients for effective policy action.	Knowledge, Values, Skills, C/A processes			
			3. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.	Knowledge, Skills, C/A processes			
			4. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.	Knowledge, Values, Skills, C/A processes			
		Measure 2: MSW564(Community Assessment and Action)	1. Demonstrate the ability to identify key policy makers at various levels of government to advocate for policy changes that address unmet needs of clients and communities.	Knowledge, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome
			2. Demonstrate the ability to formulate concrete policy recommendations in order to inform key policy makers	Knowledge, Value, Skills			

			3. Demonstrate the capacity to deliver persuasive arguments through written communication that promote policy changes.	Value, Skills			measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.	Knowledge, Values, Skills, C/A processes			
			3. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values and utilize those relationships in forging goals and positive outcomes.	Knowledge, Values, Skills, C/A processes			
			4. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values	Knowledge, Values, Skills, C/A processes			

		Measure 2: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper	1. Use knowledge, theories and/or research related to best practices in engaging individuals and families.	Knowledge, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Identify professional level of interpersonal and clinical skills (e.g., empathy, reflection) to effectively engage clients and to build collaborative relationships within and across all relevant systems and service sectors.	Knowledge, Value, Skills, C/A Processes			
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Seeks information on the strengths of individuals, families and communities.	Knowledge, Skills	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages
			2. Applies multidisciplinary, multidimensional and multicultural assessment methods.	Knowledge, Skills, C/A processes			
			3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.	Knowledge, Values, Skills, C/A processes			

			4. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.	Knowledge, Values, Skills, C/A processes			together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			5. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper)	1. Demonstrate awareness and knowledge in utilizing standardized measures, tools and procedure for assessment of clients and relevant systems.	Knowledge, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the
			2. Conduct comprehensive bio/psycho/social/cultural/spiritual assessment of client and relevant systems informed by practice knowledge, theories and research.	Knowledge, Skills, C/A Processes			
			3. Establish goals and objectives based on the clearly identified needs of clients informed by practice knowledge and theories.	Knowledge, Value			

							competency Benchmark
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs)	Knowledge, Values, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs.	Knowledge, Values, Skills, C/A processes			
			3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.	Knowledge, Values, Skills, C/A processes			
			4. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)	Knowledge, Values, Skills, C/A processes			
			5. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g., relapse prevention)	Knowledge, C/A processes			
			6. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including	Knowledge, Values, Skills, C/A processes			

			enhancing client's strengths, acting as a client advocate and skillfully handling transitions and terminations.				
			7. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.	Knowledge, Values, Skills, C/A processes			
		Measure 2: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older Adults Paper)	1. Develop concrete intervention plans and strategies aligned with the identified needs of clients and the established goals and objectives.	Knowledge, Value, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Identify necessary tasks and resources for planned intervention.	Knowledge, Skills			
			3. Integrate evidence from practice knowledge, skills and research in planned interventions.	Knowledge Skills			
			4. Interventions are coordinated with all relevant systems and service sectors.	Knowledge Skills			

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Comprehensive Skills Evaluation in MSW543 (Assessment in Field Placement)	1. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.	Knowledge, Skills, C/A processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.	Knowledge, Skills, C/A processes			
			3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice.	Knowledge, Skills, C/A processes			
		Measure 2: Course Measure in MSW512(Case Assessment Paper) / 514 (Mock LCSW Clinical Vignette Exam) / 516 (Program Development for Older	1. Develop concrete plans to measure the outcomes of interventions.	Knowledge, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students
			2. Critical reflection of self in the context of clinical practice.	Value, C/A Processes			

		Adults Paper)					demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
		Measure 3: MSW564 (Grant Proposal for Program Evaluation)	1. Demonstrate the capacity to develop a logical and coherent logic model for program evaluation.	Knowledge, Skills, C/A Processes	Students must score a minimum of 3 out of 4 points	Determine the percentage of students that attained the outcome benchmark for each behavior.	Average the percentages of each behavior together to determine the percentage of students that attained the outcome benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Demonstrate ability to utilize appropriate methodology (i.e., design, procedure) to monitor and evaluate program processes and outcomes.				
			3. Demonstrate ability to select and use appropriate measurement and indicators of outcomes for program evaluation.	Knowledge, Skills			

4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

Data Collection Timeline. The most recent assessment data collection was completed at the end of spring 2021 for the academic year of 2020-2021. For the 2-year program model, both the generalist and advanced generalist outcomes data were collected in fall 2020 and spring 2021 semesters. For the 3-year program model, the generalist outcome data were collected from fall 2019 to spring 2021(across 4 semesters) and the advanced generalist outcome data were collected from spring 2020 to spring 2021 (across 3 semesters). Table 4.18 presents the detailed timeline of the data collection. Data were collected by cohort and data from different cohorts were not mixed together.

Table 4.18 Data Collection Timeline for the Most Recent Assessment Outcomes

		2019 Fall	2020 Spring	2020 Summer	2020 Fall	2021 Spring
2-year program model	Generalist Practice				MSW 510 MSW 550	MSW521 MSW541-CSE-GP MSW 530
	Specialized Practice-Advanced Generalist				MSW 512 MSW 514 MSW 516	MSW543-CSE-SP MSW564 MSW597
3-year program model	Generalist Practice	MSW550	MSW521	MSW 530	MSW 510	MSW541-CSE-GP
	Specialized Practice-Advanced Generalist				MSW 512 MSW 514 MSW 516	MSW 543-CSE-SP MSW 564 MSW 597

Note. For the 3-year program model, no field practicum in year 1 and field practicum begins in year 2.

Table 4.19 and Table 4.20 presents multi-level outcome data for the most recent assessment and summarizes the percentage outcomes for behavioral level outcome, measure level outcome, and competency level outcome data. A score of 3 or higher is selected as *the outcome measure benchmark* for *behavioral-level outcomes* and percentage of students who score 3 or higher is calculated for each behavioral indicator. Then, we average the percentages of all behavioral level outcomes for each of nine competencies in order to calculate the *measure level outcomes*. The program set a *competency level outcome benchmark* that indicates the minimum percent of

students who achieve the *competency level outcome benchmark*. Based on the guidance from CSWE and a review of other models set by other MSW programs, the CSUF MSW program selected 85% as the *competency level outcome benchmark*. The final competency level outcome is calculated by averaging percentages from all measure level outcomes for each competency and the averaged percentage for each competency should be 85% or higher to meet the competency level outcome benchmark.

Generalist Practice Competency Level Outcomes (Table 4.19)

Among the nine EPAS-based competencies assessed for the generalist practice, the competency level outcomes successfully met the benchmark of 85% or higher for competency 1, 2, 3, 6, 7, 8, and 9. However, the outcomes data shows that the competency level outcome did not meet the benchmark for competencies 4 and 5. The percentage of the competency level outcome was 83.31% for competency 4 and 81.5% for competency 5. In taking a closer look at the outcomes, in particular, the CSE-GP measure outcome was much lower at 73% for competency 4 and 66% for competency 5, while the competency outcome benchmark was met for the outcomes assessed by the course embedded measures.

Advanced Generalist Practice Competency Level Outcomes (Table 4.20)

Among the nine EPAS-based competencies assessed for the advanced generalist practice, the competency level outcomes successfully met the benchmark of 85% or higher for all nine competencies of the advanced generalist practice.

Table 4.19 Generalist Practice Assessment Outcomes

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining N = 117	Percent Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 93% Behavior 2: 93% Behavior 3: 91% Behavior 4: 99% Behavior 5: 97% Behavior 6: 97% Behavior 7: 96%	(93% + 93% + 91% + 99% + 97% + 97% + 96% = 666/7 = 95.14% 96% + 89% + 85% =270/3=90% 100% + 100% = 200/2 = 100% 95.14% + 90% + 100% = 285.14/3 = 95.05%) **95.05%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96% Behavior 2: 89% Behavior 3: 85%		
		Measure 3: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 100%		
Competency 2: Engage Diversity and Difference in Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96% Behavior 2: 95% Behavior 3: 95% Behavior 4: 96% Behavior 5: 95%	(96% + 95% + 95% + 96% + 95% = 477/5 = 95.4% 98% + 91% + 97% + 92% = 378/4 = 94.5% 95.4% + 94.5% = 189.9/2 = 94.95%) **94.95%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 98% Behavior 2: 91% Behavior 3: 97% Behavior 4: 92%		
Competency 3: Advance Human Rights and Social, Economic, and	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 78% Behavior 2: 69% Behavior 3: 72%	78%+ 69% + 72% = 219/3 = 73% 97% + 92% = 189/2 = 94.5%	**Yes**

Environmental Justice		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 97% Behavior 2: 92%	100% + 100% + 99% + 99% = 398/4 = 99.5% 73% + 94.5% + 99.5%= 267/3 = 89%) **89%**	
		Measure 3: Students must score a minimum of 3 out of 4 points	Behavior 1: 100% Behavior 2: 100% Behavior 3: 90% Behavior 4: 99%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 67% Behavior 2: 71% Behavior 3: 64% Behavior 4: 81%	67% + 71% + 64% + 81% =283/4 = 70.75% 99% + 98% + 94% + 96% + 96% + 92% + 96%+ 96% = 767/8= 95.88% 70.75% + 95.88%= 166.63/2 = 83.31%) **83.31%**	**No**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 99% Behavior 2: 98% Behavior 3: 94% Behavior 4: 96% Behavior 5: 96% Behavior 6: 92% Behavior 7: 96% Behavior 8: 96%		
Competency 5: Engage in Policy Practice	85% of students will demonstrate competence inclusive of 2 or more measures .	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 71% Behavior 2: 65% Behavior 3: 66% Behavior 4: 62%	71% + 65% + 66% + 62% =264/4=66% 98% + 98% + 97% + 97% + 97% + 95% + 97% +97% = 776/8 = 97% 66% + 97% =163/2 = 81.5%) **81.5%**	**No**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 98% Behavior 2: 98% Behavior 3: 97% Behavior 4: 97% Behavior 5: 97% Behavior 6: 95% Behavior 7: 97% Behavior 8: 97%		

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 95% Behavior 2: 98% Behavior 3: 93% Behavior 4: 97%	(95% + 98% + 93% + 97% = 383/4 = 95.75% 86% + 92% =178/2=89% 95.75% + 89% = 184.75/2 = 92.38%) **92.38%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 86% Behavior 2: 92%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 92% Behavior 2: 93% Behavior 3: 93% Behavior 4: 89% Behavior 5: 94%	(92% + 93% + 93% + 89%+ 94% = 461/5 = 92.2% 89% + 87% =176/2=88% 92.2% + 88% = 180.2/2 = 90.1%) **90.1%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 89% Behavior 2: 87%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 90% Behavior 2: 90% Behavior 3: 82% Behavior 4: 83%	(90% + 90% + 82% + 83% = 345/4 = 86.25% 86% + 87% =173/2=86.5% 86.25% +86.5% = 172.75/2 = 86.38%) **86.38%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 86% Behavior 2: 87%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 76% Behavior 2: 75% Behavior 3: 78% Behavior 4: 76%	76% + 75% + 78% + 76% = 305/4 = 76.25% 89% + 90% + 88% = 267/3=89% 99% +96% = 195/2 = 97.5%	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 89% Behavior 2: 90% Behavior 3: 88%		

				76.25% + 89%+ 97.5%= 262.75/3 = 87.58%) **87.58%**	
		Measure 3: Students must score a minimum of 3 out of 4 points	Behavior 1: 99% Behavior 2: 96%		

Table 4.20 Specialized Area of Practice Assessment Outcomes

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining *n* = 112	Percent Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 99% Behavior 2: 99% Behavior 3: 99% Behavior 4: 99% Behavior 5: 98% Behavior 6: 99% Behavior 7: 99% Behavior 8: 98% Behavior 9: 100% Behavior 10: 97%	(99% + 99% + 99% + 99% + 98% + 99% + 99% + 98% + 100% + 97% = 987/10 = 98.7% 98% + 100% + 87% =285/3=95% 96% + 94% = 190/2 = 95% 98.7% + 95% + 95% = 288.7/3 = 96.23%) **96.23%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 98% Behavior 2: 100% Behavior 3: 87%		
		Measure 3: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96% Behavior 2: 94%		
Competency 2: Engage Diversity and Difference in Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 99% Behavior 3: 99% Behavior 4: 99% Behavior 5: 99%	(100% + 99% + 99% + 99% + 99% = 496/5 = 99.2% 96% + 93% = 189/2 = 94.5% 99.2% + 94.5% = 193.7/2 = 96.85%) **96.85%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96% Behavior 2: 93%		
Competency 3: Advance Human Rights and Social, Economic, and	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 98% Behavior 3: 97% Behavior 4: 98%	100%+ 98% + 97% + 98% = 393/4 = 98.25% 94% + 94% + 95% = 283/3 = 94.33%	**Yes**

Environmental Justice		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 94% Behavior 2: 94% Behavior 3: 95%	98.25% + 94.33% = 192.58/2 = 96.29%) **96.29%**	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 99% Behavior 2: 98% Behavior 3: 99% Behavior 4: 99%	99% + 98% + 99% + 99% =395/4 = 98.75% 96% 90%+ 88% + 90% + 93% + 93% + 93% + 90%+ 93% = 730/8= 91.25% 98.75% + 96% + 91.25% = 286/3 = 95.33%) **95.33%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96%		
		Measure 3 Students must score a minimum of 3 out of 4 points.	Behavior 1: 90% Behavior 2: 88% Behavior 3: 90% Behavior 4: 93% Behavior 5: 93% Behavior 6: 93% Behavior 7: 90% Behavior 8: 93%		
Competency 5: Engage in Policy Practice	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 98% Behavior 2: 98% Behavior 3: 99% Behavior 4: 97%	98% + 98% + 99% + 97% = 392/4 = 98% 74% +97% + 97% = 268/3 = 89.33% 98% + 89.33% = 187.33/2 = 93.67%) **93.67%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 74% Behavior 2: 97% Behavior 3: 97%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 99% Behavior 2: 99% Behavior 3: 100% Behavior 4: 99%	(99% + 99% + 100% + 99% = 397/4 = 99.25% 98% + 100% = 198/2=99%	**Yes**

		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 98% Behavior 2: 100%	99.25% + 99% = 198.25/2 = 99.13%) **99.13%**	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 99% Behavior 3: 99% Behavior 4: 99% Behavior 5: 100%	(100% + 99% + 99% + 99% + 100% = 497/5 = 99.25% 94% + 100% + 100% =294/3=98% 99.25% + 98% = 197.25/2 = 98.63%) **98.63%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 94% Behavior 2: 100% Behavior 3: 100%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 99% Behavior 2: 99% Behavior 3: 98% Behavior 4: 99% Behavior 5: 98% Behavior 6: 100% Behavior 7: 100%	(99% + 99% + 98% + 99% + 98% + 100% + 100% = 693/7 = 99% 100% + 100% + 100% + 100% = 400/4 = 100% 99% + 100% = 199/2=99.5%) **99.5%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100%	100% + 100% + 100% = 300/3 = 100% 96% + 100% = 196/2=98% 100% + 93% + 95% =288/3=96% 100% + 98%+ 96% = 294/3 = 98%) **98%**	**Yes**
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: 96% Behavior 2: 100%		
		Measure 3: Students must score a minimum of 3 out of 4 points	Behavior 1: 100% Behavior 2: 93% Behavior 3: 95%		

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

The MSW program uses Form AS 4(M) to report its most recent assessment outcomes to constituents and the public. The program posts Form AS 4(M) on the publicly available department website. The program updates Form AS 4(M) minimally every 2 years for each program option. Constituents and the public can access the most recent assessment outcomes on the department website.

Academic year reflected in *Form AS 4(M)* published on the program's website:
2020 – 2021

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)
CALIFORNIA STATE UNIVERSITY, FULLERTON, MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
ACADEMIC YEAR 2020-2021

Form AS 4(M) A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the Commission on Accreditation in the evaluation of the program's compliance with the accreditation standard below:

> **4.0.3:** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: [Comprehensive Skills Evaluation for Generalist Practice]	
Competencies assessed:	1, 2, 3, 4, 5, 6, 7, 8, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton, Irvine). Field instructors electronically submitted their assessment forms
Who assessed student competence:	Field instructors at field internship agencies
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 2.5 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.1: [Course Embedded Measure in MSW510]	
Competencies Assessed:	1, 6, 7, 8, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	December, 2020 (Fullerton) / May, 2020 (Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.2: [Course Embedded Measure in MSW521]	
Competencies assessed:	1, 3, 5
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton) / May 2020 (Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.3: [Course Embedded Measure in MSW530]	
Competencies assessed:	4, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton) / August, 2020 (Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher

Assessment Measure #2.4: [Course Embedded Measure in MSW550]	
Competencies assessed:	2, 3
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	Fall, 2020 (Fullerton) / Fall 2019 (Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher

Summary of the Program's Assessment Plan | Specialized Practice

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add, that reflect the area of specialized practice. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number of areas of specialized practice and each measure included in the data presented.

Area of Specialized Practice: Advanced Generalist

Assessment Measure #1: [Comprehensive Skills Evaluation for Advanced Generalist Practice]	
Competencies assessed:	1, 2, 3, 4, 5, 6, 7, 8, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton, Irvine). Field instructors electronically submitted their assessment forms
Who assessed student competence:	Field instructors at field internship agencies
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.1: [Course Embedded Measure in Practice Courses of MSW512/514/516]	
Competencies assessed:	1, 2, 4, 6, 7, 8, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	December, 2020 (Fullerton) / May, 2020 (Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.2: [Course Embedded Measure in MSW564]	
Competencies assessed:	3, 5, 9
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton, Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher
Assessment Measure #2.3: [Course Embedded Measure in MSW597]	
Competencies assessed:	1, 4
Dimension(s) assessed:	Value, Skills, Knowledge and Cognitive Affective Process
When/where students are assessed:	May, 2021 (Fullerton, Irvine). The assessment forms were filled out by each course instructor for each student and the completed forms were electronically submitted to the assessment committee.
Who assessed student competence:	Course Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score of 3 or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% or higher

Directions for Completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns and to accurately reflect the number of program options offered. This is a required form. The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies. However, beyond these formatting alternations, the program may not alter the content of this form.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (%) (Generalist)	COMPETENCY BENCHMARK (%) (Advanced Generalist)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice ***N*** **= 117**	**Area of Specialized Practice (Advanced Generalist)** ***N*** **= 112**
Competency 1: Demonstrate Ethical and Professional Behavior	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**95.05%**	**96.23%**
Competency 2: Engage Diversity and Difference in Practice	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**94.95%**	**96.85%**

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**89.00%**	**96.29%**
Competency 4: Engage in Practice-informed Research and Research-informed Practice	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**83.31%**	**95.33%**
Competency 5: Engage in Policy Practice	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**81.50%**	**93.67%**
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**92.38%**	**99.13%**
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**90.10%**	**98.63%**
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**86.38%**	**99.50%**
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**85%** of students will demonstrate competence inclusive of 2 or more measures	**85%** of students will demonstrate competence inclusive of 2 or more measures	**87.58%**	**98.00%**

4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

Process to Evaluate Outcomes

Assessment outcomes guide student learning, assess student outcomes, improve effectiveness of the curriculum, and strengthen the assessment methods used. The CSUF MSW program uses a 4-step process to evaluate outcomes and reflect the outcomes for change in the program, curriculum, or assessment system.

Step 1: Assessment Committee and Program Chair

The assessment committee presents the initial results, along with a preliminary interpretation to the MSW program chair annually, usually during the fall semester. The assessment committee and the program chair further discuss the interpretation of the outcome results and identify the appropriate curriculum leaders who will interpret and make recommendations for change. If change is required for the assessment system, the recommended change for the assessment system is initially developed by the assessment committee and approved by the program chair and the body of social work faculty later.

Step 2: Curriculum Leaders and Sub-Committee

The assessment committee presents the outcomes to the appropriate curriculum leaders/faculty members or sub-committee (e.g., field practicum committee) and facilitates the discussion on their implications for program or curriculum renewal. Then, the assessment committee collaborates with the appropriate curriculum leaders and faculty members or sub-committees to develop a plan for renewal or change in curriculum or program. The developed plan is presented to the faculty and approved by the faculty. This occurs throughout the academic year and curricular changes can be proposed in fall or spring semester.

Step 3: All Faculty Members

The assessment committee presents the outcomes, their implications for the program or curriculum renewal, and recommendations for renewal or change to all faculty members. The assessment committee receives additional feedback from the faculty and, if necessary, updates the plan for change in the program, curriculum, or assessment. At last, the finalized plan for the change in the program, curriculum, or assessment needs to be approved by the faculty.

Step 4: Monitor and Evaluate the Change Effort

The assessment committee, program chair, the appropriate curriculum leaders or responsible sub-committees monitor and evaluate the change efforts. Approximately, the recommended change should be implemented within 1 year from the time the recommendation is approved by the faculty or within 2 years from when the outcomes were presented.

Implications for Program Renewal

As discussed above, while the competency level benchmark was met for all nine competencies in the advanced generalist practice, the competency level benchmark was not met for competency 4 and 5 in the generalist practice. The percentage of the competency level outcome was 83.31% for competency 4 and 81.5% for competency 5. In particular, the CSE-GP measure outcome was much lower at 73% for competency 4 and 66% for competency 5 while the competency outcome benchmark was met for the outcomes assessed by the course embedded measures. The CSE-GP assesses students' performance on the competencies demonstrated in the field practicum. We had a series of meetings with the assessment committee, program chair, curriculum leaders, and field practicum directors to interpret the outcomes and discussed implications for renewing the CSE-GP for assessment, as well as implications for overall program assessment.

Implications for Assessment Method

CSE-GP. The outcomes assessed by the CSE-GP for competencies 4 and 5 were particularly lower and this may suggest improvement needed for our assessment method and procedure regarding the CSE-GP measures in assessing competencies 4 and 5. The CSE measures are completed by field instructors at the field agencies. The outcomes may indicate that field instructors at the agencies might have limited understanding of the CSE measures and its implementation. While the MSW program provides initial trainings on the CSE measures to all field instructors, field instructors often ask clarification and expectations of the CSE measures. In particular, when students do not directly engage with policy advocacy nor research evaluation, field instructors often think that students do not demonstrate competencies 4 and 5. However, competencies 4 and 5 are beyond direct engagement with policy advocacy practice and research evaluation. The MSW program plans to enhance initial training on the CSE measures for new field instructors and to provide additional support and training through the annual Community Engagement Seminar, to which all field instructors are invited. Further, the program will add specific and concrete examples of behaviors demonstrating all nine competencies to the CSE measures to help field instructors understand the CSE measures more clearly and to increase accuracy in their assessment ratings.

Continuously Monitoring the Assessment System

We also recognize the possibility that students may not necessarily have direct opportunities to engage with research in field internships at social services agencies. Similarly, opportunities to directly engage with policy practice in field internship at social services agencies are not necessarily guaranteed. Currently, the course embedded measures for competencies 4 and 5 in the generalist practice also include real or simulated practice components and competencies 4 and 5 are assessed in real or simulated practice by these course measures as well. Therefore, we believe that the CSE-GP and the course measures complement each other and provide a comprehensive picture of the outcomes. However, we would like to take a careful approach to this outcome. The program will continuously monitor the effectiveness, reliability and validity of the assessment system and find the strategy to improve the assessment system continuously.

Implications for Curriculum

The outcomes may indicate students did not develop strong connection between research and policy and direct practice with clients in agency settings and that there may be gaps between course work and direct practice in field practicum. While policy and research directly and indirectly affect practice, clients, and agencies, students often do not recognize this important connection. A series of changes in the curriculum are proposed to address the disconnection.

MSW 521: Social Welfare Policy and Services II. This course has a particular emphasis on advocacy practice where students learn how to apply policy outcomes to practice situations on a micro level, advocating for legislative and policy change when warranted. However, the assessment outcome indicates that students may not develop strong connection between policy and their direct practice with clients. Students' mastery of competency 5 requires meaningfully reflecting on connections between policy and practice. We will add a self-reflection component to the policy analysis and/or the policy practice paper. Through this reflection, students are encouraged to reflect on the range of ways social welfare legislation and policies directly and indirectly impact their practice with clients in agency settings. The written elaboration will help students develop a deeper reflection and better identify concrete connections between policy and practice.

MSW 530: Applied Social Work Research Methods. We will enhance curriculum regarding "Translational Science" to help students better connect research knowledge and skills with direct practice. This will be implemented in the following learning activity. The new learning activity focuses on how to use research evidence to inform practice. This in-class reflection activity will be conducted in three steps: First, in a small group, students will discuss how they can use learning experiences and materials from this course (i.e., findings from their literature reviews for the research project, methods learned in this course) to increase their effectiveness in future social work practice, policy practice, or community organizing strategies. Then students will briefly describe in writing (1 page, submission for a grading) two things they can implement in their practicum based on the discussion. As the last step, students will share their reflections with the class.

MSW 541: Social Work Field Instruction II. The primary purpose of field seminar courses in the MSW curriculum is to assist the student to integrate the academic information from coursework into practice. To help students recognize and articulate how policy and research are integrated into practice more clearly, this course will add "student's portfolio presentation" to the curriculum. Students will have oral presentation of their competencies demonstrated in a portfolio, which integrates and summarizes their field practicum experiences. First, each student will have a presentation to the field faculty and student peers in the MSW 541 class and the student will receive feedback from them. Second, the student will present this to their field instructor at the field agency. The presentation will provide opportunities for students to review and integrate their performance on nine competencies in field practicum. In particular, students will have opportunity to articulate their competencies in translating research evidence into effective practice and understanding the role of policy in service delivery and practice. Through

this process, both field faculty and field instructors will have enhanced opportunities to evaluate students' performance on competencies more effectively.

Impact of the COVID-19 Pandemic

This outcome may indicate the possible impact of the virtual instruction and changes and/or interruption in field placement on students' perception due to the COVID-19 pandemic. In AY 2020-2021, all courses including practice-based courses were offered through synchronous or asynchronous online-based instruction. In addition, some students primarily had online-based field internship without direct face-to-face interaction with agency, supervisor, and clients. While the Department of Social Work and our field education team implemented various ways to provide meaningful learning experiences to students in collaboration with social services agencies, we cannot completely rule out the possible impact of the virtual instruction and change and/or interruption in courses and field practicum. With extended interruption in course instruction and field internship due to pandemic, it may be premature to determine how we could interpret this outcome and the outcome needs to be compared with the assessment outcomes after course instruction and field internship become normalized. Therefore, the presented outcome should be interpreted with caution.

4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

The CSUF Department of Social Work is committed to creating a learning environment that respects and affirms diversity and difference. The Department's plan for assessing implicit diversity curriculum and continually enhancing the Program's implicit curriculum are described below.

Assessment Plan

The MSW program implemented a student exit survey to assess implicit curriculum regarding diversity. Graduating MSW students in the 2-year and 3-year programs respond to the survey. The student exit survey is distributed to students annually via email. All students in their final year of the program receive an email during the last semester of the program with an invitation to complete the survey using the online survey platform developed by the program.

The assessment was developed by the Department's Diversity and Equity committee. The first step of assessment development included identifying assessment goals and methodology. The committee took time and resource constraints into account and decided to pursue a quantitative approach to assessment using a five-item survey with Likert-scale response options. The committee members then conducted a review of literature on assessing diversity climate in schools and human service organizations and subsequently developed a short list of 10 survey items that the committee deemed to be questions that capture student perceptions of the implicit diversity curriculum in the MSW Program. Initially, the 10-items developed by the committee

were then reviewed and discussed to assess each item's face validity and to remove any items considered to be redundant.

The committee selected the following five items to assess implicit diversity curriculum in the program:

1. The MSW program prepared me well to engage diversity and difference in practice.
2. Faculty members in the MSW program value and respect student diversity.
3. The MSW program has made me feel a sense of belonging and inclusion in the Program.
4. The Department of Social Work's grading policies and practices have given adequate consideration to the cultural and linguistic differences of the students.
5. The Department of Social Work's mission, policies, and practices ensure that all students in the Program have equal access to educational opportunities, resources, and support.

The implicit curriculum items are positively worded with response options ranging from 1 "Strongly Disagree" to 10 "Strongly Agree." The outcome benchmark for the implicit curriculum items is set as 85% of students rating each implicit diversity curriculum item as an 8 or higher.

Annually, the survey data is analyzed to assess the number of students who meet implicit curriculum outcome benchmarks. The findings are then summarized and discussed with the faculty to inform the planning efforts of the department's diversity and equity committee.

Assessment Outcomes

Data presented in Table 4.21 demonstrate that students in both the 2-year and 3-year program options met benchmark scores for all implicit diversity curriculum items with the exception of one item, *"The MSW program prepared me well to engage diversity and difference in practice."* Only 82% of graduating MSW students rated the item with an 8 or higher, missing the benchmark by 4%. The percentage of students scoring 8 or higher for the 2-year program ranged from 81% to 94%, while the percentage for the 3-year program ranged from 91% to 100%.

Table 4.21 Summary of Assessment Outcome for Implicit Diversity Curriculum

Survey Items	Percentage of Students Scoring 8 or higher		
	2-Year Program *(n=67)*	3-Year Program *(n=23)*	Combined
1. The MSW program prepared me well to engage diversity and difference in practice.	81%	91%	**82%**
2. Faculty members in the MSW program value and respect student diversity.	94%	91%	93%

3. The MSW program has made me feel a sense of belonging and inclusion in the Program.	94%	91%	93%
4. The Department of Social Work's grading policies and practices have given adequate consideration to the cultural and linguistic differences of the students.	94%	100%	96%
5. The Department of Social Work's mission, policies, and practices ensure that all students in the Program have equal access to educational opportunities, resources, and support	90%	100%	92%

Implication for Program Change

The implicit curriculum outcomes have implications for program renewal. As can be seen in Table 4.21, the assessment outcomes suggest areas in the learning environment that can be improved upon. The changes made based on the assessment outcomes and plans for future program renewal are delineated below.

Brown bag speaker series

The survey item, "The MSW program prepared me well to engage diversity and difference in practice" did not meet the benchmark. To create more opportunities outside the classroom and field for students to engage in discussions and trainings about engaging diversity and difference in practice, the department will launch a *Brown Bag Speaker Series* where speakers will lead talks on working with diverse clients and communities. The speaker series will be carried out virtually and in person to make the brown bags more accessible to students and community members who want to attend. The speakers invited will include community partners and faculty with expertise serving diverse clients and communities. The talks will consist of a lecture/presentation followed by an open discussion on the implications of the ideas/concepts/research presented to social work practice with diverse clients and communities at the micro, mezzo, and macro levels.

Enhanced students' participation in events that center diversity and difference

Another strategy that will be used to increase how prepared students feel to work with diverse clients and communities includes raising MSW student awareness of and participation in on-campus talks, events, and trainings. The CSUF MSW program is embedded in the university environment that is rich with opportunities to participate in events that center diversity and difference. The department is going to maintain the department's bulletin boards up-to-date with upcoming on campus events and will advertise events on the department's social media accounts. The department will collaborate with the MSW program student organization, MSWA to promote diversity focused campus events among MSW students. These efforts to bring student and faculty attention to on-campus diversity-related events will lead to greater MSW student participation in these learning opportunities.

Continuing faculty training

The second lowest scored item was, “The Department of Social Work's mission, policies, and practices ensure that all students in the Program have equal access to educational opportunities, resources, and support.” During the 2020-2021 academic year, the department’s diversity and equity committee held a 3-part speaker series entitled "Decolonizing the curriculum." The speaker series was held during faculty meetings, and the guest speakers included experts in inclusive pedagogy, anti-racist teaching practices, and educational equity. The department’s diversity and equity committee will continue to hold faculty talks focused on the implementation of various teaching and mentorship strategies that promote equity and inclusion in the program.

Adding an open-ended question to the exit survey

Next year’s student exit survey will ask an open-ended question where students can suggest how educational opportunities, resources, and support can be made more accessible to all students.

CALIFORNIA STATE UNIVERSITY
FULLERTON

California State University, Fullerton
Department of Social Work
Level: Master of Social Work Program

Self-Study Report
Reaccreditation, 2015 EPAS

Volume 2: Syllabi

Submitted: April 1, 2022

Dr. Mikyong Kim-Goh
Department Chair and Program Director

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MSW 501: Social Work Perspectives on Human Behavior I

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Overview of ecological systems theory used in the social work profession for clinical- and policy-oriented assessments of human functioning and needs during infancy, childhood, and adolescence. Emphasis is on the reciprocal relationships between human behavior and the social environment.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

MSW 501 is the first of a two-course sequence which covers the life cycle beginning at birth through adolescence; MSW 502 covers the period from young adulthood, middle age, old age, and the process of death. This course introduces students to a variety of theoretical foundations related to generalist social work practice for understanding and interpreting human behavior in the social environment, with an emphasis on individuals and families. A person-in-environment framework, in conjunction with a bio-psycho-social-spiritual perspective, is used to emphasize the interconnectedness between human beings and their environments. Key to this examination is knowledge of the interrelationships among biological, social, psychological, and cultural systems and human behavior. The dynamics of oppression, especially as it affects disabled, poor, and minority children and adolescents are also explored.

Upon completion of this course, the student will be able to:

1. Analyze and evaluate ecological, biological, psychological and social theories of human development, focusing on a psychosocial understanding of children and adolescent development (Competencies 6, 7, 8, & 9).

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage, assess, intervene, and evaluate clients and constituencies (Competencies 6, 7, 8, & 9).

3. Identify and assess life course developmental issues in infancy, childhood, and adolescence from an ecological and social work perspective (Competency 7).

4. Apply social work values to understanding differences in human conditions by assessing how individual and family system dynamics may affect human development (Competencies 1, 2, 6, 7, & 8).

5. Assess the influence of diversity, including cultural, ethnic, socioeconomic, racial, sexual orientation, religion, and gender diversity in shaping social work practice with children and adolescents (Competencies 2, 6, 7, & 8).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and

alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and

constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS, READINGS, AND MATERIALS

Hutchinson, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Sage.

Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed.). Pearson.

Pearson Education. (2018). *MyVirtualChild* (Software). Pearson Education. ISBN-10: 0136049346; ISBN-13: 9780136049340.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Developmental Analysis Paper

In MSW 501, students learn key theories of cognitive, social, emotional, and moral development, as well as theories that explore how environments in which development occurs impacts human behavior. This assignment asks you to reflect on your own childhood development (birth-18 years) and identify salient developmental milestones, life events, and turning points that contributed to changes in your developmental trajectory. Incorporate relevant developmental theories, as well as Bronfenbrenner's ecological systems theory, into your paper. Address all dimensions of development.

Be sure to answer the following questions (as they apply to your life experiences).

1. What did your parents or caretakers do that promoted your health? What did your parents or caretakers do that positively or negatively impacted your development?

2. What were your important familial and other social relationships that affected your development?

3. How did your caregiver's parenting style affect your development?

4. What social systems/factors (i.e. school, parents' work, neighborhood) impacted the course of your development? Which of these was the most impactful?

5. What community resources most affected your development?

6. How did your gender, race/ethnicity and/or other circumstances of diversity influence your development?

7. What cultural factors most profoundly affected your development?

8. Describe a significant life experience, crisis or stress which influenced your own understanding, perceptions, or interpretations of others' behavior and circumstances.

9. What have you learned from this assignment regarding why application of developmental theory is relevant to assessing and understanding a client's unique needs?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also, use headings and subheadings to organize your paper. The required page length for this assignment is 8-10 pages. This does not include the title page or reference pages. There is not a specific required number of references; however, since this paper is structured around theory, please reference both Bronfenbrenner articles and your Hutchison and Robbins et al. texts when writing this paper.

Virtual Child Paper

Over the course of the semester you will raise a virtual child. This is a semester-long project that should be worked on regularly during the course of the semester. Please do not attempt to raise your virtual child all in one day. This assignment will include integration of three major elements: 1) Discussion of your child's developmental trajectory; 2) reflection on your experience parenting your "virtual baby"; and, 3) application of developmental theory to your child's development across all dimensions of development. These elements will be integrated into a well-written, scholarly paper that incorporates both course readings and outside articles.

This paper reflects a semester's worth of work and hence should be comprehensive, detailed, and well supported through the use of course readings. In writing this paper please include the following components:

1. Write a description of your child's development from birth through adolescence (birth-18). You must cover all periods and dimensions of development. Be sure to discuss attainment of all salient developmental milestones (e.g., talking, walking, puberty); and the interaction of biological, psychological, and social factors in your child's development, as well as important developmental shifts that occurred (i.e. social competencies, change in peer group, etc.). Also discuss any systemic or environmental factors that may have affected your child's development (e.g.,, living in poverty, family systems changes). Many of these details will likely be included in the updates you have previously turned in and within the progress reports the Virtual Child program creates for you as you raise your child. Your description should be detailed, thorough, and well supported by both textbook readings, scholarly articles of your choosing, and articles assigned for the course.

2. Be sure to provide clear and relevant examples that demonstrate how developmental theories apply to your child's development. As your child ages, you may find that certain theories that used to fit his or her developmental trajectory no longer fit. If this happens, you may use more than one theory to describe your child's development in any particular dimension. For example, maybe attachment theory best described your infant's social development but Erikson's theory better described your child's middle childhood years. It is also possible that you see ways that both theories help to explain your child's development at a particular stage. You will find them to be often interrelated. When your child happens to be a good example of the theory, provide a detailed, cited account of this (i.e., When your child potty trains at the appropriate age—Erikson would say this is consistent with _____ stage because of _____). If your child deviates from what the theory would predict at any particular point in time, be sure to explain how this is and provide explanations based on your child's experiences during that time period that might account for that.

3. Discuss your experience parenting a virtual baby. Be sure to discuss your specific parenting style and your goodness of fit with your child. Overall, consider questions such as the following: Which elements seemed to have the greatest impact on the child's development? What environmental factors appeared to affect your child the most? As a parent, what did you do that promoted the health and development of your child? What did you do that negatively impacted the healthy development of your child?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also, use headings and subheadings to organize your paper. The required page length for this assignment is 8-10 pages. This does not include the title page or reference pages. Include citations and references of relevant course readings (text books and articles) and 3 relevant peer-reviewed articles of your choice.

Group Project

The objective of this assignment is to learn as much as you can, as a small group, about children or adolescents in a specific stage of development. This will be done through direct observation of a group of children and/or adolescents while they are receiving social services of some type at an agency or organization whose purpose is to meet targeted needs. *Please be mindful that some agencies have specific policies regarding visiting and observing in their setting. Please plan ahead so that you are able to work with the guidelines the agency requires.*

Use Erikson's theory of psychosocial development and at least one other theory of your choosing to analyze the group you observe. The readings in the text books and other class materials will help your group identify the typical and atypical aspects of the developmental stage your group chooses to emphasize and to apply your chosen theories to this group. The readings and class material will also help you understand the challenges and difficulties encountered by people in the stage your group chooses to examine.

Presentation Content

The presentation your group provides must include an overview of the group's observations of the population. Please describe the agency you visit, the clientele that they serve, and the programs they offer. Be sure to mention what type of staff are available to assist clients. In addition, the presentation needs to contain *critical application* of the theories you have chosen to apply to the population your group observed. It would be very helpful for the audience if you include specific instances from children or adolescents' speech, attitudes, behaviors, etc., that appear to link to Erikson's theory and/or elements of the theory you have chosen to apply directly to their observed behaviors. Explicitly connecting these instances to specific aspects of the theories is expected.

Theme

The focus of your group's presentation must include differentiation between typical and atypical development for children in the stage of development you choose to observe. Though the people you observe may appear to you to have fairly typical development, you may observe differences in the children you observe. Please make note of this and use relevant developmental theories to attempt to explain differences you observe. You might wish to characterize some aspects of development as anticipated/unanticipated, healthy/unhealthy or appropriate/inappropriate for age.

Service Providers

Your group also needs to observe how the professionals offering services provide those services to their clientele. How are they meeting the needs of this population? Are the services they are providing effective in meeting these needs? Other than the actual professionals providing direct services, how does the organization or agency meet the client's needs? Are there any improvements that you think would increase their effectiveness?

Interacting With Clients

Your role as a group, is to be observers and to provide the agency with any type of assistance they may need while you are visiting. Ideally, the agency will allow you to simply observe clients, however, some agencies may want you to actively engage clients through volunteer efforts. Follow the direction of the service providers involved with the children or adolescents you observe concerning any conversation, etc., with clients. If clients or staff ask you any questions, feel free to respond genuinely and explain your status as a student and an observer. However, it is important to remember that you are a guest at the agency and a representative of the Social Work program. Therefore, please maintain professional decorum at all times. Remember your role as a student and do not begin running a group or offering insights, interventions, etc., even if urged to by a service provider.

Confidentiality

You must sign any confidentiality forms the agency or organization requires you to sign. Any clients' names or other identifying information about clients must be kept extremely confidential. If you want to use names to designate clients during your presentation, you must create pseudonyms. **Do not use actual client names**.

PowerPoint Presentation

All members of your group must be involved in the observation, PowerPoint preparation, and delivery of the presentation. Each member of the group must deliver approximately equal portions of the presentation. The presentation must contain citations from any course readings used, as well as a minimum of at least 3 outside, peer-reviewed articles. Also, please provide a reference for the agency itself and copies of any pamphlets or information the agency distributes. If the agency has a website, please provide the link to your audience.

The presentation should be about 30 minutes in length. A reference slide at the end of the presentation is expected. Please make your presentation scholarly as well as interactive and educational. An excellent presentation is one in which all group members actively engage in the design and delivery of the presentation. It is well researched and well supported. It is organized, concise, and visually stimulating. It describes the agency and explains how the agency meets the needs of the clients, offering helpful suggestions for improvement, if appropriate. The presentation uses theory to describe how the development of the clients is typical/atypical for age and makes critical insights about how theory can predict the clients' developmental trajectory.

Submission of PowerPoint

All groups must submit a copy of the PowerPoint prior to the scheduled presentation date.

Virtual Child Progress Reports

Two times during the semester you will submit a progress report detailing your virtual child's development. In your first progress report you will discuss your child's development from approximately ages 0-7 (birth to early childhood). In the second progress report you will discuss approximately ages 8-18 (middle childhood to adolescence). In these reports you will want to discuss any developmental milestones your child met. You will also apply developmental theory to your child's development.

Use the questions generated by the virtual child program (these typically appear when you complete a section of the program) to guide your discussion of your child's milestones, changes and struggles, and how these interact with the social environment. Be sure to discuss what parenting decisions you made and how these affected your child's development. For example, it would be appropriate to discuss your parenting style and whether or not this "fits" well with your child's temperament. Likewise, discuss how you think particular theories of child development (e.g., attachment theory, Erickson's theory of psychosocial development, Piaget's theory of cognitive development, Kohlberg's theory of moral development) pertain to your child's current behavior and developmental trajectory. Make sure to discuss your child's progress across all domains of development (biological, social/emotional, and cognitive).

These reports are to be used as "prewriting" exercises for your final virtual child paper. You will receive feedback on your reports to help guide you toward writing your final virtual child paper. Use these reports wisely as a way to make progress toward writing an excellent final paper. These repots should not just be written as a "diary" of what your child has done at each developmental stage. Be sure to provide the theoretical context. Your final virtual child paper will expand on the overview you write in your progress reports.

Please note: As you are working on raising your virtual child throughout the semester, the program will cover material we have not yet covered in class. Please make sure to take advantage of the information provided within each developmental section of the program to provide theoretical context for your child's development. Take notes on the information provided to help you write your progress reports. As you write your reports, you may have to read ahead, and/or, research some of the contextual information. By the time you write your final virtual child paper, we will have covered all relevant information in class discussions and readings. This will help you to add to the information you touched on in your progress reports.

Your progress reports must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. The required page length for each progress report is 2-3 pages. This does not include the title page or reference pages. There is not a specific required number of references; however, since this paper is structured around theory, please reference all relevant sources of information in your paper; this includes the Virtual Child Program.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. An 8-10-page developmental analysis paper. This assignment is due the 8th week of class (Date). (25% of final grade)

2. Two 2-3-page virtual child progress reports. The first virtual child progress report is due the 5th week of class (Date); the second virtual child progress report is due the 11th week of class (Date). (25% of final grade)

3. Group project and PowerPoint presentation related to an agency-based observation. The group project is due the 12th week of class. The group presentations will occur during the 12th, 14th, and 15th weeks of class (Dates). (25% of final grade)

4. An 8-10-page virtual child paper. This assignment is due the 16th week of class (Date). (25% of final grade)

An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.
Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of

their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 501: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Overview of course	No required reading
2	Understanding theory Systems and ecosystems theories	Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531. https://doi.org/10.1037/0003-066X.32.7.513 Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6), 723–742. https://doi.org/10.1037/0012-1649.22.6.723 Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). The nature of theory. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 1-25). Pearson. Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Systems theory. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 26-61). Pearson.
3	Psychodynamic theories	Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Psychodynamic theory. *Contemporary human behavior*

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Theories of life span development	*theory: A critical perspective for social work practice* (4th ed., pp. 187-219). Pearson. Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Theories of life span development. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 220-280). Pearson.
4	Theories of cognitive development Theories of moral development	Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Theories of cognitive, moral, and faith development. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 281-318). Pearson.
5	Social learning theory Attachment theory Multidimensional and multitheoretical perspectives **First virtual child progress report due**	Hutchinson, E. D. (2017). Human behavior: A multidimensional approach. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 3-28). Sage. Hutchinson, E. D., Charlesworth, L. W., & Cummings, C. (2017). Theoretical perspectives on human behavior. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 29-60). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Behaviorism, social learning, and exchange theory. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 368-400). Pearson.
6	Multiple dimensions of the person Biopsychospiritual perspective	Gibson, S. F.. (2017). The biological person. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 61-88). Sage. Walsh, J. (2017). The psychological person. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 89-124). Sage. Sheridan, M. J. (2017). The spiritual person. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 125-156). Sage.
7	Multiple dimensions of the environment Culture and the physical environment Families Impact of poverty	Cousins, L., & Hutchinson, E. D. (2017). Culture and the physical environment.. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 157-190). Sage. Hutchinson, E. D. (2017). Families. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 191-224). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Child development and poverty DVD: “Poor Kids”	Duncan, G. J., Ziol-Guest, K. M., & Kalil, A. (2010). Early-childhood poverty and adult attainment, behavior, and health. *Child development*, *81*(1), 306–325. https://doi.org/10.1111/j.1467-8624.2009.01396.x Eamon, M. K. (2001). The effects of poverty on children’s socioemotional development: An ecological systems analysis. *Social Work, 46*(3), 256-266. https://doi.org/10.1093/sw/46.3.256 Mackner, L. M., Black, M. M., & Starr, R. H. (2003). Cognitive development of children in poverty with failure to thrive: A prospective study through age 6. *Journal of Child Psychology and Psychiatry, and Allied Disciplines, 44*(5), 743-751. https://doi.org/10.1111/1469-7610.00160 National Institute of Child Health and Human Development Early Child Care Research Network. (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development, 76*(4), 795-810. https://doi.org/10.1111/j.1467-8624.2005.00878.x
8	Birth through infant development Piaget and infant development	Hutchinson, E. D. (2017). The human life journey: A life course perspective. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 303-330). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Attachment Conception, pregnancy, and child birth **Developmental analysis paper due**	Harrigan, M., Woody, D. J., Baldwin, S., & Wallace, C. (2017). The journey begins: Conception, pregnancy, childbirth, and infancy. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 331-368). Sage. Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology, 28*(5), 759–775. https://doi.org/10.1037/0012-1649.28.5.759
9	Toddlerhood and early childhood Cognitive and moral development Language development Early childhood education	Woody, D. J., & Woody, D. (2017). Toddler and early childhood. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 371-404). Sage.
10	Middle childhood Biological, cognitive, and moral development Social and emotional development	Charlesworth, L. W. (2017). Middle childhood. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 405-436). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Atypical child development	
	Spring Break **No class session**	No required reading
11	Adolescence Sexuality Risk-taking behavior Biological, cognitive, moral, and emotional development **Second virtual child progress report due**	McCarter, S. A. (2017). Adolescence. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 437-470). Sage.
12	**Group presentations (Groups 1 & 2)** **Each group member must submit the group PowerPoint in Canvas.** **Make sure all group member names are on title slide of PowerPoint**	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
13	**Legislative Lobby Days** **No class session**	No required reading
14	**Group presentations (Groups 3 & 4)**	No required reading
15	**Group presentations (Groups 5 & 6)**	No required reading
16	Finals week **Virtual child paper due**	

MSW 502: Social Work Perspectives on Human Behavior II

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Overview of the ecological model used in the social work profession for clinical- and policy-oriented assessments of human functioning and needs from young adulthood through old age. Emphasis is on the reciprocal relationships between human behavior and the social environment.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 501. MSW 502 is the second of the two-course sequence of human behavior in the social environment and covers the period from young adulthood, middle age, old age, and the end-of-life process. This course expands on the theoretical discourse provided in MSW 501 by introducing theories related to groups, communities, organizations, and societies. The focus of this course is to understand and apply a generalist social work perspective to view and interpret behaviors at the group, organization, and community levels. The role of spirituality in social work is discussed, as is the importance of ethnic identity development. The dynamics of oppression and discrimination, especially as it affects such marginalized groups as people of color and same-sex communities are explored.

Upon completion of this course, the student will be able to:

1. Understand the role of personal identity in working with clients and the distinction between personal and professional values. Also, understand how personal experiences and affective reactions influence professional judgment and behavior (Competency 1).

2. Demonstrate knowledge of the ecological determinants (i.e., biological, psychological, sociological, and spiritual factors) affecting the functioning of individuals, families, groups, organizations, and communities (Competencies 2, 6, & 7).

3. Identify and assess social work and related theories and research concerning the impact of group, organizational, and community dynamics on the psychosocial functioning of individuals during adulthood (Competencies 2, 6, 7, 8, & 9).

4. Analyze the impact of racial, ethnic, social class, sexual orientation, and gender membership, and the effects of discrimination and social/economic oppression on individuals, families, groups, organizations, and communities (Competencies 2, 6, 7, 8, & 9).

5. Identify and assess life course developmental issues in young adulthood, middle age, old age, and the process of death; and the dynamics of groups, organizations, and community behavior that impact adult development (Competencies 2, 6, 7, 8, & 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual

orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to

effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Hutchinson, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Sage.

Kirst-Ashman, K. K., & Hull, G. H. (2019). *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed.). Cengage.

Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed.). Pearson.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Discussion Board

Until recently, two theories of aging have remained dominant in studying older adult development; Erikson's theory and activity theory. While both of these theories have strengths, they also have been critiqued for taking a universal perspective on a process that is quite diverse. In response to these critiques, a variety of new theories of aging have emerged, shedding light not only on successful aging, but on the needs of diverse populations.

In this discussion post please use examples from your textbooks and support from readings to compare and contrast newer, diverse theories of aging with Erikson's theory and activity theory.

In your discussion, please identify the strengths and weaknesses of the dominant theories while explaining to your reader why it is essential to go beyond these paradigms to comprehensively understand the needs of older adult clients from a developmental perspective. Explain why these newer theories are necessary and what their strengths and limits are.

Your post should be scholarly, well-written, well-supported, and written in APA style. Your post must be no less than 4 paragraphs in length. You must also provide 1, well-written, thoughtful and scholarly comment on a peer's post of no less than 1 paragraph in length. Posts are due before midnight on the assigned due date. It is recommended that students post their initial posts well before the assignment due date so that they will have time to formulate good comments on responses to peers' initial posts.

Personal Identity Paper

Developing a personal and professional identity are important developmental tasks of young and middle adulthood. Hence, many clients you encounter may be addressing these areas in their work with you. This assignment encourages self-exploration as you discuss and define your personal identity as a means of developing empathy and understanding of human development as it may apply to clients. You are also entering a point in your professional development where you are developing your professional identity as a social worker. This assignment is designed to assist you in shaping your professional identity.

The process of writing this paper will challenge you to define yourself in terms of personal characteristics and some attributes you share with others (i.e., gender, race, etc.). It will also challenge you to examine your personal identity and how this influences the development of your professional identity. Lastly, describing your personal identity development in detail is a unique empathy building exercise as it exposes us to the process of sharing ourselves with others and helps us to experience what it feels like for our clients, whom we ask to describe their personal identity to us on a regular basis.

Using the life course perspective (see Hutchison), provide a well-written and well-organized description of your personal identity.

- Briefly describe how your sense of self has been shaped or affected by specific life events, turning points, or transitions that shaped your life course trajectory beginning in late adolescence and moving forward to present day.
- Were these specific life events instrumental in the shaping of your professional identity as well?
- How have these life course experiences helped you to shape your goals and values?
- How do your interests and abilities fit your goals and values?
- How have other personal characteristics like culture, political affiliation, language, learning style, and emotional regulation helped to define your sense of identity?
- Please be reflective and sincere in your discussion.

Drawing from your texts (Robbins et al. and Hutchison), please select one theory of identity development that best describes your personal identity development.

- Apply this theory to your reflection and description of your personal identity.
- Please use examples to support your application of theory.
- Remember, there may or may not be a theory that perfectly describes your process; however, there is likely a theory that is relevant to your process of identity development.
- You may also apply more than one theory, if that is helpful to you.

Last, please describe your process of developing your professional identity as a social worker.

- Be sure to identify professional goals you aspire to as well as to discuss the aspects of professional identity you wish to develop while in the MSW program.
- Be sure to refer to the NASW Code of Ethics in your description of core values and ethics of the social work profession.
- Make sure to discuss how well social work values and ethics mesh with your personal values.
- What components of your professional identity are shared with your personal identity?
- What components of your professional identity differ from those of your personal identity?
- What steps can you take to reconcile any differences that exist between your two identities so that you may serve clients without bias and with commitment to their development as persons of dignity and worth who have agency in their own lives.?
- How does your personal identity influence your professional competence?
- Refer to the Graham and Shier (2014) article to inform this discussion.
- Also pay specific attention to how you will use your professional self to become an agent and advocate for social change.

Required Elements

This paper should be 8-10 double-spaced pages; APA formatting is required. Correct spelling and grammar are expected. All citations will be properly noted both within your paper and on your reference page. If you want to include a graph of your life course trajectory, this can be added as an appendix and does not count toward your page limit requirements.

Group Professional Training Presentation

As professional social workers, you will be asked by your agencies to provide trainings to staff on issues relevant to social work practice. This is often called "continuing education." By now, most of you have attended one of these at your field agency. This assignment is designed to help you develop skills in developing and presenting trainings for your peers.

Your group will create a PowerPoint presentation on an assigned topic. Using the *bio-psycho-social–spiritual perspective* of human development to guide your presentation, please prepare a

continuing education style training suitable for professionals that will provide the audience with important knowledge of human development as it relates to your topic. Be sure to include any relevant considerations for social work practice as you discuss this topic. Your presentation will include an informational overview of the topic, at least one interactive exercise for your audience, a handout of useful information for your audience to take with them and an additional multi-media resource to be used during the presentation. Your presentation must be no more than 90 minutes in length. Please provide the instructor with an electronic copy of your presentation 48 hours prior to giving it in class so she can post it on Canvas and students may have it to follow along with as you present.

Required Elements for the Presentation

- All good trainings have a pretest and posttest that the audience takes to help them monitor their learning. Good pretest/posttest questions identify key concepts and relate to core learning objectives of the training. Please create one.
- You must have at least one interactive activity prepared for the class to participate in. This should generate good discussion with your peers.
- All group members must present a reasonable amount of the information (meaning presentation time should be divided approximately evenly between group members).
- You must use one additional multi-media resource in addition to your PowerPoint slides (e.g., video clip, interactive website). This should encourage audience participation and discussion.
- A minimum of 3 peer reviewed articles outside of the required course readings must be discussed and cited in the presentation. Additional outside resources are encouraged, but not required.
- You must incorporate relevant course readings into your presentation.
- Your presentation must be cohesive and unified. The goal of the assignment is to present in a professional manner as a team—not as a series of individual presenters presenting on the same topic at the same point in time.
- Use of academic language and professional vocabulary is expected. Correct citations, spelling, and grammar are also expected.
- You will be expected to prepare a handout that is a useful resource for your audience. Many students like to create brochures as this is a useful skill.

Required Elements for the Handout

- Your handout must include appropriate citations for all of your scholarly references using APA format.
- Your handout must include contact information for three sources that can provide resources or supportive services for individuals who would like to learn more about your topic. One of these could be a national organization directly related to your topic or a website. The other resources must be in the local community.
- Your handout must be well organized and easy to read.

- Your handout must be 1 page (front and back) only.
- Correct spelling and grammar is expected.

General Guidelines

Your presentation should be engaging and interactive. Creativity is encouraged. In the field, when presenting your scholarly findings or providing continuing education for professionals, you want your audience to be engaged in your talk. As presenters, you want the audience to absorb key points of your talk and be able to apply what you have taught them to their own work. You want to leave your audience with both some knowledge and useful tools. As this is meant to be a professional presentation, good public speaking skills are expected.

Considerations for Your Professional Training Presentation

1) What theory of human behavior is most relevant to my topic? Make sure you use one.

2) What do professional social workers need to understand about my topic in order to be competent in their practice?

3) What is the best way to explain these concepts to my peers in a manner that will be interesting and engaging?

4) What types of visual aids (charts, graphs, worksheets) can I build into my presentation to help my peers fully engage with this material?

5) What forces in the social environment most directly affect my topic? How can I help my audience to understand the systems that transact?

6) Are there any common misconceptions or stereotypes regarding my topic that I need to spend some time clearing up so that my audience is fully informed?

7) When I have attended trainings in the past, what were some particularly useful teaching techniques and resources that the presenter provided? How can these inspire me to create something just as useful?

8) If I have discussed or used someone else's ideas, words, materials or work, have I cited them appropriately?

9) What professional presentation skills do I need to develop and how can I use this assignment to practice my skills in this area?

10) How can my teammates and I use a strengths-based approach when we are creating an interesting, well-researched, cohesive presentation that my classmates will learn from?

Final Group Paper

Social workers need to be familiar with the developmental needs of older adults and the variety of services that are available to serve this population. In assessing an older adult client's developmental needs and developing a service plan, it is essential for the social worker to have a solid understanding of theories of adult development, in particular, Erikson's theory of psychosocial development. This assignment requires you to interact with older adult clients while they receive services at a social services organization for older adults. It is preferable that you volunteer at a public agency, however, private agencies are also acceptable. In doing so, you will evaluate the clients' developmental needs, familiarize yourself with the services offered at the agency and analyze the developmental appropriateness of the services offered currently at the agency.

Locate a (preferably) public agency in your area that delivers services to older adults. For purposes of this assignment, older adults are considered to be persons ages 65 and older.

Please visit the agency and do at least 3 hours of volunteer work where you have direct interaction and contact with clients. Each member of your group must volunteer 3 hours at this agency. If you cannot volunteer together, please make sure that your group discusses your individual observations. You must also gather information about the agency and the services offered there. This may involve interviewing staff members, collecting agency brochures and informational packets, and interviewing clients. Please make sure you get written materials that describe the agency as well as information from staff. You may interact with and observe one client or several clients for purposes of this assignment. However, you must directly interact with clients and their service providers. The key is to gather enough information about the developmental needs of the population so that you can complete the assignment.

- Use Erikson's theory of psychosocial development and at least one other theory of your choosing (e.g., continuity theory, activity theory) to analyze the developmental needs of the clients you serve.
- Make sure to pay careful attention to biological, psychological, social, and spiritual factors, as well as environmental systems, that affect the client's needs.
- Cognitive needs may be especially important if you chose to visit an agency that specializes in working with clients who experience dementia and memory loss.
- Examples of specific developmental needs that affect this population include but are not limited to facing death and dying, grand-parenting, diet and nutrition, health care needs, cultural issues, empowerment, community membership, social integration, biological changes, and changes in social roles.
- Use your observations and information you gathered during your agency visit, your course readings and at least 4, outside, peer reviewed articles to describe
    - the developmental needs of this population,
    - the appropriateness of the agency's services for their population's needs, and

    - to apply developmental theory to your direct observations.
- Please support your application of theory with direct observations and discussion of your interactions with clients and staff at the agency.
- Critically evaluate the services offered by the agency and explain how they meet or do not meet the needs of the clients they serve.
- Use theory to make suggestions about how to improve the services the agency currently offers.

In a separate section of your paper, please reflect as a group on your experience of working with older adult clients.

- Be sure to mention what you found valuable and to address any stereotypes you held prior to completing this assignment about older adults, their development and the availability and variety of services available to meet their needs.
- If your views were changed in any way by completing this assignment, please provide specific examples to explain what specific changes took place.

The readings in the texts and other class materials will help you analyze the typical and atypical aspects of older adult development you observe in your setting. The readings and class material will also help you understand the challenges and difficulties encountered by people in the stage of life. Keep in mind that many agencies are charged with serving older adult populations that have a great deal of diversity and also a great deal of variability in the clients' developmental needs. Make sure you discuss this variability of the clients' developmental needs in depth in your paper. Make sure to discuss whether or not the agency's services are well-designed to meet this large variety of needs of its clients.

All group members are responsible for individually doing 3 hours of volunteer service and for the entire content of the paper. All group members are responsible for finding proactive and effective ways of working together and resolving any conflicts that arise in a professional and ethical manner. The final paper should be 15-20 pages, double-spaced, 12-point Times New Roman font, and properly cited and referenced using AA formatting style. A group grade will be assigned.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. An online discussion forum post and response to colleagues. This assignment is due the 6th week of class (Date). (15% of final grade).

2. A 8-10-page personal identity paper. This assignment is due the 8th week of class (Date). (25% of final grade)

3. A group professional training PowerPoint presentation. Due dates will be assigned by the instructor. (25% of final grade)

4. A 15-20-page group paper assessing an older adult client's developmental needs and developing a service plan. This assignment is due the 16th week of class (Date). (35% of final grade)

An electronic version of all paper assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 502: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview	No required reading
2	Identity development and cultural context Personal identity and professional role Ethnic minority identity	Cousins, L., & Hutchinson, E. D. (2017). Culture and the physical environment.. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 157-190). Sage. Graham, J., & Shier, M. (2014). Intersecting personal identity and professional role: Impact on social worker subjective well-being. *Journal of Baccalaureate Social Work, 19*(1), 133-150. https://jbsw.org/doi/abs/10.5555/basw.19.1.w874h8k5077hm058 Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Theories of assimilation, acculturation, bicultural socialization, and ethnic minority identity. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 150-186). Pearson.
3	Spirituality in social work Transpersonal and integral theories and frameworks	Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Transpersonal and integral theories. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 401-435). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Sheridan, M. J. (2017). The spiritual person. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 125-156). Sage. Turesky, D. G., & Schultz, J. M. (2010). Spirituality among older adults: An exploration of the developmental context, impact on mental and physical health, and integration into counseling. *Journal of Religion, Spirituality, and Aging, 22*(3), 162-179). https://doi.org/10.1080/15528030903437406
4	**LGBTQ Safe Space Training: Part 1** **Meet in PLN 130**	Kim, H. J., & Fredriksen-Goldsen, K. I. (2016). Living arrangement and loneliness among lesbian, gay, and bisexual older adults. *The Gerontologist*, *56*(3), 548–558. https://doi.org/10.1093/geront/gnu083
5	**LGBTQ Safe Space Training: Part 2** **Meet in PLN 130**	Hash, K. M., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal, 41*(3), 249–257. https://doi.org/10.1007/s10615-013-0437-2
6	Young adulthood Emerging adulthood **Online discussion forum due**	Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Theories of life span development. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 220-280). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
7	Young adulthood Relationships Health and mental health	Hutchinson, E. D., & Matto, H. C. (2017). Young and middle adulthood. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 470-505). Sage. Reifman, A., Arnett, J. J., & Colwell, M. J. (2007). Emerging adulthood: Theory, assessment and application. *Journal of Youth Development, 2*(1), 1-12. https://doi.org/10.5195/jyd.2007.359
8	Middle adulthood Family and parenting Multigenerational families **Personal identity paper due**	Hutchinson, E. D. (2017). Families. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 191-224). Sage. Johnston, J. H., Bailey, W. A., & Wilson, G. (2014). Mechanisms for fostering multigenerational resilience. *Contemporary Family Therapy, 36*, 148-161. https://doi.org/10.1007/s10591-012-9222-6 Riley, L. D., & Bowen, C. P. (2005). The sandwich generation: Challenges and coping strategies of multigenerational families. *The Family Journal, 13*(1), 52-58. https://doi.org/10.1177/2F1066480704270099
9	Late adulthood Dementia and other cognitive issues	Naleppa, M. J., Kovacs, P. J., & Conlon, A. (2017). Late adulthood. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 506-543). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Kolb, P. (2006). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? Journal of Human Behavior in the Social Environment, 9(4), 2-24. https://doi.org/10.1300/J137v09n04_01 Putnam, M. (2002). Linking aging theory and disability models: Increasing the potential to explore aging with physical impairment, *The Gerontologist*, *42*(6), 799–806. https://doi.org/10.1093/geront/42.6.799
10	Late adulthood Sexuality and sexual health of older adults HIV/AIDS among adults and older adults	Groce, N. E., Rohleder, P., Eide, A. H., MacLachlan, M., Mall, S., & Swartz, L. (2013). HIV issues and people with disabilities: A review and agenda for research. *Social Science & Medicine*, *77*, 31-40. https://doi.org/10.1016/j.socscimed.2012.10.024 Hillman, J. (2008). Sexual issues and aging within the context of work with older adults. *Profession Psychology: Research and Practice, 39*(3), 290-297. https://doi.org/10.1037/0735-7028.39.3.290 Jacobson, S. A. (2011). HIV/AIDS interventions in an aging U.S. population. *Health & Social Work*, *36*(2), 149-156. https://doi.org/10.1093/hsw/36.2.149
11	Very late adulthood Palliative care and health-related quality-of-life for older adults	Bosma, H., Johnston, M., Cadell, S., Wainwright, W., Abernethy, N., Feron, A., Kelley, M. L., & Nelson, F. (2010). Creating social work competencies for practice in hospice palliative care.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Bereavement	*Palliative Medicine, 24*(1), 79–87. https://doi.org/10.1177/0269216309346596 Callahan, A. M. (2009). Spiritually-sensitive care in hospice social work. *Journal of Social Work in End-of-Life & Palliative Care, 5*(3-4), 169-185. https://doi.org/10.1080/15524250903555098 Holloway, M. (2009). Dying old in the 21st century: A neglected issue for social work. *International Social Work, 52*(6), 713-725. https://doi.org/10.1177/2F0020872809342640 Philip, J., Collins, A., Brand, C. A., Moore, G., Lethborg, C., Sundararajan, V., Murphy, M. A., & Gold, M. (2014). "I'm just waiting . . .": An exploration of the experience of living and dying with primary malignant glioma. *Supportive Care in Cancer, 22,* 389-397. https://doi.org/10.1007/s00520-013-1986-1 Shear, M. K., Ghesquiere, A., & Glickman, K. (2013). Bereavement and complicated grief. *Current Psychiatry Reports, 15*(11), 406. https://doi.org/10.1007/s11920-013-0406-z
12	Groups and human behavior Conceptual frameworks and theories Types of groups	Hutchinson, E. D., & Cramer, E. P. (2017). Small groups, formal organization, and communities. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 225-262). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Kirst-Ashman, K. K., & Hull, G. H. (2019). Human behavior in groups: Theories and dynamics. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 69-116). Cengage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Types of groups in macro social environment. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 117-143). Cengage.
13	Organizations and human behavior Organizational theory Organizational structure and dynamics Social service organizations	Kirst-Ashman, K. K., & Hull, G. H. (2019). Knowledge and theories about organizations. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 144-168). Cengage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Social service organizational settings, goals, and environmental contexts. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 169-202). Cengage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Organizational structure and dynamics. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 203-244). Cengage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Kirst-Ashman, K. K., & Hull, G. H. (2019). Human behavior, management, and empowerment in organizations. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 245-304). Cengage.
	Thanksgiving Holiday **No class session**	No required reading
14	Communities and human behavior Theoretical and conceptual frameworks of community The role and function of neighborhoods Community organizing in social work	Kirst-Ashman, K. K., & Hull, G. H. (2019). Communities in the macro social environment: Theories and concepts. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 305-346). Cengage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Assessment of geographic communities and empowerment. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 347-395). Cengage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Neighborhood empowerment. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 117-143). Cengage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
15	Societies and human behavior Theories of empowerment Theories of social inequality Dynamics of discrimination and oppression Social movements Implications for social work	Hutchinson, E. D. (2017). Social structures, social institutions, and social movements: Global and national. In E. D. Hutchinson (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 263-300). Sage. Kirst-Ashman, K. K., & Hull, G. H. (2019). Diversity, population-at-risk, and empowerment in the macro social environment. *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (5th ed., pp. 423-486). Cengage. Robbins, S. P, Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2019). Theories of empowerment and social capital. *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 90-122). Pearson.
16	Finals week **Final group paper due**	

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 503: Social Work Perspectives on Human Behavior III

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Social work theory and application regarding development of human psychopathology across the life span, including understanding and diagnosing dysfunctional behaviors with the DSM 5.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This course emphasizes psychopathology and focuses on a variety of possible cognitive, psychological, and emotional consequences resulting from adverse environmental influences that have created interruptions in healthy development and functioning to the point where individuals are in need of intervention by mental health practitioners. Social work practice requires that the practitioner demonstrate competence in evaluating and assessing psychosocial dysfunction, as well as provide a professional response that assist clients toward mastery of themselves and their environment. Students have the opportunity to learn about specifically identified sets of biopsychosocial problems that are found in a significant proportion of social work client populations. Clinically sound assessment skills and the importance of differential diagnosis are addressed.

Upon completion of this course, the student will be able to:

1. Develop a professional identity that demonstrates responsibility in the use of values and knowledge in diagnosis and treating persons suffering from mental illness and/or dysfunction and their social role and/or interaction with their social environment (Competencies 1, 2, & 6).

2. Define, explain, and apply the concepts of psychopathology and multidisciplinary theoretical orientations to etiology, engagement, assessment, diagnosis, and treatment planning (Competencies 6, 7, 8, & 9).

3. Define, explain, and construct a complete diagnosis consistent with the DSM 5, including reference to differential diagnosis (Competencies 7, 8, & 9).
4. Explain and provide examples of the primary social considerations on engagement, assessment, diagnosis, and treatment planning. Develop sensitivity to all areas of diversity in work with individuals, families, and groups (Competencies 2, 6, 7, & 8).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically

evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Press (Available online from Pollak Library). https://doi-org.lib-proxy.fullerton.edu/10.1176/appi.books.9780890425596

First, M. B. (2014). *DSM-5 handbook of differential diagnosis.* American Psychiatric Press. (Available online from Pollak Library). https://doi-org.lib-proxy.fullerton.edu/10.1176/appi.books.9781585629992

Hooley, J. M., Nock, M., & Butcher, J. N. (2020). *Abnormal psychology* (18th ed.). Pearson.

Levy, D. A. (2010). *Tools of critical thinking, Metathoughts for psychology* (2nd ed.). Waveland Publishing Company.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Discussion Board 1

Carefully read the assigned articles that focus on different populations affected by PTSD. Also be sure to cite and include information from your DSM 5 and Hooley text. In a well-written, scholarly commentary of at least 6 paragraphs, please summarize the diagnostic criteria for PTSD in general, as well as the unique issues that affect the different groups that are at high risk for PTSD that are mentioned in the readings (e.g., gang members, veterans). Be sure to mention at least 3 of the articles in some depth. It is important to highlight both commonalities among most individuals diagnosed with PTSD, as well as particular factors and concerns that are unique to various high risk groups. You may go into depth on one high risk population or take a broader approach comparing and contrasting risk factors among different high risk groups. Be sure to mention the importance of biological, social, and psychological factors that affect each at-risk population. Please be sure to cite each article you mention as well as any texts you use.

Please comment on one of your classmates' posts pointing out elements of their work that made you think differently about this population and that differed from what you discussed in your post. This comment must be scholarly and well supported. Also, please make an effort to make some general comments on other posts as well so that you can generate discussion with your peers. This post is due prior to the beginning of class in the week it is due.

Midterm Examination

A take-home multiple-choice, short-answer, short-essay, and case study midterm examination. This examination will focus on course concepts and content from the first 9 weeks of class. Students are expected to work independently on this assignment.

Discussion Board 2

For this assignment you will conduct an in depth study of Ms. Aileen Wuornos, one of America's most notorious serial killers. In our careers as professional social workers we will serve many folks who have various types of interaction with the legal system. No matter what their involvement with the system may be, each of these clients is a person of dignity and worth that we must serve competently. Please approach the analysis of her case with this in mind. Please be advised that Ms. Wuornos was convicted of many violent crimes and was resultantly executed by the state of Florida. As such, some of the material included in her case study may be upsetting.

Please view the film about her life posted on Canvas. You must also read the literature and assigned chapters from your textbook for this assignment. Aileen Wuornos lived a complicated life and, as such, her case paints a complex clinical picture. Issues related to differential diagnosis will be key in reviewing her case. Please use the film, articles, and chapters from your textbook to form a comprehensive diagnostic hypothesis.

In a group of 3-4 students, please write a comprehensive diagnosis and detailed diagnostic summary for Aileen Wuornos. Pay careful attention to her lifetime developmental trajectory, her history, her ecology, and her presenting symptoms as you consider your diagnostic hypotheses.

You will post this to the discussion board prior to the beginning of class in the week it is due. One post per group is sufficient. Please include all students' names on the post. All students must individually comment on at least two posts from peers as we venture to analyze what Ms. Wuornos' diagnostic picture might have entailed.

Given that we cannot interview Ms. Wuornos, there may be pieces of her ecology or history that we are not able to ascertain. Likewise, if someone comments on your group's post, please make an effort to respond, even if only to thank them for taking the time to share their ideas. Also, please allow room for differences of opinion as you discuss this case. It is likely that folks will have varying perspectives.

Clinical Presentation

As a team, you will give a PowerPoint presentation to your classmates on an assigned psychological disorder. Your presentation will be in two parts: 1) An informational overview of the disorder, and 2) a case presentation of a client with the disorder. Your goal is to provide your audience with an understanding of the symptoms and diagnostic criteria for the psychological disorder you have been assigned while using a theoretical framework of your choosing to

conceptualize your case. Your theoretical orientation should represent the current thinking in the field regarding this disorder. For example, it would not be appropriate to conceptualize autism using the schizophrenogenic mother hypothesis. Instead, you may want to consider applying the biological perspective or another more contemporary theory.

In order to receive full credit for the assignment, your team must present on the following aspects of your psychological disorder:

- Base rate of the disorder
- Course of the disorder
- Etiology (This may require presenting more than one opinion or explaining why you chose one particular explanation)
- Symptoms and diagnostic criteria according to DSM 5
- Issues of comorbidity and differential diagnosis
- Biological factors that influence this disorder
- Social, environmental and cultural factors that influence this disorder
- Developmental factors that influence this disorder (** Particularly relevant for child cases)
- Risk factors (Are there certain populations that are at higher risk of developing this disorder (e.g., are children of alcoholics at a higher risk for alcoholism than children of parents who are not alcoholics?))
- Construct validity of this disorder (Does this construct hold up across cultures? Is the research on the factor structure of this concept solid? Does the field agree on the diagnostic criteria? Are there debates raging that we should know about?)

You must also choose and explain in a cohesive and informative manner the theoretical context from which you are presenting your case. Some disorders may have several competing theoretical frameworks (i.e., some view narcissistic personality disorder as a result of early attachment issues/abandonment, others view this disorder as the result of social learning). As a group you must choose the theory that best fits your case. It is very important to educate your audience about this theory and to be able to explain it to them. The theory must represent current scholarly thinking and have some empirical support.

Required Elements for the Presentation

- APA style is required. Correct citations, spelling, and grammar are expected.
- Each presentation should take approximately an hour.
- Each presenter must discuss a separate peer-reviewed study during the presentation. The study must be directly related to the topic they are presenting on.
- A minimum of one peer-reviewed article per presenter outside of the required course readings must be discussed and cited in the presentation. Hence, if you have four people in your group, you will present at least 4 studies, with each group member discussing one study. Additional outside resources are encouraged, but not required.
- Your presentation must be cohesive and unified. The goal of the assignment is to present in a professional manner as a team—not as a series of individual presenters presenting on the same topic at the same point in time.

- You must incorporate a case from your casebook readings into your presentation. Case presentations should be given in a professional format as if you were presenting to a treatment team.
- Case presentations must provide a comprehensive problem list/diagnosis. You must provide a diagnostic summary detailing how you came to your diagnosis.

General Guidelines

Informational Overview

Your presentation should be engaging and interactive. Creativity is encouraged. In the field, when presenting your scholarly findings or providing continuing education for professionals, you want your audience to be engaged in your talk. As presenters, you want the audience to absorb key points of your talk and be able to apply what you have taught them to their own work. As this is meant to be a professional presentation, good public speaking skills are expected. Use of academic language and professional vocabulary is expected.

Case Presentation

Case presentations are a key element of being on a multi-disciplinary treatment team. The goal of the case presentation is to give your colleagues all of the relevant information to assist the team in developing an appropriate treatment plan. This includes the client's presenting issues and history. You will also want to discuss psycho-social, developmental, medical, and cultural factors impacting your client. You also want your colleagues to be able to understand exactly why and how you came to give your client a particular diagnosis. When presenting your case to the audience, keep this concept in mind. You may need to add information to your case in order to give a comprehensive case presentation. Feel free to augment the case in the casebook if you need to.

In using a theory to guide your case presentation, you are going to want to use the terminology of that theory to explain and discuss the client. For example, if you are using a cognitive-behavioral theory to discuss a client with social phobia, you may want to discuss issues of skills deficits, modeling, reinforcement, and learning history. If you were using a psychodynamic model, you may want to discuss the client's early developmental experiences, attachment, and transference issues.

Final Examination

A comprehensive take-home multiple-choice and multiple-case study examination focusing on course concepts and content primarily from the second half of the semester; however, students may need to incorporate concepts from the first half of the course in case studies. Students are expected to work independently on this assignment.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. Discussion board related to posttraumatic stress disorder. This assignment is due the 6th week of class (Date). (10% of final grade)

2. A take-home multiple-choice, short-answer, essay, and case study midterm examination. This assignment is due the 9th week of class (Date). (25% of final grade)

3. Group discussion board related to a clinical case study in abnormal psychology. This assignment is due the 12th week of class (Date). (10% of final grade)

4. A group clinical presentation on an assigned psychological disorder. Assignment due dates will be assigned by the instructor. (25% of final grade)

5. A comprehensive take-home multiple choice and multiple-case study final examination exam. This assignment is due the 16th week of class (Date). (30% of final grade)

An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 503: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Definitions and meanings of abnormal behavior Thinking critically about psychopathology	Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Abnormal psychology: Overview and research approaches. *Abnormal psychology* (18th ed., pp. 1-31). Pearson. Levy, D. A. (2010). Chapters 1-5. *Tools of critical thinking, Metathoughts for psychology* (2nd ed., pp. 3-29). Waveland Publishing Company.
2	Mental illness as a construct Biological and socio-cultural considerations Developmental psychopathology perspective	American Psychiatric Association. (2013). Section 1: DSM-5 basics. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 3: Emerging measures and models: Cultural formulation. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Connor-Greene, P. A. (2006). Interdisciplinary critical inquiry: Teaching about the social construction of madness. *Teaching of Psychology, 33*(1), 6-13. https://doi.org/10.1207/s15328023top3301_3

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Earliest views of abnormal behavior. *Abnormal psychology* (18th ed., pp. 32-52). Pearson. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Causal factors and viewpoints. *Abnormal psychology* (18th ed., pp. 53-95). Pearson. Levy, D. A. (2010). Chapters 6-19. *Tools of critical thinking, Metathoughts for psychology* (2nd ed., pp. 30-131). Waveland Publishing Company. Tausig, M., Michello, J., & Subedi, S. (2020). Social status: Socioeconomic status and race/ethnicity. *A sociology of mental illness* (2nd ed., pp. 32-45). Pearson.
3	Assessment and diagnostic issues Utility of diagnostic labels Clinical versus actuarial judgment	American Psychiatric Association. (2013). Section 3: Emerging measures and models: Assessment measures. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Dawes, R. M., Faust, D., & Meehl, P. E., (1989). Clinical versus actuarial judgment. *Science, 243*(4899), 1668-1674. https://doi.org/10.1126/science.2648573

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Grove, W. M., & Lloyd, M. (2006). Meehl's contribution to clinical versus statistical prediction. *Journal of Abnormal Psychology, 115*(2), 192-194. https://doi.org/10.1037/0021-843X.115.2.192 Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Clinical assessment and diagnosis. *Abnormal psychology* (18th ed., pp. 96-122). Pearson. Levy, D. A. (2010). Chapters 20-30. *Tools of critical thinking, Metathoughts for psychology* (2nd ed., pp. 133-225). Waveland Publishing Company. Levy, D. A. (2010). Appendix 1: A proposed category for the diagnostic and statistical manual of mental disorders (DSM): Pervasive labeling disorder. *Tools of critical thinking, Metathoughts for psychology* (2nd ed., pp. 249-251). Waveland Publishing Company.
4	Comorbidity and differential diagnosis Multi-axial system of diagnosis DSM IV-TR versus DSM 5	American Psychiatric Association. (2013). Appendix: Highlights of changes from DSM-IV to DSM-5. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. First, M. B. (2014). *DSM-5 handbook of differential diagnosis.* American Psychiatric Press. Schillaci, J., Yanasak, E., Adams, J. H., Dunn, N. J., Rehm, L. P., & Hamilton, J. D. (2009). Guidelines for differential diagnoses in

WEEK	TOPIC(S)	READING ASSIGNMENTS
		a population with posttraumatic stress disorder. *Professional Psychology: Research and Practice*, 40, 39-45. https://doi.org/10.1037/a0013910
5	Attention deficit/hyperactivity disorder Autism spectrum disorder Oppositional defiant disorder Conduct disorders Tourette's syndrome	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Neurodevelopmental disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Disruptive, impulse control, and conduct disorder. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Disorders in childhood and adolescence (neurodevelopmental disorders). *Abnormal psychology* (18th ed., pp. 513-548). Pearson.
6	Trauma- and stressor-related disorders Posttraumatic stress disorder Adjustment disorder	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Trauma- and stressor-related disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Reactive attachment disorder Stress and physical health **Discussion board 1 due**	Bailey, K. M., & Stewart, S. H. (2014). *Relations among trauma, PTSD, and substance misuse: The scope of the problem.* In P. Ouimette & J. P. Read (Eds.), *Trauma and substance abuse: Causes, consequences, and treatment of comorbid disorders* (pp. 11-34). American Psychological Association. https://doi.org/10.1037/14273-002 Bertram, R. M., & Dartt, J. L. (2009). Post traumatic stress disorder: A diagnosis for youth from violent, impoverished communities. *Journal of Child and Family Studies, 18*(3), 294–302. https://doi.org/10.1007/s10826-008-9229-7 Creamer, M., Wade, D., Fletcher, S., & Forbes, D. (2011). PTSD among military personnel. *International Review of Psychiatry, 23*(2), 160-165. https://doi.org/10.3109/09540261.2011.559456 Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Stress and physical and mental health. *Abnormal psychology* (18th ed., pp. 124-160). Pearson. Levendosky, A. A., Bogat, G. A., & Martinez-Torteya, C. (2013). PTSD symptoms in young children exposed to intimate partner violence. *Violence Against Women, 19*(2), 187-201. https://doi.org/10.1177%2F1077801213476458 Ullman, S. E., Filipas, H. H., Townsend, S. M., & Starzynski, L. L. (2007). Psychosocial correlates of PTSD symptom severity in sexual assault survivors. *Journal of Traumatic Stress, 20*(5), 821-831. https://doi.org/10.1002/jts.20290

WEEK	TOPIC(S)	READING ASSIGNMENTS
7	Anxiety disorders Generalized anxiety disorder Social anxiety disorder Panic disorder Obsessive-compulsive related disorders	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Anxiety disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Obsessive-compulsive and related disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Panic, anxiety, obsessions, and their disorders. *Abnormal psychology* (18th ed., pp. 162-207). Pearson.
8	Mood disorders Major depressive disorder Bipolar disorder Suicide	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Depressive disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Bipolar and related disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Mood disorders and suicide. *Abnormal psychology* (18th ed., pp. 208-256). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
9	Psychotic disorders Schizophrenia **Midterm exam due**	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Schizophrenia spectrum and other psychotic disorders disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Schizophrenia and other psychotic disorders. *Abnormal psychology* (18th ed., pp. 440-483). Pearson. Mednick, S. A., Huttunen, M. O., & Machón, R. A. (1994). Prenatal influenza infections and adult schizophrenia. *Schizophrenia Bulletin*, *20*(2), 263–267. https://doi.org/10.1093/schbul/20.2.263
10	Somatic symptoms Dissociative disorders Dissociative identity disorder	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Dissociative disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Somatic symptom and related disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Somatic symptom and dissociative disorders. *Abnormal psychology* (18th ed., pp. 257-289). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
11	Eating disorders Anorexia nervosa Bulimia nervosa Binge-eating disorder	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Feeding and eating disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Eating disorders and obesity. *Abnormal psychology* (18th ed., pp. 290-326). Pearson.
12	Personality disorders **Discussion board 2 due**	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Personality disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Personality disorders. *Abnormal psychology* (18th ed., pp. 327-370). Pearson.
	Thanksgiving Holiday **No class session**	No required reading
13	Sexual dysfunctions Paraphilic disorders	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Gender dysphoria. *Diagnostic and statistical*

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Gender dysphoria	*manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Paraphilic disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Sexual dysfunctions. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Sexual dysfunctions, gender dysphoria, and paraphilic disorders. *Abnormal psychology* (18th ed., pp. 408-439). Pearson.
14	Elimination disorders Sleep disorders Insomnia	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Elimination disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Sleep-wake disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
15	Neurocognitive disorders Alzheimer's disease	American Psychiatric Association. (2013). Section 2: Diagnostic criteria and codes: Neurocognitive disorders. *Diagnostic and statistical manual of mental disorders* (5th ed., online). American Psychiatric Press. Hooley, J. M., Nock, M., & Butcher, J. N. (2020). Neurocognitive disorders. *Abnormal psychology* (18th ed., pp. 484-512). Pearson.
16	Finals week **Final exam due**	

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 510: Social Work Practice I

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Critical analysis of social work roles and integration of those roles within a person-in-environment perspective. Focuses on an integrative framework combining direct practice with individuals, families, groups, organizations, and communities with a commitment to organizational and social change.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Social work practice takes place within a variety of contexts; therefore, understanding how to engage, assess, intervene, and evaluate at the micro level is essential for effective social work. This course builds on the historical, contextual, value, and ethical base of the social work profession. It emphasizes the person-in-environment perspective by considering the environmental context as a focus for practice. This course provides students with an integrative framework focusing on direct practice with individuals. It also focuses on a number of generalist micro-level social works skills including, interviewing clients, intake and engagement, biopsychosocial assessment, treatment planning, motivational interviewing, and terminating a therapeutic relationship.

Upon completion of the course, the student will be able to:

1. Understand the value base of the social work profession and its ethical and professional behavioral standards, including social justice and diversity related issues, and the basic laws and regulations encountered in social work practice (Competencies 1 & 2).

2. Demonstrate the ability to apply foundational engagement, assessment, intervention,

and evaluation skills in direct social work practice with individuals (Competencies 6, 7, 8, & 9).

3. Evaluate the use of several practice perspectives, theories, models, and tools to engage, assess, and intervene with clients at the individual level (Competencies 4, 6, 7, & 8).

4. Apply practice perspectives, theories, models, and tools in a planned change process that focuses on direct social work practice with individuals (Competencies 4, 6, 7, & 8).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human

behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Brooks/Cole.

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Cengage Learning.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Self-Assessment Paper

Students will demonstrate their ability to complete a biopsychosocial assessment including a mental status exam, assessment of the issues, application of relevant theories, treatment goals, interventions, and evaluation of their practice perspectives. Students will self-assess themselves for the assignment.

The self-assessment should be approximately 8-10 pages (not including reference or cover pages) and written in APA style. This assignment is to be written as a professional assessment; do not use first person. Each section of your paper must be clearly labeled using the headings identified below. Submit your assessment on Canvas before midnight of the assigned due date.

Introduction

Document client demographics. Indicate why the client was referred for services. Identify the client's presenting issues and your primary concerns for the client. *Do not use citations in assessment section.*

Assessment

Complete an assessment of the client/self. *Do not use citations in the assessment section.*

1. Please complete the **Social Functioning Assessment** in the following areas: Nutrition and Health Care, Family Life, Friendships and Social Supports, Spirituality, Interaction with Community (focus on cultural, discrimination or oppression), Coping with Ordinary Problems, and Coping with Mental Health Problem/Addiction (see Sheafor and Horejsi, Ch. 11, pp. 203-207).
2. Please complete an **Individual Strengths Assessment**. Address a minimum of 5 strengths (see Sheafor and Horejsi, Ch. 11, pp. 221-223).
3. Discuss one or more **Defense Mechanism** you recognize and utilize in daily life (see Sheafor and Horejsi Ch. 11, pp. 226-227).
4. Complete a **Self-Concept Assessment** in five areas (see Sheafor and Horejsi, Ch. 11, p. 231).
5. Complete a **Mental Status Exam** on 10 areas (see Sheafor and Horejsi, Ch. 11, pp. 241-243).

Treatment Plan/SMART Goals

Complete at least two SMART goals for your client. Goals need to address client symptoms/ behaviors indicated in the assessment in Ruffolo et al. (Ch. 7). *Do not use citations in the treatment plan section.*

Interventions

Complete a minimum of two interventions you plan to utilize with your client. Interventions need to be in sequence with the client goals (Ruffolo et al., Ch. 7). *Use citations to support your interventions*.

Practice Frameworks

With your assessment information provided, from the list of practice frameworks in Sheafor and Horejsi (Ch. 6, pp. 68-78), Walsh, and Ivey et al. texts, or other supportive research, choose one or more frameworks that would be most helpful to assist this client. Explain why you chose this particular practice framework for this client. *Use citations to support your practice framework discussion.*

Theories and Models

With your assessment information provided, from the list of theories and models in Sheafor and Horejsi (Ch. 6, pp. 78-91), choose one or more theories/models that would be most helpful to assist this client. Explain why you chose this particular theory or model. *Use citations to support your theories/model discussion.*

Recorded Interview: Observation and Evaluation Analysis*

Part 1 – Media Recording

Students will be assigned a classmate and design a vignette for this assignment. Students will complete a recorded interview demonstrating their engagement, assessment, and intervention skills with a pseudo client utilizing your vignette. Please include in the recording a confidentiality statement to demonstrate your ethical and professional behavior as a social worker in the field. *It is recommended you choose your practice framework and theory/model before recording.*

The interview must be a minimum of *15-minutes in length, not to exceed 18 min*. The recording must be of high quality to be audibly clear and visually legible of the students+. Students will submit the recording on a flash drive, do not have any other documents on the drive, and have it properly labeled with your name on it.

Part 2 – Observation and Evaluation Analysis

Write an evaluation of your engagement, assessment, and intervention skills focusing on the points covered in class and in the course readings. The evaluation analysis should be approximately 8-10 pages (not including reference or cover pages) and written in APA style. This assignment is a professional paper; do not use first person. Each section of your paper must be clearly labeled using the headings identified below. Submit your assessment on Canvas before midnight of the assigned due date.

Introduction

1. Document client demographics: ethnicity, age, gender identification, sexual orientation, socioeconomic status, and any other important information.
2. Indicate why the client was referred for services.
3. Identify the client's primary concerns, symptoms, and behaviors.

Practice Framework

See Sheafor and Horejsi, Walsh, Ivey et al., Graybeal, Corcoran and Nichols-Casebolt, and motivation interviewing readings.

1. Discuss which perspective was utilized to engage and intervene with your client (recommend choosing before recording).
2. Evaluate this practice framework and why it was chosen for your client.
3. Discuss how you are using this practice framework to engage and intervene with your client.
4. What is your evaluation (how you applied the framework) of your use of this framework in this recorded session?

Theory/Model Application Analysis

See Sheafor and Horejsi, Walsh, Ivey et al., Graybeal, Corcoran and Nichols-Casebolt, and motivation interviewing readings.

1. Discuss which theories/models were utilized to engage and intervene with your client (recommend choosing before recording).
2. Evaluate this theory/model and why it was chosen for your client.
3. Discuss how you are using this theory/model to engage and intervene with your client.
4. What is your evaluation (how you applied the theory/model) of your use of this theory in this recorded session?

Observation Skills

See Ivey et al., Ch. 3 & 4 (pp. 58-99, E sections 3.2, 4.3, & 4.6)

Discuss your observation of non-verbal communication during the interview.

1. Visual/eye contact patterns
2. Vocal qualities
3. Body language: Attentive & Authentic
4. Body Language: facial Expressions and Synchrony/Mirroring
5. Nonverbal discrepancies (4.6)

Questions

See Ivey et al., Ch. 5 (pp. 110-116, E sections 5.2 & 5.3)

Discuss the types of questions you used during the interview.

1. Open questions
2. Closed question
3. Multiple questions
4. Why questions

Active Listening

See Ivey et al., Ch. 6 (pp. 135-138, E sections 6.2 & 6.3)

Discuss your use of encouraging, paraphrasing, and summarizing during the interview.

1. Discuss the effects of your use of **encouraging** in the interview. Was it difficult for you to use encouragers with your client? If so, what were the challenges involved?
2. Discuss the effects of your use of **paraphrasing** in the interview. Was it difficult for you to paraphrase your client's content? If so, what were the challenges involved?
3. Discuss the effects of your use of **summarizing** in the interview. Was it difficult for you to summarize your client's content? If so, what were the challenges involved?

Reflecting Feelings

See Ivey et al., Ch. 7 (pp. 160-172, E sections 7.3-7.6)

Discuss your use of reflecting feelings on the client during the interview.

1. Feeling label
2. Context or brief paraphrase
3. Checkout
   a. Was it difficult for you to utilize feeling reflection with your client? If so, what were the challenges involved?
   b. If you did not use feeling reflection during this session, please discuss how you would like to use it in session with this client.

Empathic Confrontation

See Ivey et al., Ch. 10 (pp. 229-235, E sections 10.1-10.4)

Discuss your use of confrontation during the interview.

1. Evaluate the client's reaction to your confrontation. Did the confrontation appear to be useful or helpful to the client? What specific indicators do you have from the client that it was helpful or unhelpful?
2. Did the confrontation stimulate the client's defenses? Did it bring a halt to the interview? If so, how long did it take to re-engage the client, to re-build momentum in the interview?
3. If you did not use confrontation during this session, please discuss how you would like to use it in session with this client.

Interpretation

See Ivey et al., Ch. 11 (pp. 259-265, E sections11.1-11.3)

Discuss your use of interpretation during the interview.

1. What did the interpretation seem to mean to the client?
2. What was their reaction to your interpretation?
3. Was the interpretation useful to the client?
4. Was the timing helpful during the interview?
5. If you did not use interpretation during this session, please discuss how you would have liked to use it in session with this client.

Self-Disclosure and Feedback

See Ivey et al., Ch. 12 (pp. 290-293, E sections 12.2-12.4)

Discuss your use of self-disclosure during the interview.

1. Was your self-disclosure appropriate and genuine?
2. Was the timing helpful during the interview?
3. Exploring countertransference:
   a. Did the self-disclosure shift the attention to you and force a gap in time to get the attention back to the client?
   b. If so, how long did this re-shifting to the client take? Did you regret self-disclosing after you said it?
4. Evaluate the client's reaction to your disclosure. Did the disclosure appear to be useful or helpful to the client?
5. If you did not use self-disclosure during this session, please discuss how you would like to use it in session with this client.

Strengths and Areas for Growth and Development

Write an evaluation of the interview in which you demonstrated the most strength and areas for growth and development.

1. Discuss in detail a specific plan for how you will improve in the areas for growth and development in the areas of engagement assessment and intervention. Use course materials to support your plan.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Examinations

Students will complete two examinations. The first examination is a true/false, multiple-choice, and short-answer exam related social work practice theory. The second examination is a true/false, multiple-choice, and essay exam related to motivational interviewing and its role and application in social work practice.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A true/false, multiple-choice, short-answer examination on social work practice and theory. This examination will take place during the 6th week of class (Date). (20% of final grade)

2. A 10-page self-assessment paper. This assignment is due the 8th week of class (Date). (30% of final grade)

3. A recorded interview, and an 8-10-page observation and analysis paper. This assignment is due the 16th week of class (Date). (30% of final grade)

4. A true/false, multiple-choice, short-essay examination on motivational interviewing and its application in social work practice. This examination will take place during the 14th week of class (Date). (20% of final grade)

An electronic version of the self-assessment and recorded interview assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%

C	73-77%
C-	70-73%
D+	67-70%
D	63-67%
D-	60-63%
F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 510: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Course overview Social work values and ethics Social work practice as a balance: Practice wisdom and evidence-based practice Intentional interviewing, counseling, and psychotherapy Ethics, multicultural competence, and the positive psychology and wellness approach	Identify core social work values Integration or conflict of professional values with personal values Practice activity: Ethical and professional behavior: NASW code of ethics	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional interviewing, counseling, and psychotherapy. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 3-26). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Ethics, multicultural competence, neuroscience, and positive psychology/resilience. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 27-55). Brooks/Cole. National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	Attending behavior and empathy Observation skills Questions: Opening communication	Engagement and assessment techniques for interviewing with basic listening skills	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Attending and empathy skills. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 56-82). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Observation skills. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 83-105). Brooks/Cole.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Questions: Opening communication. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 109-131). Brooks/Cole.
3	Encouraging, paraphrasing and summarizing Reflecting feelings Practice frameworks for social work Crisis theory	Organizing your session Developing your confidentiality statement for professional behavior	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Encouraging, paraphrasing, and summarizing: Active listening and cognition. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 132-153). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Reflecting feelings: The heart of empathic understanding. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 154-177). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Counseling theory and practice: How to integrate the microskills with multiple approaches. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 317-342). Brooks/Cole. Sheafor, B. W., & Horejsi, C. R. (2015). Practice frameworks for social work. *Techniques and guidelines for social work practice* (10th ed., pp. 68-98). Pearson. Walsh, J. (2013). Crisis theory and intervention. *Theories for direct social work practice* (3rd ed., pp. 306-332). Cengage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
4	Thinking about theory Social work perspective on theory Person-centered theory	Evaluating and selecting practice perspectives Theory into practice	Walsh, J. (2013). Thinking about theory. *Theories for direct social work practice* (3rd ed., pp. 1-17). Cengage. Walsh, J. (2013). A social work perspective on theory and practice. *Theories for direct social work practice* (3rd ed., pp. 18-32). Cengage. Walsh, J. (2013). Person-centered theory. *Theories for direct social work practice* (3rd ed., pp. 33-54). Cengage.
5	Ego psychology Behavioral theory Cognitive theory	Evaluating and selecting practice perspectives	Walsh, J. (2013). Ego psychology. *Theories for direct social work practice* (3rd ed., pp. 55-84). Cengage. Walsh, J. (2013). Behavior theory. *Theories for direct social work practice* (3rd ed., pp. 146-170). Cengage. Walsh, J. (2013). Cognitive theory. *Theories for direct social work practice* (3rd ed., pp. 171-201). Cengage.
6	**Social work practice theory exam**		No required reading
7	Assessment Intake and engagement	Biopsychosocial engagement for assessment Mental status exam	Cummins, L. K., & Sevel, J. A. (2018). The assessment process. *Social work skills for beginning direct practice: Text, workbook, and interactive case studies* (4th ed., pp. 196-225). Pearson.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Data collection and assessment		Sheafor, B. W., & Horejsi, C. R. (2015). Intake and engagement. *Techniques and guidelines for social work practice* (10th ed., pp. 162-198). Pearson. Sheafor, B. W., & Horejsi, C. R. (2015). Data collection and assessment. *Techniques and guidelines for social work practice* (10th ed., pp. 199-275). Pearson.
8	Change planning **Self-assessment paper due**	Evaluation of practice using service plans/treatment plan goals - objectives SMART goals	Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (2016). Change planning. *Direct social work practice: Theories and skills for becoming an evidence-based practitioner* (pp. 127-147). Sage.
9	Assessment: Comparing and contrasting the strengths perspective and resilience	Video vignette: "Why can we be a Family?"	Corcoran, J., Nichols-Casebolt, A. (2004). Risk and resilience ecological framework for assessment and goal formulation. *Child and Adolescent Social Work Journal, 21*(3), 211-235. https://doi.org/10.1023/B:CASW.0000028453.79719.65 Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominate paradigm. Families in Society: The Journal of Contemporary Human Services, 82(3), 233-242. https://doi.org/10.1606/2F1044-3894.236 Walsh, J. (2013). A social work perspective on theory and practice. *Theories for direct social work practice* (3rd ed., pp. 18-32). Cengage. (review)

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
10	Empathic confrontation Action skills: Self-disclosure & feedback Reflection of meaning	Professional engagement to intervene using Influencing Skills for Client Change	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Empathic confrontation: Identifying and challenging client conflict. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 228-256). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Reflection of meaning and interpretation/Reframing: Helping clients restory their lives. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 257-282). Brooks/Cole. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Action skills for building resilience and managing stress: Self-disclosure, feedback, logical consequences, directives/instruction, and psychoeducation. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed., pp. 283-314). Brooks/Cole.
11	Introduction to motivational interviewing Conversation about change The spirit of motivational interviewing	Practice Activity – "Motivational Interviewing in a Nutshell"	Miller, W. R., Rollnick, S. (2013). Conversations about change. *Motivational interviewing: Helping people change* (3rd ed., pp. 3-13). Guilford. Miller, W. R., Rollnick, S. (2013). The spirit of motivational interviewing. *Motivational interviewing: Helping people change* (3rd ed., pp. 14-24). Guilford. Miller, W. R., Rollnick, S. (2013). The method of motivational interviewing. *Motivational interviewing: Helping people change* (3rd ed., pp. 25-36). Guilford.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	The method of motivational interviewing		Rosengren, B. D. (2018). What is MI and why use it? *Building motivation interviewing skills: A practitioner workbook* (2nd ed., pp. 10-44). Guilford. Walsh, J. (2013). Motivational interviewing and enhancement therapy. *Theories for direct social work practice* (3rd ed., pp. 255-276). Cengage.
12	Motivational interviewing The use of open questions, affirmation, reflective listening, and summary reflections (OARS) Supporting self-efficacy and expressing empathy **Recorded interview due**	Practice engagement, assessment and motivational interviewing intervention skills using "Chris" vignette	Hohman, H., Wahab, S., & Slack, K. (2012). Supporting self-efficacy, or what if they don't think they can do it? *Motivational interviewing in social work practice* (pp. 49-63). Guilford. Hohman, H. (2012). Expressing empathy: Communicating understanding (even when it's hard). *Motivational interviewing in social work practice* (pp. 64-82). Guilford. Rosengren, B. D. (2018). The use of OARS: Reflective listening. *Building motivation interviewing skills: A practitioner workbook* (2nd ed., pp. 69-103). Guilford. Rosengren, B. D. (2018). The use of OARS: Open-ended questions, affirmations, and summaries. *Building motivation interviewing skills: A practitioner workbook* (2nd ed., pp. 104-137). Guilford.
13	Ambivalence: Change talk evoking person's motivation Responding to change talk	Practice engagement, assessment and motivational interviewing intervention skills using "Chris" vignette	Miller, W. R., Rollnick, S. (2013). Ambivalence: Change talk and sustain talk. *Motivational interviewing: Helping people change* (3rd ed., pp. 157-166). Guilford.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Managing ambivalence		Miller, W. R., Rollnick, S. (2013). Evoking the person's own motivation. *Motivational interviewing: Helping people change* (3rd ed., pp. 167-182). Guilford. Miller, W. R., Rollnick, S. (2013). Responding to change talk. *Motivational interviewing: Helping people change* (3rd ed., pp. 183-195). Guilford. Rosengren, B. D. (2018). Responding to sustain talk and dancing with discord. *Building motivation interviewing skills: A practitioner workbook* (2nd ed., pp. 359-391). Guilford.
	Thanksgiving Holiday		No required reading
14	**Motivational interviewing exam**		No required reading
15	Termination	Practice intervention, assessment, and evaluation	Cummins, L. K., & Sevel, J. A. (2018). Termination. *Social work skills for beginning direct practice: Text, workbook, and interactive case studies* (4th ed., pp. 286-294). Pearson.
16	Finals week **Recorded interview: Observation and**		

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	evaluation analysis paper due		

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 511: Social Work Practice II

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Further deepens students' knowledge and skills essential for social work practice, including individual, family, group, community, and organizational interventions. Focus on cultural responsiveness, commitment to professional competence and ethics, inter-professional development, social and economic justice, and client empowerment.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This course builds upon MSW 510: Social Work Practice I and applies generalist practice knowledge and skills to social work practice with families and groups. The course deals with values, knowledge, skills, issues, and processes which are relevant to social work practice regardless of agency setting. Using an ecosystems assessment perspective, a problem-solving process as the framework for intervention, and generalist social work practice skills, this course surveys the most salient models and methods of contemporary social work practice.

Upon completion of the course, the student will be able to:

1. Demonstrate the ability to engage, assess, intervene, and evaluate with families and groups (Competencies 6, 7, 8, & 9).

2. Critically evaluate and apply various selected evidence-based practice models in interventions with families and groups (Competencies 6, 7, 8, & 9).

3. Develop intervention strategies that address discrimination, barriers, and gaps that

impede client access, functioning, and use of resources (Competencies 2 & 8)

4. Research, evaluate, and incorporate knowledge about group dynamics and evidence-based practice in the development of group curriculum (Competency 4).

5. Learn to use written and oral communication that is ethically and culturally sensitive in a professional and thoughtful manner with clients and constituencies (Competencies 1 & 2).

6. Successfully demonstrate the ability to comprehend differences in systems and diverse viewpoints of individuals, families, and groups (Competencies 1 & 2).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-

informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Van Hook, M. (2019). *Social work practice with families: A resiliency-based approach* (3rd ed.).Lyceum.

Zastrow, C. H., & Hessenauer, S. L. (2018). *Social work with groups: A comprehensive practice and self-care* (10th ed.). Cengage.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Examinations

Students will develop family and group knowledge through reading and examinations. The student will demonstrate skill building in the area of family dynamics, family interventions, group development, group leadership, group dynamics, and group intervention strategies. Each examination is worth 50 points.

Generation Genograms and Ecomaps

For this assignment, students are to construct a three (3) generation genogram assessment. Please refer to the readings in week 3 for assistance.

This assignment is an APA-formatted 7-8-page paper (not including the title page, references, or genogram and ecomap appendices). Please organize your paper according to the following headings:

- **Pattern Identification and Analysis:** Identify three patterns: 1) healthy or a protective factor, 2) unhealthy or risk factors, and 3) emotional relationships. Utilize course materials to support the interpretation and analysis of your three family patterns.
- **Ecomap Environmental Analysis:** Provide assessment and analysis of the risk and protective factors identified from your ecomap.
- **Cultural Analysis:** Discuss the cultural risk and protective factors in your family dynamics.
- **Approaches to Social Work Practice with Families:** Choose one or more approaches that would be most helpful to assist your family. Explain why you chose this particular perspective to use in practice. Use citations to support your analysis and discussion.
- **Experience:** Briefly (paragraph) discuss your experience of gathering this information from family, constructing the genogram, and identifying patterns in your family, work, educational, and social life, and what was this experience like for you?
- **Discovery:** Briefly (paragraph) discuss what you discovered about your family that you did not know previously? How has this exercise impacted you personally?
- **Impact on Practice:** What is your analysis (one paragraph) of how this will affect the way you practice with social work clients?

This assignment is to gather as much information as you can on three generations of your family and represent it graphically in a genogram and ecomap. Make sure your genogram and ecomap include a "key" that illustrates what the symbols mean.

Within the context of the three patterns identified above, your genogram may include but is not limited to education, occupation, income, important dates (birth dates, age, death, and anniversaries), addictions, arrests, separations, divorces, adoptions, and foster care.

Complete a separate ecomap assessment for risk and protective factors (include family, friends, and partners who currently live in your unit). Assess the external environment, external resources, support, and strains to the family unit. Map the flow of energy to and from the family unit; please, address a minimum of 10 environmental factors that impact your family unit.

Curriculum Development Exercise – Group Proposal

Social workers often facilitate client group sessions and also work with multi and interdisciplinary professional groups. This exercise is designed to give the student the opportunity to design a curriculum that could be implemented with clients and also to provide an opportunity to witness the dynamics of the group process by working in a project group.

Students will develop the curriculum for an 8-session group therapy. Students will be randomly assigned to 1 of 5 project groups. Students will work in project groups to identify a target population, do research to ensure the curriculum is evidence-based, and design the curriculum.

Please organize your proposal using the following section headings:

Introduction

1. **Target Population (2 pages)**
    - Describe in full detail your target population: age, ethnicity, location/city, etc.
    - Discuss and support why this population? Provide pertinent statistics and cite relevant sources that support your justification
    - Provide a justification for why this group is needed and underserved (i.e., the gap in services for the population)
    - Describe what type of group (educational vs. treatment) will be offered
    - Discuss the purpose/goal of the group

2. **Group Selection Process- Program Overview (2 pages)**
    - How will you recruit clients? Group flyer? Discuss your referral process and referral form
    - Describe the size of your group
    - Provide inclusion criteria for group participation
    - Is this an open-ended or close-ended group?
    - Duration of the group?
    - What ethical issues might you need to be aware of?
    - Describe your intake process and form that will be utilized
    - Describe the assessment process and the form that will be utilized
    - How often will the group be held? Provide a rationale
    - Describe the individual vs. group goal-setting process
    - Discuss how an MSW intern will facilitate this group

3. **Funding (1/2 page)**
    - Provide a budget for this group (resources, materials, etc.)
    - How will the group be funded? Local, state, or federal grant? Other methods? Who will write the grant or secure funds? Explain.

4. **Group Setting (1/2 page)**
    - Where will the group take place?
    - How will you secure a location?
    - Describe the actual physical setting of the group, time of the group, and length.
    - Describe considerations that must be made to accommodate group

5. **Practice Frameworks (2-3 pages)**
    - What practice frameworks guide your group work practice?
    - What approaches are best for this group, population, and group goals?
    - Do your weekly interventions in group match your practice frameworks?
    - Provide the rationale and benefits and drawbacks of your selected approaches.
    - What evidence-based practices did you provide to support your practice framework?

6. **Model/Theory Approaches (2-3 pages)**
    - What theory/models guide your weekly group work sessions?
    - What approaches are best for this group, population, and group goals?
    - Do your weekly interventions in group match your model/theories?
    - Provide the rationale and benefits and drawbacks of your selected approaches.
    - What evidence-based practices did you provide to support your models/theory?
7. **Cultural Sensitivity (2-3 pages)**
    - How will your group attune to issues of sexism, ageism, homophobia, racism, etc.?
    - How will you structure your group so that your group welcomes diverse populations, LGTQI community, and promotes ethnic-sensitive practice?
    - Is there a specific intervention that you might use in consideration of these particular cultural issues for the population you have selected?

8. **8-Week Curriculum (16-30 pages)**

    Each week group session and activities/Session example - Be creative!
    - Introduction
    - Group Objectives
    - Materials Required
        - Included all worksheets and activities (site on reference page)
    - Session Length
    - Group facilitation Instructions
    - Icebreaker (do not use any from class presentations) & closing group

9. **Evaluation (Pre and Post Group) (2-3 pages)**
    - Pre and post evaluations: How will you evaluate your group effectiveness for clients?
    - Does your pre & posttest evaluate the group goals?
    - Provide a rationale for your evaluation
    - Provide forms, questionnaires, or surveys created for your evaluation tools in your appendix

10. **References**
    - A minimum of 25 sources of information

11. Appendix: (Required but not limited to include) (5 pages)

- Appendix A: Consent Form
- Appendix B: Recruitment Flyer
- Appendix C: Intake Form, Referral Form, Assessment
- Appendix D: Pre and Post evaluations

PowerPoint Presentation: (20-25 minutes) to include:

- Introduction
- Group selection process
- Funding and group setting
- Practice frameworks
- Theory and models
- Cultural sensitivity
- 8-week group curriculum (each week presented)
- Activity demonstration with the class
- Group evaluation
- Group recruitment flyer
- References

Please submit your curriculum proposal on Canvas prior to your presentation day. Please submit your PowerPoint presentation at least 24 hours prior to your presentation. Each member of the group must participate in the presentation. During your PowerPoint presentation, present each week's group activity from your 8-week curriculum. Then, demonstrate one of your week's activity to the class.

Individual Group Observation and Analysis

Students will write an individual paper analyzing the group processes based on their observations from their workgroup. Describe how the project group's dynamics mirrored group dynamics as outlined in Zastrow and Hessenauer (Ch. 1, 2, 3, & 4).

Chapter 1

- Identify the Type of Group (pp. 3-13)
  - Define and discussion of your group type
- Garland, Jones and Kolodny Model (pp. 18-19)
  - Discussion and analysis of your group in each stage
- Group Cohesion (pp. 23-24)
  - Discuss your payoffs and costs
  - Analysis of the group cohesion

Chapter 2

- Variety of Roles (pp. 36-38)

- Discuss your analysis of each member's role in the group
- Briefly discuss each member contribution to the proposal

Chapter 3

- Approaches to Leadership (pp. 72-79)
  - Discuss the group leadership
  - Analysis of the leadership style
  - Impact of this leadership style
- Power Bases in Group (pp. 83-84)
  - Discuss your analysis of the type of group power

Chapter 4

- Hidden Agendas (pp. 108-109)
  - Discuss and analysis if any group member had a hidden agenda
- Competition vs. Cooperation (pp. 112-114)
  - Discuss and analyze the group atmosphere
- Group Pressure to Conform (pp. 118-122)
  - Discuss and analyze the group pressures to conform
- Types of Disruptive Behavior in any group members (pp. 122-125)
  - Discuss and analyze if any group members behavior that was disruptive

This assignment is APA-formatted and 4-5 double-spaced pages, including an introduction; observation and analysis of group dynamics, roles, leadership, and member contributions; integration of course material with a minimum of 6 resources to support your observations and analysis; and conclusion.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. A true/false, multiple-choice, short-answer examination on social work practice and theory. This examination will take place during the 6th week of class (Date). (20% of final grade)

2. A genogram and ecomap analysis. This assignment is due the 8th week of class (Date). (25% of final grade)

3. A true/false, multiple-choice, short-essay examination on motivational interviewing and its application in social work practice. This examination will take place during the 14th week of class (Date). (20% of final grade)

4. A curriculum development exercise - group project. A draft of this assignment is due in week 10 (Date). The final assignment is due the 15th week of class (Date). (25% of final grade)

5. An individual group observation and analysis. This assignment is due the 16th week of class (Date). (10% of final grade)

An electronic version of the genogram and ecomap analysis, group curriculum project, and individual group observation and analysis must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect

a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 511: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Course overview	Course goals	No required reading
2	Family resiliency Family crisis and resiliency models Developing a therapeutic alliance	Family formation Family practice	Van Hook, M. (2019). The nature and sources of resiliency. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 3-49). Lyceum. Van Hook, M. (2019). Setting the stage for work with families: Development of the therapeutic alliance. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 50-63). Lyceum.
3	Patterns of communication Assessment of families Assessment tools: Genograms and ecomaps Social work with diverse families	Genogram video Genogram practice	McGoldrick, M., Gerson, R., & Petry, S. (2020). Genograms: Mapping family systems. *Genograms: Assessment and intervention* (4th ed., pp. 1-34). WW Norton. McGoldrick, M., Gerson, R., & Petry, S. (2020). Creating genograms. *Genograms: Assessment and intervention* (4th ed., pp. 35-70). WW Norton. Van Hook, M. (2019). Assessment of families. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 64-106). Lyceum.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Zastrow, C. H., & Hessenauer, S. L. (2018). Social work with families. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 266-296). Cengage.
4	Introduction to family therapy models Cognitive family therapy Psycho-educational family counseling	Family practice	Van Hook, M. (2019). Approaches to social work practice with families: Introduction to family therapy models. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 153-164). Lyceum. Van Hook, M. (2019). Social learning/cognitive family therapy models. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 165-187). Lyceum. Van Hook, M. (2019). Psychoeducational family counseling. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 188-206). Lyceum.
5	Structural family therapy Solution-focused family therapy Multisystems family therapy	Family practice SF video observation	Van Hook, M. (2019). Structural family therapy. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 207-223). Lyceum. Van Hook, M. (2019). Solution-focused family therapy. *Social work practice with families: A*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			resiliency-based approach (3rd ed., pp. 224-247). Lyceum. Van Hook, M. (2019). Multisystems family therapy. *Social work practice with families: A resiliency-based approach* (3rd ed., pp.265-294). Lyceum.
6	**First exam:** **Family theories and practices**		No required reading
7	Bowen family systems therapy Object relations family therapy **Genogram paper due**	Family practice	Van Hook, M. (2019). Bowen family systems therapy. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 295-304). Lyceum. Van Hook, M. (2019). Object relations family therapy. *Social work practice with families: A resiliency-based approach* (3rd ed., pp. 305-317). Lyceum.
8	Introduction to groups Types, stages, and development	Group formation Ice breaker in-class assignment	Corcoran, J. (2009). Rules and guidelines. *Groups in social work: A workbook* (pp. 47-59). Pearson.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Rules and guidelines Group work and social work practice Treatment groups	Group practice	Zastrow, C. H., & Hessenauer, S. L. (2018). Groups: Types and stages of development. Social work with families. Social *work with groups: A comprehensive practice and self-care* (10th ed., pp. 1-31). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Social group work and social work practice. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 36-40). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Treatment groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 363-399). Cengage.
9	Group dynamics: Leadership Group dynamics: Goals and norms	Group practice	Zastrow, C. H., & Hessenauer, S. L. (2018). Group dynamics: Leadership. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 72-105). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Group dynamics: Goals and norms. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 106-137). Cengage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
10	Task-oriented groups Self-help groups Working with diverse groups **Group proposal draft due**	Group practice Ice breaker demonstration – Group A	Zastrow, C. H., & Hessenauer, S. L. (2018). Task groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 178-216). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Working with diverse groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 217-251). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Self-help groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 252-265). Cengage.
	Spring Break **No class session**		No required reading
11	Educational groups: Focus on self-care Treatment groups with diverse and vulnerable populations Rational emotive therapy	Group practice Ice breaker demonstration – Group B	Corcoran, J. (2009). Handling difficult group member behaviors. *Groups in social work: A workbook* (pp. 150-160). Pearson. Zastrow, C. H., & Hessenauer, S. L. (2018). Educational groups with a focus on self-care. *Social work with groups: A comprehensive*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			practice and self-care (10th ed., pp. 332-362). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Treatment groups with diverse and vulnerable populations. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 400-450). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Appendix 1: Module 1: Rational therapy in groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 473-495). Cengage.
12	Group treatment theories Reality therapy Dialectical behavior therapy Termination and group evaluation	Group practice Ice breaker demonstration – Group C	Zastrow, C. H., & Hessenauer, S. L. (2018). Termination and evaluation of a group. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 451-470). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Appendix 1: Module 3: Reality therapy in groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 529-550). Cengage. Zastrow, C. H., & Hessenauer, S. L. (2018). Appendix 1: Module 4: Dialectical behavior therapy in groups. *Social work with groups: A comprehensive practice and self-care* (10th ed., pp. 551-572). Cengage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
13	**Legislative Lobby Days** **No class session**		No required reading
14	**Second exam:** **Groups: Theory and practice**		No required reading
15	**Group presentations** **Group proposals due**		No required reading
16	Finals week **Final paper due**		

MSW 512: Child Welfare: Advanced Social Work Practice

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Designed for students planning careers in child welfare. Assessment and intervention models, and the practice of social work within the legal context of the dependency court.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 511. MSW 512 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in child welfare settings. This course presents the historical and social underpinnings of child maltreatment in the United States, as well as an overview of programs and services specific to the American child welfare system. Case assessment and the evidence-based practice process are emphasized. Special consideration is given to the role of culture and diversity in the provision of child welfare services.

Upon completion of the course, the student will be able to:

1. Apply professional social work ethics and principles to make ethical decisions in the context of child welfare practice (Competency 1).

2. Effectively engage in child welfare practice with individuals, families, and groups with sensitivity and understanding toward the role diversity and difference play in clients' lives (Competencies 1 & 2).

3. Identify, synthesize, and critically appraise research evidence for child welfare practice (Competency 4).

4. Use knowledge, theories, and research related to best practices in engaging, assessing, intervening, and evaluating child welfare practice with individuals, families, and groups, including the importance of inter-professional collaboration (Competencies, 6, 7, 8, & 9).

5. Understand how personal experiences and affective reactions may affect professional practice, including engagement, assessment, intervention, and evaluation, with children and families (Competencies, 6, 7, 8, & 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate

published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional

relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

Crosson-Tower, C. (2018). *Exploring child welfare: A practice perspective* (7th ed.). Pearson.

Crosson-Tower, C. (2021). *Understanding child abuse and neglect* (10th ed.). Pearson.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Self-Assessment Paper

Students will complete a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about child maltreatment and working in the child welfare system. Students will examine their perceptions and biases related to child welfare and possible resolutions to these issues. Also, include the influence of personal biases, beliefs, and values in working with diverse clients in the child welfare system and how you might manage these biases, beliefs, and values.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point font, and double-spacing. The required page length for this assignment is 2-3 pages. This does not include the title page.

Agency-Based Evaluation Paper

The purpose of this paper is for students to compare and contrast two county-based public child welfare agencies. Students are encouraged to arrange to visit the agencies in groups; however, papers must be written independently.
For this paper, students will visit two county-based public child welfare agencies to observe the varying operating procedures and organizational climates. Students will interview social workers (or other service providers) in the public child welfare agencies to identify the strengths, barriers, resources, and efficacy involved with the service model.

In this paper, students will discuss a) how a child and/or family enter the child welfare system; b) an overview of the agencies visited, including information about eligibility requirements, caseload issues, and details about programs and services provided; and c) the roles of social workers in the program.

Compare and contrast the differences between the service delivery procedures practiced in the organizations you visited. Include a description of the organizational climate "felt" at each agency. Lastly, include observations and conclusions about the agency and how you might incorporate the most valuable principles and concepts used in the observed child welfare practices into your own social work practice?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 4-5 pages. This does not include the title page, reference pages, or appendices.

Evidence-Based Practice Process Paper

The purpose of this assignment is for students to research and evaluate the evidence-based practice process relevant to a child welfare practice case. Choose a client at your field placement with a fairly well-defined constellation of symptoms, issues, or difficulties. For this case,

1. Formulate an answerable clinical question.
2. Find the best clinical evidence to answer that question.
3. Critically appraise that evidence: validity, clinical significance, and usefulness, etc.
4. Integrate your critical appraisal of the evidence with your own clinical expertise and the values and particular circumstances of the client you have chosen.
5. Evaluate your effectiveness and efficiency in undertaking steps 1-4 and develop a brief plan for improvement.

In your paper, briefly explain the client's history and current difficulties. Briefly discuss any biological, psychological, familial, social, and spiritual dynamics that are having a marked effect on the client's difficulties.

Then, locate 2 empirical studies in peer-reviewed journals that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences. Choose studies that focus on quantitative research for this paper and present original research on the use of an intervention. In addition, locate a meta-analysis or systematic review

that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences for this assignment.

After you have located the articles and the systematic review or meta-analysis, provide a brief summary of the purpose and findings of each study. Also, offer your analysis of the validity, clinical significance, and usefulness of the evidence you discovered.

Provide an integration of your appraisal of the evidence with the values and circumstances of your client. Write about the following in your paper: Describe how you would go about discussing the evidence you have discovered with your client in an "informed consent" process. In the informed consent process, describe the procedures associated with the evidence-based practice and any potential harm or risks to the clients. Use language that is appropriate for the client to comprehend the informed consent process.

Finally, evaluate the evidence-based practice process. Discuss your effectiveness (or lack thereof) at searching for evidence-based interventions and your ability to evaluate the evidence you found. In which parts of this process were you strongest/weakest? Include a brief plan that details how you will improve your use of the evidence-based practice process as a professional social worker in the future. For instance, how will you improve searches for evidence-based resources, your critical evaluation of the literature you find, and your use of evidence-based interventions with clients?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 6-8 pages. This does not include the title page, reference pages, or appendices.

Case Assessment Paper*

In this assignment, students will develop a case assessment based on an assigned child welfare vignette. Please use all resources available in class, as well as information and feedback provided during discussions. You may also use literature from outside the course to support statements and conclusions. Please organize your paper according to the following headings.

Introduction

Briefly and concisely describe each dimension of the client's presenting issues. Why has client come for treatment or services? What are the client's expectations?

Intersectionality

Present a brief profile of the client from an intersectionality perspective. This perspective includes multiple aspects of human experience including ethnicity, culture, personal and professional identity, positionality, and orientation. Cover any diversity issues mentioned or alluded to in the vignette.

Engagement

Describe how you will engage with this client. Identify any relevant theories or practices related to best practices for engaging clients.

Assessment

From a biopsychosocial-spiritual perspective, assess the client's symptoms, issues, and concerns as they relate to child welfare, specifically. Also, include any relevant risk factors associated with the vignette. Provide emphasis on the dimension most associated with the client's presenting problem. If appropriate, provide a mental health diagnosis for your client, including DSM-5 diagnostic criteria.

Treatment or Service Plan

Describe the manner in which you went about planning your work with the client. How will you include the client in the planning and/or treatment process? Identify relevant social work theories that will guide your practice with the client. Identify goals, objectives, and tasks for the client using the SMART format. Discuss how you plan to terminate services with the client.

Interventions

Describe the interventions you will use for the client. Provide at least 3 evidence-based practice research article references to support your intervention choices. Evaluate and synthesize the evidence from the research articles to inform your practice choices.

The interventions you plan to use should link conceptually to the theories you have chosen to guide your practice with the client. They should also be connected to the goals, objectives, and tasks you listed in the previous section. The interventions you propose should allow your work with the client to progress to the point at which each objective and goal is likely to be met by a certain date.

Evaluation

Describe how you will measure progress with your client? Will you administer any measures? If so, which ones and why? When will you administer them? What is the level of support in the research literature concerning the reliability and validity of the measures? How else will you evaluate your work with the client?

Adjunctive Resources

What referrals will you make for/with your client? How will you make referrals? The referrals you provide should link to the content of the vignette and the treatment/service plan for the client.

Legal Issues

Even if the vignette does not appear to intimate any specific legal issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any that apply specifically to the case in the vignette, including any discussion with the client related to mandating reporting.

Ethical Issues

If the vignette does not appear to intimate any specific ethical issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any ethical issues that apply specifically to the case in the vignette.

Professional Use of Self

How might this case present some challenges for you as a person and as a professional social worker? How will you use your professional self to establish rapport with the client? Is any countertransference likely in this case? Explain why or why not. How will you manage any issues that arise for you that may affect your ongoing work with the client?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 8-10 pages. This does not include the title page, reference pages, or appendices.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Case Assessment Oral Presentation

A clinical vignette oral presentation predicated on the vignette from the case assessment assignment. Students will structure the presentation in accordance with the structure of the case assessment assignment. This oral presentation is 10-15 minutes. Please allow time for questions from classmates.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. A 2-3-page self-assessment paper. This assignment is due the 3rd week of class (Date). (10% of final grade)
2. A 4-5-page agency-based evaluation paper. This assignment is due the 8th week of class (Date). (20% of final grade)

3. A 6-8-page evidence-based practice process paper. This assignment is due the 11th week of class (Date). (25% of final grade)

4. A 10-15-minute oral presentation on the student's case assessment paper. Presentations will occur during the 14th and 15th weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)

5. An 8-10-page clinical case assessment paper due the 16th week of class. (30% of final grade)

An electronic copy of all written assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/ep_students.html.

MSW 512: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Review syllabus Historical perspectives Child maltreatment statistics	Crosson-Tower, C. (2018). Children: Our most important resource. *Exploring child welfare: A practice perspective* (7th ed., pp. 1-20). Pearson. Crosson-Tower, C. (2021). The maltreatment of children then and now. *Understanding child abuse and neglect* (10th ed., pp. 1-25). Pearson.
2	Defining family The role and function of families The impact of culture on family The impact of poverty on child welfare	Crosson-Tower, C. (2018). The changing family. *Exploring child welfare: A practice perspective* (7th ed., pp. 21-54). Pearson. Crosson-Tower, C. (2018). Children and families in poverty. *Exploring child welfare: A practice perspective* (7th ed., pp. 55-86). Pearson. Crosson-Tower, C. (2021). The family: Roles, responsibilities, and rights. *Understanding child abuse and neglect* (10th ed., pp. 26-54). Pearson.
3	Child maltreatment Neglect Physical abuse **Self-assessment paper due**	Crosson-Tower, C. (2018). Child abuse and neglect: Protecting children when families cannot. *Exploring child welfare: A practice perspective* (7th ed., pp. 147-186). Pearson. Crosson-Tower, C. (2021). The neglect of children. *Understanding child abuse and neglect* (10th ed., pp. 81-114). Pearson. Crosson-Tower, C. (2021). The physical abuse of children. *Understanding child abuse and neglect* (10th ed., pp. 115-144). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Emotional abuse Sexual abuse Interfamilial sexual abuse	Crosson-Tower, C. (2021). Psychological maltreatment of children. *Understanding child abuse and neglect* (10th ed., pp. 239-252). Pearson. Crosson-Tower, C. (2021). The sexual abuse of children. *Understanding child abuse and neglect* (10th ed., pp. 145-174). Pearson. Crosson-Tower, C. (2021). Interfamilial abuse. *Understanding child abuse and neglect* (10th ed., pp. 175-204). Pearson.
5	Sexual exploitation of children Substance use and child welfare Evidence-based practice process Child Welfare Information Gateway	Crosson-Tower, C. (2021). Extrafamilial sexual abuse, misuse, and exploitation. *Understanding child abuse and neglect* (10th ed., pp. 205-238). Pearson. Crosson-Tower, C. (2018). The impact of violence and addiction on children. *Exploring child welfare: A practice perspective* (7th ed., pp. 87-108). Pearson. Thyer, B. A. (2006). What is evidence-based practice? In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 35-46). Oxford University Press. Roberts, A. R., & Yeager, K. R. (2006). A practical approach to formulating evidence-based questions in social work. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 47-58). Oxford University Press.
6	Legal responses to child maltreatment Juvenile justice and child welfare systems	Crosson-Tower, C. (2018). Juvenile court justice: Promoting the rights and welfare of children and families. *Exploring child welfare: A practice perspective* (7th ed., pp. 215-232). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Diversion programs for children and families Systematic reviews and meta-analyses	Crosson-Tower, C. (2021). The legal response to child abuse and neglect. *Understanding child abuse and neglect* (10th ed., pp. 309-330). Pearson. Roberts, A. R., Yeager, K. R., Regehr, C. (2006). Bridging evidence-based health care and social work: How to search for, develop, and use evidence-based studies. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 3-20). Oxford University Press. Uman L. S. (2011). Systematic reviews and meta-analyses. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, *20*(1), 57-59. http://www.ncbi.nlm.nih.gov/pmc/articles/pmc3024725/
7	Public child welfare California child welfare system California child welfare core practice model California integrated core practice model	California Department of Social Services. (2021). *The California integrated core practice model for children, youth, and families.* https://cdss.ca.gov/Portals/9/ACIN/2018/I-21_18.pdf California Social Work Education Center. (2021). *California child welfare core practice model.* https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/core-practice-model Reed, D. F., & Karpilow, K. A. (2009). *Understanding the child welfare system in California: A primer for service providers and policymakers* (2nd ed.). Center for Research on Women and Families. http://www.fiscalexperts.com/pdf_files/CWS_Primer.pdf

WEEK	TOPIC(S)	READING ASSIGNMENTS
8	Intervention in child welfare Assessment in child welfare Case management Interdisciplinary team approach **Agency-based evaluation paper due**	Crosson-Tower, C. (2021). Intervention: Reporting, investigation, and assessment. *Understanding child abuse and neglect* (10th ed., pp. 253-290). Pearson. Crosson-Tower, C. (2021). Collaborative intervention and case management. *Understanding child abuse and neglect* (10th ed., pp. 291-308). Pearson.
9	Treatment for neglect Treatment for physical abuse Treatment for sexual abuse	Crosson-Tower, C. (2021). Case management and treatment of physical abuse and neglect. *Understanding child abuse and neglect* (10th ed., pp. 331-359). Pearson. Crosson-Tower, C. (2021). Treatment of sexual abuse. *Understanding child abuse and neglect* (10th ed., pp. 360-387). Pearson.
10	Family-centered practice Family preservation Therapeutic behavioral services Family reunification	Crosson-Tower, C. (2018). Family preservation or child placement? Serving the child's best interests. *Exploring child welfare: A practice perspective* (7th ed., pp. 187-214). Pearson. Chambers, R. M., Crutchfield, R. M., Harper, S. G. G., Fatemi, M., & Rodriguez, A. Y. (2018). Family reunification in child welfare practice: A pilot study of parent and staff experiences. *Children and Youth Services Review, 91*, 221-231. https://doi.org/10.1016/j.childyouth.2018.06.020

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Xu, Y., Ahn, H., & Bright, C. L. (2017). Family involvement meetings: Engagement, facilitation, and child and family goals. *Children and Youth Services Review, 79*, 37-43. https://doi.org/10.1016/j.childyouth.2017.05.026
11	Out-of-home placement Foster care Kinship care Adoption **Evidence-based practice process paper due**	Crosson-Tower, C. (2018). Children in family foster care. *Exploring child welfare: A practice perspective* (7th ed., pp. 265-296). Pearson. Crosson-Tower, C. (2021). Foster care for abused and neglected children. *Understanding child abuse and neglect* (10th ed., pp. 388-403). Pearson. Crosson-Tower, C. (2018). The adoption of children. *Exploring child welfare: A practice perspective* (7th ed., pp. 297-336). Pearson.
12	Residential settings Group homes Therapeutic settings	Crosson-Tower, C. (2018). Children in residential settings. *Exploring child welfare: A practice perspective* (7th ed., pp. 337-374). Pearson. James, S. (2017). Implementing evidence-based practice in residential care: How far have we come? Residential Treatment for Children & Youth, 34(2), 155-175. https://doi.org/10.1080/0886571X.2017.1332330 Portwood, S. G., Boyd, S. A., Nelson, E. B., Murdock, T. B., Hamilton, J., & Miller, A. D. (2018). A comparison of outcomes for children and youth in foster and residential group care across agencies. Children and Youth Services Review, 85, 19-25. https://doi.org/10.1016/j.childyouth.2017.11.027

WEEK	TOPIC(S)	READING ASSIGNMENTS
13	The future of child welfare in the US	Crosson-Tower, C. (2021). Working in child protection and prevention. *Understanding child abuse and neglect* (10th ed., pp. 438-476). Pearson. Crosson-Tower, C. (2018). Our children's future. *Exploring child welfare: A practice perspective* (7th ed., pp. 375-386). Pearson.
	Thanksgiving holiday **No class session**	No required reading
14	**Clinical vignette oral presentations**	No required reading
15	**Clinical vignette oral presentations**	No required reading
16	Finals week No class session **Case assessment paper due**	

MSW 514: Community Mental Health: Advanced Social Work Practice

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Prerequisite: MSW 511. Applying theory and practice with diverse populations utilizing a multicultural framework and case materials to analyze treatment issues and empowerment strategies in community mental health.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

MSW 514 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in mental health settings. Psychosocial treatment modalities are discussed including various therapeutic approaches to individual and family psychotherapy. An overview of the mental health recovery paradigm and psychosocial rehabilitation model is presented. The importance of the social worker's role in using psychotropic medication is considered. Case assessment and the evidence-based practice process are emphasized. The role of stigma, culture, and family in treatment planning is also examined.

Upon completion of the course, the student will be able to:

1. Apply professional social work ethics and principles to make ethical decisions in the context of mental health practice (Competency 1).

2. Effectively engage in mental health practice with individuals, families, and groups with sensitivity and understanding toward the role diversity and difference play in clients' lives (Competencies 1 & 2).

3. Identify, synthesize, and critically appraise research evidence for mental health practice (Competency 4).

4. Use knowledge, theories, and research related to best practices in engaging, assessing, intervening, and evaluating mental health practice with individuals, families, and groups, including the importance of inter-professional collaboration (Competencies, 6, 7, 8, & 9).

5. Understand how personal experiences and affective reactions may affect professional practice, including engagement, assessment, intervention, and evaluation, with mental health clients (Competencies, 6, 7, 8, & 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

Wedding, D., & Corsini, R. J. (Eds.). (2019). *Current psychotherapies* (11th ed.). Cengage.

Wedding, D., & Corsini, R. J. (Eds.). (2014). *Case studies in psychotherapy* (7th ed.). Cengage Learning.

Yalom, I. D. (2002/2017). *The gift of therapy: An open letter to a new generation of therapists and their patients.* Harper Perennial.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Self-Assessment Paper

Students will complete a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about mental health and working in the community mental health system. Students will examine their perceptions and biases related to mental health and possible resolutions to these issues. Also, include the influence of personal biases, beliefs, and values in working with diverse clients in the mental health system and how you might manage these biases, beliefs, and values.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point font, and double-spacing. The required page length for this assignment is 2-3 pages. This does not include the title page.

Agency-Based Evaluation Paper

The purpose of this paper is to observe and analyze a program that has adopted a client-driven approach to mental health service delivery. Students are encouraged to arrange to visit the programs in groups; however, papers must be written independently. Students may not visit programs in which they have worked previously or currently work or programs in which they have interned or currently intern.

For this paper, students will visit a client-driven community services organization to observe firsthand how clients participate in their own recovery. Students will interview social workers (or other service providers) in the community-based agency to identify the strengths, barriers, resources, and efficacy involved with the treatment model.

In this paper, students will discuss a) the concepts of client-driven services in general, through a brief review of relevant research and literature; b) an overview of the program visited, including information about eligibility requirements, funding sources and issues, and details about everyday service delivery by providers; and c) the roles of social workers in the program.

Compare and contrast the differences between the service delivery model practiced in the organization you visit and service delivery in typical mental health clinics. Lastly, include observations and conclusions about the program and how you might incorporate the most valuable principles and concepts used in the model into your own social work practice?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 4-5 pages. This does not include the title page, reference pages, or appendices.

Evidence-Based Practice Process Paper

The purpose of this assignment is for students to research and evaluate the evidence-based practice process relevant to a mental health practice case. Choose a client at your field placement with a fairly well-defined constellation of symptoms, issues, or difficulties. For this case,

1. Formulate an answerable clinical question.
2. Find the best clinical evidence to answer that question.
3. Critically appraise that evidence: validity, clinical significance, and usefulness, etc.
4. Integrate your critical appraisal of the evidence with your own clinical expertise and the values and particular circumstances of the client you have chosen.
5. Evaluate your effectiveness and efficiency in undertaking steps 1-4 and develop a brief plan for improvement.

In your paper, briefly explain the client's history and current difficulties. Briefly discuss any biological, psychological, familial, social, and spiritual dynamics that are having a marked effect on the client's difficulties.

Then, locate 2 empirical studies in peer-reviewed journals that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences. Choose studies that focus on quantitative research for this paper and present original research on the use of an intervention. In addition, locate a meta-analysis or systematic review that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences for this assignment.

After you have located the articles and the systematic review or meta-analysis, provide a brief summary of the purpose and findings of each study. Also, offer your analysis of the validity, clinical significance, and usefulness of the evidence you discovered.

Provide an integration of your appraisal of the evidence with the values and circumstances of your client. Write about the following in your paper: Describe how you would go about discussing the evidence you have discovered with your client in an "informed consent" process. In the informed consent process, describe the procedures associated with the evidence-based practice and any potential harm or risks to the clients. Use language that is appropriate for the client to comprehend the informed consent process.

Finally, evaluate the evidence-based practice process. Discuss your effectiveness (or lack thereof) at searching for evidence-based interventions and your ability to evaluate the evidence you found. In which parts of this process were you strongest/weakest? Include a brief plan that details how you will improve your use of the evidence-based practice process as a professional

social worker in the future. For instance, how will you improve searches for evidence-based resources, your critical evaluation of the literature you find, and your use of evidence-based interventions with clients?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 6-8 pages. This does not include the title page, reference pages, or appendices.

Case Assessment Paper*

In this assignment, students will develop a case assessment based on an assigned mental health vignette. Please use all resources available in class, as well as information and feedback provided during discussions. You may also use literature from outside the course to support statements and conclusions. Please organize your paper according to the following headings.

Introduction

Briefly and concisely describe each dimension of the client's presenting issues. Why has client come for treatment or services? What are the client's expectations?

Intersectionality

Present a brief profile of the client from an intersectionality perspective. This perspective includes multiple aspects of human experience including ethnicity, culture, personal and professional identity, positionality, and orientation. Cover any diversity issues mentioned or alluded to in the vignette.

Engagement

Describe how you will engage with this client. Identify any relevant theories or practices related to best practices for engaging clients.

Assessment

From a biopsychosocial-spiritual perspective, assess the client's symptoms, issues, and concerns as they relate to older adults, specifically. Also, include any relevant risk factors associated with the vignette. Provide emphasis on the dimension most associated with the client's presenting problem.

Diagnosis

Describe your primary diagnosis and any rule-outs in a manner that demonstrates your analytic process. Include a DSM-5 diagnosis and justify your diagnosis.

Treatment or Service Plan

Describe the manner in which you went about planning your work with the client. How will you include the client in the planning and/or treatment process? Identify relevant social work theories that will guide your practice with the client. Identify goals, objectives, and tasks for the client using the SMART format. Discuss how you plan to terminate services with the client.

Interventions

Describe the interventions you will use for the client. Describe the interventions you will use for the client. Provide at least 3 evidence-based practice research article references to support your intervention choices. Evaluate and synthesize the evidence from the research articles to inform your practice choices.

The interventions you plan to use should link conceptually to the theories you have chosen to guide your practice with the client. They should also be connected to the goals, objectives, and tasks you listed in the previous section. The interventions you propose should allow your work with the client to progress to the point at which each objective and goal is likely to be met by a certain date.

Evaluation

Describe how you will measure progress with your client? Will you administer any measures? If so, which ones and why? When will you administer them? What is the level of support in the research literature concerning the reliability and validity of the measures? How else will you evaluate your work with the client?

Adjunctive Resources

What referrals will you make for/with your client? How will you make referrals? The referrals you provide should link to the content of the vignette and the treatment/service plan for the client.

Legal Issues

Even if the vignette does not appear to intimate any specific legal issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any that apply specifically to the case in the vignette, including any discussion with the client related to mandating reporting.

Ethical Issues

If the vignette does not appear to intimate any specific ethical issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any ethical issues that apply specifically to the case in the vignette.

Professional Use of Self

How might this case present some challenges for you as a person and as a professional social worker? How will you use your professional self to establish rapport with the client? Is any countertransference likely in this case? Explain why or why not. How will you manage any issues that arise for you that may affect your ongoing work with the client?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 8-10 pages. This does not include the title page, reference pages, or appendices.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Case Assessment Oral Presentation

A clinical vignette oral presentation predicated on the vignette from the case assessment assignment. Students will structure the presentation in accordance with the structure of the case assessment assignment. This oral presentation is 10-15 minutes. Please allow time for questions from classmates.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. A 2-3-page self-assessment paper. This assignment is due the 3rd week of class (Date). (10% of final grade)

2. A 4-5-page agency-based evaluation paper. This assignment is due the 8th week of class (Date). (20% of final grade)

3. A 6-8-page evidence-based practice process paper. This assignment is due the 11th week of class (Date). (25% of final grade)

4. A 10-15-minute oral presentation on the student's case assessment paper. Presentations will occur during the 14th and 15th weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)

5. An 8-10-page clinical case assessment paper due the 16th week of class. (30% of final grade)

An electronic version of the self-assessment and recorded interview assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect

a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 514: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Review syllabus	Dumont, F. (2019). Introduction to 21st century psychotherapies. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 1-20). Cengage. Yalom, I. D. (2002/2017). *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 1-73). Harper Perennial.
2	Psychodynamic psychotherapies Psychoanalysis	Safran, J. D., Kriss, A., & Foley, V. K. (2019). Psychodynamic psychotherapies. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 21-58). Cengage. Safran, J. D. (2014). Psychodynamic psychotherapy: The case of Simone. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 3-11). Cengage Learning. Yalom, I. D. (2002/2017). *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 74-145). Harper Perennial.
3	Adlerian psychotherapy	

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Self-assessment paper due	Maniacci, M. P., & Sackett-Maniacci, L. (2019). Adlerian psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 59-100). Cengage. Mosak, H. H., & Maniacci, M. (2014). Adlerian psychotherapy: The case of Roger. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 12-32). Cengage Learning. Yalom, I. D. (2002/2017). *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 146-200). Harper Perennial.
4	Client- or person-centered therapy Humanistic therapy	Raskin, R. J., Rogers, C. R., & Witty, M. C. (2019). Client-centered therapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 101-156). Cengage. Witty, M. C. (2014). Client-centered therapy: Client-centered therapy with David: A sojourn in loneliness. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 33-58). Cengage Learning. Yalom, I. D. (2002/2017). *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 201-259). Harper Perennial.

WEEK	TOPIC(S)	READING ASSIGNMENTS
5	Rational emotive behavior therapy Behavior therapy	Ellis, A., & Ellis, D. J. (2019). Rational emotive behavior therapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 157-198). Cengage. Ellis, A. (2014). Rational emotive behavior therapy: A twenty-three-year-old woman guilty about not following her parents' rules. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 59-78). Cengage Learning. Antony, M. M. (2019). Behavior therapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 199-236). Cengage. Barlow, D. H. (2014). Behavior therapy: Covert sensitization for paraphilia. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 79-87). Cengage Learning.
6	Cognitive therapy Cognitive-behavioral therapy	Beck, A. T., & Weishaar, M. E. (2019). Cognitive therapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 237-272). Cengage. Beck, A. T. (2014). Cognitive therapy: An interview with a depressed and suicidal patient. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 88-102). Cengage Learning.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Mental health recovery paradigm The psychosocial rehabilitation model	Ellison, M. L., Belanger, L. K., Niles, B. L., Evans, L. C., & Bauer, M. S. (2018). Explication and definition of mental health recovery: A systematic review. *Administration and Policy in Mental Health, 45*, 91-102. https://doi.org/10.1007/s10488-016-0767-9 Khoury, E., & del Barrio, L. R. (2015). Recovery-oriented mental health practice: A social work perspective. *British Journal of Social Work, 45*(Suppl 1), i27–i44, https://doi.org/10.1093/bjsw/bcv092
7	Existential psychotherapy	Yalom, I. D., & Josselson, R. (2019). Existential psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 273-308). Cengage. Yalom, I. (2014). Existential therapy: "If rape were legal . . .". In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 103-114). Cengage Learning.
8	Interpersonal psychotherapy	Verdeli, H., & Weissman, M. M. (2019). Interpersonal psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 349-390). Cengage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Evidence-based practice process **Agency-based evaluation paper due**	Crowe, M., & Luty, S. (2014). Interpersonal psychotherapy: A case study for the new IPT therapist. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 139-148). Cengage Learning. Thyer, B. A. (2006). What is evidence-based practice? In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 35-46). Oxford University Press. Roberts, A. R., & Yeager, K. R. (2006). A practical approach to formulating evidence-based questions in social work. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 47-58). Oxford University Press.
9	Family therapy Systematic reviews and meta-analyses	Goldenberg, I., & Stanton, M. (2019). Family therapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 391-428). Cengage. Papp, P. (2014). Family therapy: The daughter who said no. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 149-172). Cengage Learning. Roberts, A. R., Yeager, K. R., Regehr, C. (2006). Bridging evidence-based health care and social work: How to search for, develop, and use evidence-based studies. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 3-20). Oxford University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Uman L. S. (2011). Systematic reviews and meta-analyses. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, *20*(1), 57-59. http://www.ncbi.nlm.nih.gov/pmc/articles/pmc3024725/
10	Mindfulness-based therapies Contemplative therapies	Walsh, R., & Vaughan, F. (2019). Positive psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 429-480). Cengage. Eisenlohr-Moul, T. A., Peters, J. R., & Baer, R. A. (2014). Contemplative psychotherapies: Using mindfulness effectively in clinical practice: Two case studies. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 173-192). Cengage Learning.
11	Positive psychotherapy **Evidence-based practice process paper due**	Rashid, T., & Seligman, M. (2019). Positive psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 481-526). Cengage. Rashid, T., & Ostermann, R. F. (2014). Positive psychotherapy: Strength-based assessment in clinical practice. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 193-203). Cengage Learning.
12	Integrative psychotherapies	

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Norcross, J. C., & Beutler, L. E. (2019). Integrative psychotherapies. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 527-560). Cengage. Beutler, L. E. (2014). Integrative psychotherapies: Integrative therapy with Mr. F. H. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 204-214). Cengage Learning.
13	Multicultural theories of psychotherapy	Comas-Diaz, L. (2019). Multicultural theories of psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 561-598). Cengage. Comas-Diaz, L. (2014). Multicultural psychotherapy: Alma. In D. Wedding & R. J. Corsini (Eds.), *Case studies in psychotherapy* (7th ed., pp. 215-218). Cengage Learning.
	Thanksgiving Holiday **No class session**	No required reading
14	**Clinical vignette oral presentations**	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
15	**Clinical vignette oral presentations**	No required reading
16	Finals week No class session **Case assessment paper due**	

MSW 516: Aging: A Multigenerational Perspective: Advanced Social Work Practice

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

A comprehensive overview of social work practice with older adults from a multigenerational perspective. This course examines the biopsychosocial aspects of aging and teaches students how to effectively assess the functional needs of older social work clients and their families.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 511. MSW 516 is an advanced generalist practice course intended to build on generalist practice skills and knowledge related specifically to social work practice in older adult settings. Students are introduced to theories on the biopsychosocial functioning of older adults and are taught how to assess that functioning and plan and implement interventions from a social work perspective. This course includes content on abuse and neglect of older adults, drug and alcohol abuse, and the social worker's role in dying, bereavement, hospice care, and advance directives. Case assessment and the evidence-based practice process are emphasized. Special attention is given to older adults from diverse ethnic and cultural backgrounds.

Upon completion of the course, the student will be able to:

1. Apply professional social work ethics and principles to make ethical decisions in the context of social work practice with older adults (Competency 1).

2. Effectively engage in aging practice with individuals, families, and groups with sensitivity and understanding toward the role diversity and difference play in clients' lives (Competencies 1 & 2).

3. Identify, synthesize, and critically appraise research evidence for social work practice with older adults (Competency 4).

4. Use knowledge, theories, and research related to best practices in engaging, assessing, intervening, and evaluating aging practice with individuals, families, and groups, including the importance of inter-professional collaboration (Competencies, 6, 7, 8, & 9).

5. Understand how personal experiences and affective reactions may affect professional practice, including engagement, assessment, intervention, and evaluation, with older adult clients (Competencies, 6, 7, 8, & 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

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evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

McInnis-Dittrich, K. (2020). *Social work with older adults: A biopsychosocial approach to assessment and intervention* (5th ed.). Pearson.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Self-Assessment Paper

Students will complete a self-assessment paper reflecting on their thoughts, beliefs, behaviors, and feelings about aging and working with older adults. Students will examine their perceptions and biases related to older adults and possible resolutions to these issues. Also, include the influence of personal biases, beliefs, and values in working with diverse older adult clients and how you might manage these biases, beliefs, and values.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point font, and double-spacing. The required page length for this assignment is 2-3 pages. This does not include the title page.

Agency-Based Evaluation Paper

The purpose of this paper is to observe and analyze a program designed to serve older adults. Students are encouraged to arrange to visit the programs in groups; however, papers must be written independently. Students may not visit programs in which they have worked previously or currently work or programs in which they have interned or currently intern.

For this paper, students will visit an organization designed to provide services to older adults to observe firsthand the agencies operating procedures and how clients are incorporated into the service delivery model. Students will interview social workers (or other service providers) in the agency to identify the strengths, barriers, resources, and efficacy involved with the service delivery model.

In this paper, students will discuss a) how clients access services at this agency; b) an overview of the program visited, including information about eligibility requirements, funding sources and issues, and details about everyday service delivery by providers; and c) the roles of social workers in the program. Lastly, include observations and conclusions about the program and how you might incorporate the most valuable principles and concepts used in the agency into your own social work practice?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 4-5 pages. This does not include the title page, reference pages, or appendices.

Evidence-Based Practice Process Paper

The purpose of this assignment is for students to research and evaluate the evidence-based practice process relevant to an aging practice case. Choose a client at your field placement with a fairly well-defined constellation of symptoms, issues, or difficulties. For this case,

1. Formulate an answerable clinical question.

2. Find the best clinical evidence to answer that question.

3. Critically appraise that evidence: validity, clinical significance, and usefulness, etc.

4. Integrate your critical appraisal of the evidence with your own clinical expertise and the values and particular circumstances of the client you have chosen.

5. Evaluate your effectiveness and efficiency in undertaking steps 1-4 and develop a brief plan for improvement.

In your paper, briefly explain the client's history and current difficulties. Briefly discuss any biological, psychological, familial, social, and spiritual dynamics that are having a marked effect on the client's difficulties.

Then, locate 2 empirical studies in peer-reviewed journals that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences. Choose studies that focus on quantitative research for this paper and present original research on the use of an intervention. In addition, locate a meta-analysis or systematic review that addresses the use of an intervention with clients that have the disorder or experience the types of difficulties your client experiences for this assignment.

After you have located the articles and the systematic review or meta-analysis, provide a brief summary of the purpose and findings of each study. Also, offer your analysis of the validity, clinical significance, and usefulness of the evidence you discovered.

Provide an integration of your appraisal of the evidence with the values and circumstances of your client. Write about the following in your paper: Describe how you would go about discussing the evidence you have discovered with your client in an "informed consent" process. In the informed consent process, describe the procedures associated with the evidence-based practice and any potential harm or risks to the clients. Use language that is appropriate for the client to comprehend the informed consent process.

Finally, evaluate the evidence-based practice process. Discuss your effectiveness (or lack thereof) at searching for evidence-based interventions and your ability to evaluate the evidence you found. In which parts of this process were you strongest/weakest? Include a brief plan that details how you will improve your use of the evidence-based practice process as a professional social worker in the future. For instance, how will you improve searches for evidence-based resources, your critical evaluation of the literature you find, and your use of evidence-based interventions with clients?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 6-8 pages. This does not include the title page, reference pages, or appendices.

Case Assessment Paper*

In this assignment, students will develop a case assessment based on an assigned aging vignette. Please use all resources available in class, as well as information and feedback provided during discussions. You may also use literature from outside the course to support statements and conclusions. Please organize your paper according to the following headings.

Introduction

Briefly and concisely describe each dimension of the client's presenting issues. Why has client come for treatment or services? What are the client's expectations?

Intersectionality

Present a brief profile of the client from an intersectionality perspective. This perspective includes multiple aspects of human experience including ethnicity, culture, personal and professional identity, positionality, and orientation. Cover any diversity issues mentioned or alluded to in the vignette.

Engagement

Describe how you will engage with this client. Identify any relevant theories or practices related to best practices for engaging clients.

Assessment

From a biopsychosocial-spiritual perspective, assess the client's symptoms, issues, and concerns as they relate to older adults, specifically. Also, include any relevant risk factors associated with the vignette. Provide emphasis on the dimension most associated with the client's presenting problem. If appropriate, provide a mental health diagnosis for your client, including DSM-5 diagnostic criteria.

Treatment or Service Plan

Describe the manner in which you went about planning your work with the client. How will you include the client in the planning and/or treatment process? Identify relevant social work theories that will guide your practice with the client. Identify goals, objectives, and tasks for the client using the SMART format. Discuss how you plan to terminate services with the client.

Interventions

Describe the interventions you will use for the client. Describe the interventions you will use for the client. Provide at least 3 evidence-based practice research article references to support your intervention choices. Evaluate and synthesize the evidence from the research articles to inform your practice choices.

The interventions you plan to use should link conceptually to the theories you have chosen to guide your practice with the client. They should also be connected to the goals, objectives, and tasks you listed in the previous section. The interventions you propose should allow your work with the client to progress to the point at which each objective and goal is likely to be met by a certain date.

Evaluation

Describe how you will measure progress with your client? Will you administer any measures? If so, which ones and why? When will you administer them? What is the level of support in the research literature concerning the reliability and validity of the measures? How else will you evaluate your work with the client?

Adjunctive Resources

What referrals will you make for/with your client? How will you make referrals? The referrals you provide should link to the content of the vignette and the treatment/service plan for the client.

Legal Issues

Even if the vignette does not appear to intimate any specific legal issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any that apply specifically to the case in the vignette, including any discussion with the client related to mandating reporting.

Ethical Issues

If the vignette does not appear to intimate any specific ethical issues, there are some issues that must be considered anytime we practice professional social work with clients. Cover those in this section and any ethical issues that apply specifically to the case in the vignette.

Professional Use of Self

How might this case present some challenges for you as a person and as a professional social worker? How will you use your professional self to establish rapport with the client? Is any countertransference likely in this case? Explain why or why not. How will you manage any issues that arise for you that may affect your ongoing work with the client?

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 8-10 pages. This does not include the title page, reference pages, or appendices.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Case Assessment Oral Presentation

A clinical vignette oral presentation predicated on the vignette from the case assessment assignment. Students will structure the presentation in accordance with the structure of the case assessment assignment. This oral presentation is 10-15 minutes. Please allow time for questions from classmates.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. A 2-3-page self-assessment paper. This assignment is due the 3rd week of class (Date). (10% of final grade)

2. A 4-5-page agency-based evaluation paper. This assignment is due the 8th week of class (Date). (20% of final grade)
3. A 6-8-page evidence-based practice process paper. This assignment is due the 11th week of class (Date). (25% of final grade)

4. A 10-15-minute oral presentation on the student's case assessment paper. Presentations will occur during the 14th and 15th weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)

5. An 8-10-page clinical case assessment paper due the 16th week of class. (30% of final grade)

An electronic copy of all written assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%

B-	80-83%
C+	77-80%
C	73-77%
C-	70-73%
D+	67-70%
D	63-67%
D-	60-63%
F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC DISHONESTY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at:
http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/ep_students.html.

MSW 516: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Introduction to aging and social work practice	McInnis-Dittrich, K. (2020). The context of social work practice with older adults. *Social work with older adults* (5th ed., pp. 1-25). Pearson. Wacker, R. R., & Roberto, K. A. (2019). Patterns of service use and theories of help-seeking behavior. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 47-64). Sage.
2	Biological changes and older adults Implications of age-related biological changes for social work practice with older adults	McInnis-Dittrich, K. (2020). Biological changes and the physical well-being of older adults. *Social work with older adults* (5th ed., pp. 26-59). Pearson. Rasiah, J., Cummings, G. G., Grunier, A., Oelke, N. D., Estabrooks, C., & Holroyd-Leduc, J. (2020). Prefraility in older adults: A conceptual analysis. *International Journal of Nursing Studies, 108*, 103618. https://doi.org/10.1016/j.ijnurstu.2020.103618
3	Psychological changes and older adults Social and cultural theories of aging Ageism **Self-assessment paper due**	Chonody, J. M., & Teater, B. (2018). Aging and ageism: Cultural influences. *Social work practice with older adults: An actively aging framework for practice* (pp. 23-54). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		McInnis-Dittrich, K. (2020). Psychosocial adjustments to aging. *Social work with older adults* (5th ed., pp. 60-83). Pearson.
4	Assessment of older adults Special considerations in assessing older adults	Joosten-Hague, D. (2019). Theoretical and assessment approaches. *Social work practice with older adults: An evidence-based approach* (pp. 21-50). Cognella. McInnis-Dittrich, K. (2020). Conducting a biopsychosocial assessment. *Social work with older adults* (5th ed., pp. 84-109). Pearson.
5	Older adults and physical health Chronic illness and disability Sexual health and older adults	Johnson, R., Bowdre, T. L., & Clark, R. (2019). Sexual health and the older adult. *Geriatric Nursing, 40,* 336-337. https://doi.org/10.1016/j.gerinurse.2019.05.005 Joosten-Hague, D. (2019). Chronic illness and disability. *Social work practice with older adults: An evidence-based approach* (pp. 194-223). Cognella. Wacker, R. R., & Roberto, K. A. (2019). Health care and wellness. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 231-274). Sage.
6	Older adults and mental health Depression, dementia, and delirium Treating socioemotional conditions	McInnis-Dittrich, K. (2020). Differential assessment and diagnosis of cognitive and emotional problems of older adults. *Social work with older adults* (5th ed., pp. 110-140). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Hoarding	McInnis-Dittrich, K. (2020). Interventions for depression, anxiety, and dementia in older adults. *Social work with older adults* (5th ed., pp. 141-178). Pearson. McInnis-Dittrich, K. (2020). Complementary and alternative approaches to treating socioemotional conditions in older adults. *Social work with older adults* (5th ed., pp. 179-202). Pearson.
7	Older adults and substance use Older adults and substance abuse Maladaptive coping	McInnis-Dittrich, K. (2020). Substance abuse and suicide prevention in older adults. *Social work with older adults* (5th ed., pp. 203-234). Pearson. National Institute on Drug Abuse. (2020, July 9). *Substance use in older adults*. https://www.drugabuse.gov/publications/substance-use-in-older-adults-drugfacts Satre, D. D., Hirschtritt, M. E., Silverberg, M. J., & Sterling, S. A. (2020). Addressing problems with alcohol and other substances among older adults during the covid-19 pandemic. *American Journal of Geriatric Psychiatry, 28*(7), 780-783. https://doi.org/10.1016/j.jagp.2020.04.012
8	Abuse and neglect of older adults Assessment of abuse, neglect, and self-neglect	Day M. R. (2020). Self-neglect in older adults. In A. Phelan (Ed.), *Advances in elder abuse research. International perspectives on aging* (Vol. 24). Springer, Cham. https://doi.org/10.1007/978-3-030-25093-5_7

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Self-neglect	Makaroun, L. K., Bachrach, R. L., & Rosland, A. -M. (2020). Elder abuse in the time of covid-19—Increased risks for older adults and their caregivers. American Journal of Geriatric Psychiatry, 28(8), 876-880. https://doi.org/10.1016/j.jagp.2020.05.017 McInnis-Dittrich, K. (2020). Social work practice in identifying and preventing abuse and neglect of older adults. *Social work with older adults* (5th ed., pp. 235-261). Pearson.
	Evidence-based practice process **Agency-based evaluation paper due**	Thyer, B. A. (2006). What is evidence-based practice? In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 35-46). Oxford University Press. Roberts, A. R., & Yeager, K. R. (2006). A practical approach to formulating evidence-based questions in social work. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 47-58). Oxford University Press.
9	End-of-life care for older adults Spirituality Advanced directives Hospice care Systematic reviews and meta-analyses	Joosten-Hague, D. (2019). Advanced care planning and end-of-life issues. *Social work practice with older adults: An evidence-based approach* (pp. 250-275). Cognella. McInnis-Dittrich, K. (2020). The role of spirituality in social work with older adults. *Social work with older adults* (5th ed., pp. 262-283). Pearson. McInnis-Dittrich, K. (2020). Advanced care planning and end-of-life care for older adults. *Social work with older adults* (5th ed., pp. 284-318). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Roberts, A. R., Yeager, K. R., Regehr, C. (2006). Bridging evidence-based health care and social work: How to search for, develop, and use evidence-based studies. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based practice* (pp. 3-20). Oxford University Press. Uman L. S. (2011). Systematic reviews and meta-analyses. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, *20*(1), 57-59. http://www.ncbi.nlm.nih.gov/pmc/articles/pmc3024725/
10	Caregiving Caregiver supports and burdens Multigenerational social work	McInnis-Dittrich, K. (2020). Working with older adults' support systems in caregiving. *Social work with older adults* (5th ed., pp. 319-345). Pearson. Wacker, R. R., & Roberto, K. A. (2019). Caregiver support services. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 383-498). Sage.
11	Community-based supports Aging in place Housing supports Transportation supports	Joosten-Hague, D. (2019). Aging in place: Health prevention, promotion, and wellness. *Social work practice with older adults: An evidence-based approach* (pp. 74-101). Cognella. McInnis-Dittrich, K. (2020). Community programs to support "aging in place": Age-friendly communities, transportation ,

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Evidence-based practice process paper due	and housing initiatives. *Social work with older adults* (5th ed., pp. 346-371). Pearson. Wacker, R. R., & Roberto, K. A. (2019). Home care services. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 4431-454). Sage.
12	Long-term care Care management and older adults	Joosten-Hague, D. (2019). Long-term care planning. *Social work practice with older adults: An evidence-based approach* (pp. 224-249). Cognella. Wacker, R. R., & Roberto, K. A. (2019). Care management. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 409-430). Sage. Wacker, R. R., & Roberto, K. A. (2019). Long-term care services. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 455-488). Sage.
13	The future of policies and services for older adults Challenges and opportunities	McInnis-Dittrich, K. (2020). Income programs, health insurance, and support services for older adults: Challenges and opportunities for the future. *Social work with older adults* (5th ed., pp. 372-389). Pearson. Wacker, R. R., & Roberto, K. A. (2019). Program and services in an era of change. *Community resources for older adults: Programs and services in an era of change* (5th ed., pp. 489-498). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Thanksgiving holiday **No class session**	No required reading
14	**Clinical vignette oral presentations**	No required reading
15	**Clinical vignette oral presentations**	No required reading
16	Finals week No class session **Case assessment paper due**	

MSW 520: Social Welfare Policy and Services I

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Comprehensive overview of the history of social welfare and the social work profession, the evolution of social work values and ethics, and a broad array of US social welfare services including income maintenance, health care, mental health, and child welfare.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This course is an introduction to social welfare policy and services for MSW students. This course is intended to deepen students' knowledge and understanding of the contemporary American welfare state, especially with respect to disadvantaged and vulnerable populations. Specific emphasis is placed on both the historical and current patterns of social welfare service provision, and the development of the social work profession. The place of social welfare policy in the promotion of social and economic justice, and as a reflection of social work ethics and values, is particularly stressed. This course fulfills the university writing requirement for graduate students.

Upon completion of this course, the student will be able to:

1. Articulate, explain, and understand the historical evolution and development of social welfare and the social work profession in the United States (Competencies 1 & 5).

2. Describe the key social welfare policies and programs that comprise the American social welfare system (Competency 5).

3. dentify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5).

4. Assess how social welfare and economic policies impact the delivery of and access to social services (Competency 5).

5. Apply critical thinking to more comprehensively understand policies that advance human rights and social, economic, and environmental justice (Competency 5).

6. Demonstrate satisfactory disciplined-based writing competence, minimally at the level of an entering graduate student.

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

REQUIRED TEXTS AND READINGS

American Psychological Association. (2019). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

DiNitto, D. M., & Johnson, D. H. (2016). *Social welfare: Politics and public policy* (8th ed.). Pearson.

Popple, P. R. (2018). *Social work practice and social welfare policy in the United States: A history*. Oxford University Press.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Problem, Policy, and Program Paper

The written assignment for this course entails a two-part project examining a social problem and a resultant social welfare policy and program response.

Part I: Students will submit a "problem, policy, and program" paper prospectus, which includes a draft of the paper's introduction (1-2 pages) and problem section (3-5 pages), as well as an outline for the entire paper, including a bibliography with no less than 10 APA-formatted references. Students are required to submit an electronic copy of the prospectus to *Turnitin.com.* The prospectus, including instructor feedback on student writing competence and APA formatting, will be returned to students 2 weeks prior to the final term paper due date.

Part II: Students will describe a selected social problem, and a policy and program specifically created to address that social problem. The final paper will be approximately 12-15 pages in length. Students are required to submit an electronic copy of this assignment to *Turnitin.com.* More information on these assignments will be presented in class. Please utilize the following outline/format for preparation of your final paper:

> **The Problem:** Each student is to select a current social issue or problem (e.g., homelessness, hunger, child abuse, child poverty, elderly poverty, health care for the poor, health care for the elderly, mental illness, substance abuse, public education, etc.). In your paper, describe the nature and scope of the problem. What is the problem? How big is the problem? How is the problem defined? What groups are differentially affected by the problem? Provide some historical background to your social problem.
>
> **The Policy:** Identify and describe a current social welfare policy that has been constructed to address your problem. Ideally, this should be a federal policy; however, in some instances, state policy may be more appropriate. When was your policy created? Is your policy part of a larger policy? If your policy has many sections, describe the most relevant section(s) in detail and briefly summarize the other sections.
>
> **The Program:** Identify and describe a current social welfare program that was created as a direct result of your social welfare policy. What are the eligibility criteria for your

program? How many people does your program serve? What benefits are provided? How are the benefits provided? How is the program financed? How much does the program cost to operate?

Conclusion: In this section, present your impressions on the effectiveness of the policy and program designed to address your social problem. You may include empirical evidence to support your position, but this is not required. Suggest some policy and program alternatives to the policy and program you described. How could your social problem be better addressed?

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A term paper prospectus, including a draft of the paper's introduction and problem section, a proposed outline for the entire paper, and a preliminary bibliography with no fewer than 10 references. This assignment is due the 7th week of class (Date). (15% of final grade)

2. A multiple-choice/short-answer midterm examination given during the 8th week of class (Date). (25% of final grade)

3. A 12-15-page term paper describing a selected social problem, and a resultant social welfare policy and program response to that problem. This assignment is due the 12th week of class (Date). (30% of final grade)

4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (30% of final grade)

An electronic version of the term paper prospectus and final term paper must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual

basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence will result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

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MSW 520: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview What is social welfare policy?	DiNitto, D. M., & Johnson, D. H. (2016). Introduction: Politics, rationalism, and social welfare policy. *Social welfare: Politics and public policy* (8th ed., pp. 1-14). Pearson. DiNitto, D. M., & Johnson, D. H. (2016). Politics and the history of social welfare policy. *Social welfare: Politics and public policy* (8th ed., pp. 73-106). Pearson.
2	**No class session** **Labor Day Holiday**	Popple, P. R. (2018). Old World and Colonial background. *Social work practice and social welfare policy in the United States: A history* (pp. 11-30). Oxford University Press. Popple, P. R. (2018). Social welfare in the new nation, 1776-1865. *Social work practice and social welfare policy in the United States: A history* (pp. 31-54). Oxford University Press.
3	Library orientation Class meets in PLN 420	Popple, P. R. (2018). America confronts poverty, 1776-1860. *Social work practice and social welfare policy in the United States: A history* (pp. 55-80). Oxford University Press. Popple, P. R. (2018). Modern America – Modern problems: 1860-1900. *Social work practice and social welfare policy in the United States: A history* (pp. 81-99). Oxford University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Elizabethan Poor Laws Colonial social welfare APA formatting – Paper set-up – Writing tips	Popple, P. R. (2018). Scientific charity, 1850-1900. *Social work practice and social welfare policy in the United States: A history* (pp. 100-128). Oxford University Press. Popple, P. R. (2018). Progress in social welfare, 1895-1929. *Social work practice and social welfare policy in the United States: A history* (pp. 129-163). Oxford University Press. Popple, P. R. (2018). The birth of a profession, 1898-1930. *Social work practice and social welfare policy in the United States: A history* (pp. 164-197). Oxford University Press.
5	Charity Organization Societies Settlement house movement Social work as a profession DVD: "An Experiment in Democracy" APA formatting – Citations	Popple, P. R. (2018). Crises: The Great Depression and World War II. *Social work practice and social welfare policy in the United States: A history* (pp. 198-229). Oxford University Press. Popple, P. R. (2018). The Depression: A crises for a new profession, 1930-1945. *Social work practice and social welfare policy in the United States: A history* (pp. 230-258). Oxford University Press. Richmond, M. (1901). Charitable co-operation. *Proceedings of the 28th Conference of Charities and Corrections*, (pp. 298-313). George Ellis.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Flexner, A. (1915). Is social work a profession? *Proceedings of the National Conference on Charities and Corrections*, (pp. 578-590). Columbia University Press.
6	Social Welfare in the 20th Century The Social Security Act The Great Society Welfare reform DVD: "Legacies of Social Change" APA formatting – References	Popple, P. R. (2018). America's welfare state experiment, 1945-1974. *Social work practice and social welfare policy in the United States: A history* (pp. 259-291). Oxford University Press. Popple, P. R. (2018). Social work practice, 1945-1974. *Social work practice and social welfare policy in the United States: A history* (pp. 292-321). Oxford University Press. Popple, P. R. (2018). Ending welfare as we know it. *Social work practice and social welfare policy in the United States: A history* (pp. 322-339). Oxford University Press. Popple, P. R. (2018). Social work in the conservative 21st century welfare state. *Social work practice and social welfare policy in the United States: A history* (pp. 340-363). Oxford University Press.
7	Defining poverty The federal poverty line	DiNitto, D. M., & Johnson, D. H. (2016). Ending poverty: Is it an issue anymore? *Social welfare: Politics and public policy* (8th ed., pp. 107-152). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Poverty and inequality **Term paper prospectus and problem section draft due**	DiNitto, D. M., & Johnson, D. H. (2016). Preventing poverty: Education and employment policy. *Social welfare: Politics and public policy* (8th ed., pp. 331-368). Pearson.
8	**Midterm exam**	No required reading
9	Social insurance programs Old-Age, Survivors and Disability Insurance Unemployment Insurance Workers' Compensation APA formatting – Feedback from prospectuses	DiNitto, D. M., & Johnson, D. H. (2016). Preventing poverty: Social insurance and personal responsibility. *Social welfare: Politics and public policy* (8th ed., pp. 153-194). Pearson.
10	Public assistance programs Temporary Assistance for Needy Families Supplemental Security Income General Relief/Assistance	DiNitto, D. M., & Johnson, D. H. (2016). Helping needy families: An end to welfare as we knew it. *Social welfare: Politics and public policy* (8th ed., pp. 237-280). Pearson. DiNitto, D. M., & Johnson, D. H. (2016). Disability policy: Embracing a civil rights perspective. *Social welfare: Politics and public policy* (8th ed., pp. 195-236). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
11	Child welfare policy Foster care and adoption Permanency planning DVD: "The Orphan Trains"	DiNitto, D. M., & Johnson, D. H. (2016). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders. *Social welfare: Politics and public policy* (8th ed., pp. 369-392). Pearson. Karger, H. J., & Stoesz, D. (2014). Child welfare policy. *American social welfare policy: A pluralist approach* (7th ed., pp. 317-334). Pearson.
12	Hunger, food, and nutrition policy Supplemental Nutrition Assistance Program Special Supplemental Nutrition Program for Women, Infants, and Children Aging policy Older Americans Act **Term paper due**	Karger, H. J., & Stoesz, D. (2014). The politics of food policy and rural life. *American social welfare policy: A pluralist approach* (7th ed., pp. 369-400). Pearson. DiNitto, D. M., & Johnson, D. H. (2016). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders. *Social welfare: Politics and public policy* (8th ed., pp. 393-399). Pearson.
13	Housing and homelessness policy The McKinney-Vento Act	Karger, H. J., & Stoesz, D. (2014). Housing policies. *American social welfare policy: A pluralist approach* (7th ed., pp. 335-368). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Public and Section 8 housing DVD: "On the Streets"	
	Thanksgiving Holiday **No class session**	No required reading
14	Health care policy Medicaid Medicare Affordable Care Act	DiNitto, D. M., & Johnson, D. H. (2016). Providing healthcare: Can all Americans be insured? *Social welfare: Politics and public policy* (8th ed., pp. 281-330). Pearson. Knickman, J. R., & Kovner, A. R. (2015). The Affordable Care Act: A brief history, assessment, and future challenges. *Health care delivery in the United States* (11th ed.). Springer.
15	Mental health policy Deinstitutionalization Community Mental Health Centers Act Lanterman-Petris-Short Act	DiNitto, D. M., & Johnson, D. H. (2016). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders. *Social welfare: Politics and public policy* (8th ed., pp. 399-427). Pearson. Karger, H. J., & Stoesz, D. (2014). Mental health and substance abuse policy. *American social welfare policy: A pluralist approach* (7th ed., pp. 283-298). Pearson.

WEEK	TOPIC(S)	READING ASSIGNMENTS
16	Finals week **Final exam** Date: Time: Location	

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MSW 521: Social Welfare Policy and Services II

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Course builds policy practice knowledge, skills, advocacy strategies, values and ethics regarding the political processes underlying social welfare policy development and practice. Course also examines diverse methods of policy analysis and addresses policy issues that are important to multicultural populations.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 520. MSW 521 builds on knowledge gained in MSW 520. Students learn to apply policy analysis frameworks and key concepts in the analysis of contemporary social welfare policies and service delivery, particularly among vulnerable and oppressed populations. Understanding the dynamics of policy practice and advocacy are also emphasized. Policy practice skill development will take place in areas such as analyzing and interpreting social welfare policies; translating policy initiatives and outcomes into practice; and advocating for social and policy changes in appropriate legislative and organizational settings. Students also learn key strategies for policy and client advocacy practice in social work settings.

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge and understanding of strategies intended to eliminate oppression and ensure social responsibility, equity, and protection within diverse social and economic groups in our society (Competency 3).

2. Demonstrate knowledge of effective policy administration and implementation at various levels of government and social service agency (Competency 5).

3. Conduct competent policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice (Competency 5).

4. Apply critical thinking to analyze, formulate, and advocate for policies and programs that advance human rights and social, economic, and environmental justice at the individual and systems levels (Competencies 1 & 5).

5. Use technology to ethically and appropriately facilitate policy-practice activities to effect positive social and political change (Competencies 1 & 5).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

REQUIRED TEXTS AND READINGS

Gilbert, N., & Terrell, P. (2013). *Dimensions of social welfare policy* (8th ed.). Allyn & Bacon.

Colby, I. C. (2018). *The handbook of policy practice.* Oxford University Press.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Policy Analysis Paper*

The purpose of this assignment is for students to analyze a social welfare policy/program of their interest. Students may choose from three types of policy analysis frameworks presented in class: comparative, historical, or constructionist. A student may use an alternative framework with permission of the instructor.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also, use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of 10 references is required.

Comparative Analysis

Students selecting a comparative analysis should systematically compare policies across two or more settings. This may include comparing policies between locations such as nations, states, and communities (e.g., urban vs rural). Students may also compare a specific type of social welfare program across two or more settings (e.g., health or mental health care systems).

1. Select a social welfare policy or program area (e.g., child welfare, health care, mental health care, immigration, homelessness, substance abuse, public education, social security, public assistance, income maintenance, etc.). You may make your topic area as general or specific as you like. Describe your policy or program area relevant to a specific location or setting (e.g., the United States, the State of California, or Orange County).

2. Describe the comparable policy or program area from another setting (i.e., another country, state or county).

3. Compare the policies or programs from the two settings. What are the strengths and weaknesses of each? How does each differ in their eligibility criteria? Type of benefit provision? Delivery and financing of programs?

4. Conclude your paper with a discussion of policy alternatives. What do you think might be a more effective or efficient way to address your policy area? How might you construct your ideal policy response? Why?

Historical Analysis

Students selecting a historical analysis should consider the following questions:

1. What is the historical background of your policy or program? What policies or programs existed prior to the current policy or program? How has your specific policy or program developed over time?

2. How is this current policy or program different from previous renditions? Why is it expected to work better this time? How have eligibility requirements, types of benefits, financing mechanisms, and administration schemes for this program changed over time?

3. Who are the actors defining or driving the current policy response and how are they different from past actors?

4. What do you see as the future direction of the current policy or program? Hypothesize what this policy or program will look like 10 or 20 years from now.

Constructionist Analysis

Students selecting a constructionist analysis must include information relevant to the dimensions of the social constructionist framework discussed in class. These include:

1. Social and historical context – Describe the historical context of your social welfare policy or program. In this discussion include information related to the social, political, and economic antecedents of the policy or program? How have social values and perceptions contributed to the current policy or program? How have political values contributed to the policy response? What economic forces have helped shape the policy or program?

2. Interest groups and power relationships – Identify the various interest groups (e.g., government, big business, service providers, consumers) associated with your policy or program. Who has a stake, or vested interest, in your policy or program? How do power

relationships and power differentials affect your policy or program and its implementation?

3. Language, discourse, and social knowledge – How have language and discourse contributed to the construction of your social policy or program. What are the objective conditions and subjective interpretations that have helped create your policy or program. How has information about your policy or program been mediated to the American people?

4. Conclusion – Describe your personal thoughts on the construction of your policy or program. How might you improve your policy or program? How has the construction of your policy or program affected the field of Social Work?

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm examination.

Policy Practice Paper*

The intersection of policy and practice has become an integral part of modern social work. Social workers must learn to appreciate and understand their roles in political action and the social policymaking process. Advocating for clients, lobbying legislators, and championing social justice are just a few examples of policy practice in social welfare. As agents of social change, it is critical that social workers are effective policy practitioners.

In preparation for your policy-practice experience, students will work in groups of 3-4 to prepare a "Talking Points" worksheet, conducting research on the nature of the social problem addressed by one of the legislative bills (your choice) selected by NASW-CA. The "Talking Points" worksheet (available on Canvas) will include background information on the social problem, including relevant statistics, and justifications for the passage of the legislation. Your work on this worksheet will inform both your legislative appointments and your online petition below.

The first part of this assignment is experiential. Students are required to participate in one of the following policy-practice activities:

1. Legislative Lobby Days in Sacramento, California. Students are required to attend the NASW workshops on lobbying and preparing for legislative appointments (Sunday). Students will then participate in the Social Action Rally and meet with a California assemblyperson or his or her representative at the State Capitol (Monday).

2. Lobbying a local city, county, state, or federal political representative or legislative body (e.g., city council). Identify a social welfare policy or policy issue of interest; ideally, this policy or policy issue will be consistent with the political agenda of the state or national chapters of NASW, but not necessarily. Then, arrange to meet with a selected representative or legislative body to advocate for a specific policy change or initiative. This meeting should be in person; however, in certain circumstances, a telephone conversation will suffice. It is your responsibility to research and develop cogent information for your presentation to a selected political representative or legislative body.

3. Advocating for policy change with a decision maker from a local private or non-profit organization serving social work clients. Identify a social service problem or deficiency at a local social welfare agency relative to a specific client population. Also, identify a policy or decision maker at that agency (e.g., director, owner, manager, board member). Then, arrange to meet with the selected agency representative and advocate for policy change to improve service provision to the targeted client population. This meeting should be in person. The agency cannot be your fieldwork placement. It is your responsibility to research and develop cogent information for your presentation to a selected agency representative.

The second part of this assignment relates to using technology to facilitate policy practice.

1. Each group will create an online petition using Change.org or MoveOn.org. Groups will research ethical best practices for engaging in online advocacy, including using social media to facilitate the dissemination of the online petition.

2. Petitions should be written in a concise and clear manner. Include hyperlinks to additional information, if appropriate. Students should review instructions on Change.org and MoveOn.org, as well as reviewing successful petitions posted on both websites.

3. Groups will then post their petitions on at least one of their existing social media accounts or on a new social media account created for this class (i.e., Facebook, Twitter, Instagram).

4. Students will include the link to their online petition on their "Talking Points" worksheet.

Following your policy-practice experience, write a 3-5-page paper describing it. Begin your paper with some background information on the selected representative, legislative body, or agency, and the specific policy or policy issue. Following this, describe your policy-practice experience. What did you do? What did you hope to accomplish? What type of response did you receive from your audience? What might you have done differently, if you had the opportunity? Did you enjoy your experience? What did you learn from this experience? Lastly, include a brief description of your experience using technology in policy practice.

Include as an appendix to your policy-practice paper, your "Talking Points" worksheet and your online petition. The appendix is not included in the final page count.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. References are not required for this assignment; however, if you do cite, please include a reference page.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

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Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final examination. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A multiple-choice/short-answer midterm examination given during the 6th week of class (Date). (25% of final grade)

2. A 12-15-page term paper analyzing a selected social welfare policy or program. This assignment is due the 9th week of class (Date). (35% of final grade)

3. A 3-5 page policy practice paper describing a legislative lobbying experience. This assignment is due the 13th week of class (Date). (15% of final grade)

4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (25% of final grade)

An electronic copy of the policy analysis and policy practice papers must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%

B	83-87%
B-	80-83%
C+	77-80%
C	73-77%
C-	70-73%
D+	67-70%
D	63-67%
D-	60-63%
F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

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MSW 521: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course introduction Review syllabus, assignments, grading, etc. Foundational social welfare policy review	Gilbert, N., & Terrell, P. (2013). The field of social welfare policy. *Dimensions of social welfare policy* (8th ed., pp. 1-26). Allyn & Bacon. Colby, I. C. (2018). The intersection of social work policy, social work practice. and social justice, *The handbook of policy practice* (pp. 1-18). Oxford University Press. Colby, I. C. (2018). Recognizing the underpinnings of social policy and social welfare policy. *The handbook of policy practice* (pp. 19-39). Oxford University Press.
2	The social construction of social welfare policy Contextualizing social welfare policy The role of values in policymaking	Colby, I. C. (2018). Justice theory and the social work profession. *The handbook of policy practice* (pp. 40-61). Oxford University Press. Colby, I. C. (2018). Critical thinking: The key to policy practice. *The handbook of policy practice* (pp. 62-83). Oxford University Press.
3	Introduction to policy analysis Types of policy analysis: Product, process, and performance	Colby, I. C. (2018). Contours of analysis. *The handbook of policy practice* (pp. 84-108). Oxford University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Policy analysis frameworks	Gilbert, N., & Terrell, P. (2013). A framework for social welfare policy analysis. *Dimensions of social welfare policy* (8th ed., pp. 59-90). Allyn & Bacon.
4	Allocation and provision Eligibility criteria Types of benefits	Gilbert, N., & Terrell, P. (2013). The basis of social allocations. *Dimensions of social welfare policy* (8th ed., pp. 91-126). Allyn & Bacon. Gilbert, N., & Terrell, P. (2013). The nature of social provision. *Dimensions of social welfare policy* (8th ed., pp. 127-152). Allyn & Bacon.
5	Delivery and finance Coordination of services Public, private, and non-profit agencies Voluntarism Charitable contributions	Gilbert, N., & Terrell, P. (2013). The design of the delivery system. *Dimensions of social welfare policy* (8th ed., pp. 153-184). Allyn & Bacon. Gilbert, N., & Terrell, P. (2013). The mode of finance: Sources of funds. *Dimensions of social welfare policy* (8th ed., pp. 185-218). Allyn & Bacon. Gilbert, N., & Terrell, P. (2013). The mode of finance: Systems of transfer. *Dimensions of social welfare policy* (8th ed., pp. 219-253). Allyn & Bacon.
6	**Midterm exam**	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
7	Income maintenance policy Redefining poverty and public assistance DVD: Inequality for All	Peterson, J. (1997). "Ending welfare as we know it": The symbolic importance of welfare policy in America. *Journal of Economic Issues, 31*(2), 425-431. https://doi.org/10.1080/00213624.1997.11505931 Short, K. (2013). The research supplemental poverty measure: 2012. *Current Population Reports.* Washington, DC: US Census Bureau.
8	Child welfare policy Defining child abuse and neglect The social construction of child abuse	Johnson, J. M. (2003/1995). Horror stories and the construction of child abuse. In D. R. Loseke & J. Best (Eds.), *Social problems: Constructionist readings* (pp. 267-271). Aldine de Gruyter. Mason, J. (2017). The construction of child neglect in English-speaking countries: Children, risk and poor families. *Children and Youth Services Review, 17*(1), 1-8. https://doi.org/10.1016/j.childyouth.2017.06.011 Pfohl, S. J. (1999/1977). The "discovery" of child abuse. In H. N. Pontell (Ed.), *Social deviance: Readings in theory and research* (3rd ed., pp. 20-32). Prentice Hall.
9	Substance abuse policy The social construction of substance abuse	Hogan, S. R. (2009). Race, ethnicity, and early US drug policy. In A. Browne-Miller (Ed.), *The Praeger international collection on addictions: Faces of addiction, then and now* (pp. 37-52). Praeger-Greenwood.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	The Harrison Narcotic Act The Marijuana Tax Act DVD: "Hooked: Illegal Drugs and How They Got That Way: Marijuana" **Policy analysis paper due**	Hogan, S. R. (2009). The social construction of drug policy and its impact on substance abuse treatment philosophies in the United States. In A. Browne-Miller (Ed.), *The Praeger international collection on addictions: Characteristics and treatment perspectives* (pp. 3-22). Westport, CT: Praeger-Greenwood.
10	Introduction to policy practice Policy advocacy and lobbying Review Lobby Days bills	Colby, I. C. (2018). Policy practice strategies, tactics, and techniques. *The handbook of policy practice* (pp. 187-229). Oxford University Press. Colby, I. C. (2018). Social media, info sheets, and other tools for effective communication. *The handbook of policy practice* (pp. 230-264). Oxford University Press.
	Spring Break	Optional reading Colby, I. C. (2018). Federal government-based policy development. *The handbook of policy practice* (pp. 109-140). Oxford University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Colby, I. C. (2018). State and local government-based policy development. *The handbook of policy practice* (pp. 141-166). Oxford University Press. Colby, I. C. (2018). Agency-based policy development. *The handbook of policy practice* (pp. 167-188). Oxford University Press.
11	**Legislative Lobby Days** **No class session**	No required reading
12	Aging policy The Social Security crisis Video: "Failure of National Health Insurance"	Beach, W. W., & Rose, S. (2007). Should Social Security be privatized? In H. J. Karger, J. Midgley, P. A. Kindle, & C. B. Brown (Eds.), *Controversial issues in social policy* (3rd ed., pp. 31-44). Allyn & Bacon. Jurkowski, E. T. (2008). Social, political, economic, and demographic factors and historical landmarks impacting aging policy. *Policy and program planning for older adults: Realities and visions* (pp. 21-44). Springer.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Wacker, R. R., & Roberto, K. A. (2011). Aging social policy. *Aging social policies: An international perspective* (pp. 23-50). SAGE.
13	Health care policy Universal health care Affordable Care Act DVD: "Obama's Deal: Inside the Battle for Health Care Reform" **Policy practice paper due**	Andrews, C., & Browne, T. (2015). *Social work and the Affordable Care Act: Maximizing the profession's role in health reform*. University of South Carolina. Zamora, M. F., & Moffit, R. E. (2007). Does America need national health insurance? In H. J. Karger, J. Midgley, P. A. Kindle, & C. B. Brown (Eds.), *Controversial issues in social policy* (3rd ed., pp. 45-62). Allyn & Bacon.
14	Mental health care policy The social construction of mental illness The social and cultural contexts of mental illness DVD: "Sick Around the World"	Braslow, J. T. (2013). The manufacture of recovery. *Annual Review of Clinical Psychology, 9*, 781-809. https://doi.org/10.1146/annurev-clinpsy-050212-185642 Conrad, P., & Schneider, J. W. (1992). Medical model of madness: The emergence of mental illness. *Deviance and medicalization: From badness to sickness* (Expanded ed., pp. 38-72). Temple University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Rosenhan, D. L. (1999/1973). On being sane in insane places. In H. N. Pontell (Ed.), *Social deviance: Readings in theory and research* (3rd ed., pp. 413-425). Prentice Hall.
15	Online review **No class session**	Colby, I. C. (2018). Final thoughts. *The handbook of policy practice* (pp. 285-293). New York, NY: Oxford University Press.
16	Finals week **Final exam** Date: Time: Location	

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 522: Child Welfare Policy and Social Work

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Students examine and analyze the conceptual and pragmatic underpinnings of federal, state, and local child welfare policies as well as specific laws and regulations influencing social work practice with children, youth, and their caregivers.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 521. MSW 522 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in child welfare. The course examines social policies affecting children and families in relation to political, social, economic, and cultural factors. A particular emphasis is policy related to family violence, mental illness, substance abuse, and poverty that shape agency-based public child welfare and social work practice. The course uses a risk and resilience framework to provide a conceptual foundation for thinking about possible alternatives to current child welfare policy. Tenets of ecological theory and life course development are introduced as essential parts of the framework.

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the historical evolution of child welfare policies and services in the United States, including the role of the social work profession (Competencies 1 & 5).

2. Describe and interpret key child welfare policies and programs that comprise the current American child welfare system (Competency 5).

3. Conduct competent child welfare policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice (Competency 3).

4. Demonstrate knowledge and skills necessary to advocate for more effective child welfare policies and services (Competency 5).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers

engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

REQUIRED TEXTS AND READINGS

Jenson, J. M. & Fraser, M. W. (2016). *Social policy for children and families: A risk and resilience perspective* (3rd ed.). Sage.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Midterm Exam

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Term Paper

The purpose of this assignment is for students to explore a child welfare topic of their interest. All papers should contain a description of the child welfare problem, policy, or program of interest. When appropriate, in your analysis, be sure to include information on how the problem is defined, the scope of the problem, and which groups are differentially affected by the problem; if applicable, utilize an allocation-provision-delivery-finance framework when describing a program. Additionally, most papers should include some historical information relevant to the topic. Lastly, students should conclude their papers with a policy alternative section proposing or advocating for specific child welfare policy or program changes, with sensitivity to the advancement of human or client rights and social, economic, and/or environmental justice.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of 10 references is required.

Oral Presentation

A 15-20-minute PowerPoint presentation on the student's term paper topic. Students will be graded on presentation style and management, and the quality and educational value of the information presented. Each presentation should include some discussion points, as well as advocacy for policy or programmatic change that advance clients' rights and social and economic justice in child welfare. Students will be assigned a presentation date by the instructor.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A multiple-choice/short-answer midterm examination given during the 6th week of class (Date). (25% of final grade)

2. A 12-15-page term paper analyzing a selected child welfare problem, policy, or program. This assignment is due the 9th week of class (Date). (35% of final grade)

3. An oral presentation on the student's term paper. Presentations will occur during the 13th (Date), 14th (Date) and 15th (Date) weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)

4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (25% of final grade)

An electronic version of the term paper must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%

C-	70-73%
D+	67-70%
D	63-67%
D-	60-63%
F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

4. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

6. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

7. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 522: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Introduction to course Review syllabus Child welfare policy history	Children's Bureau. (2019). *Major federal legislation concerned with child protection, child welfare, and adoption.* https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf US House of Representatives, Committee on Ways and Means. (2011). *Child welfare legislative history.* https://greenbook-waysandmeans.house.gov/book/export/html/303
2	Frameworks in child welfare policy Risk and resilience framework Protective factors framework Social constructionist framework Social justice framework	Children's Bureau. (2015). *Promoting protective factors for children and youth in foster care: A guide for practitioners.* https://www.childwelfare.gov/pubPDFs/guide_fostercare.pdf Development Service Group. (2013). *Protective factors for populations served by the Administration on Children, Youth, and Families: A literature review and theoretical framework.* http://www.dgsonline.com/acyf/DSG%20Protective%20Factors%20Literature%20Review%202013%20Exec%20Summary.pdf Jenson, J. M., & Fraser, M. W. (2016). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 5-21). Sage. McLaughlin, A.M., Gray, E., & Wilson, M. (2015). Child welfare workers and social justice: Mending the disconnect. *Children and Youth Services Review, 59*, 177-183. https://doi.org/10.1016/j.childyouth.2015.11.006
3		

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Overview of child welfare policies and programs Overview of child welfare services in California Child protective services Emergency response	Myers, J. (2008). A short history of child protection in America. *Family Law Quarterly,42*(3), *449*-463. http://www.jstor.org/stable/25740668 Pecora, P., & Harrison-Jackson, M. (2016). Child welfare policies and programs. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 51-96). Sage. Reed, D. F., & Karpilow, K. A. (2009). *Understanding the child welfare system in California: A primer for service providers and policymakers* (2nd ed.). California Center for Research on Women and Families, Public Health Institute.
4	Foster care Kinship care Permanency planning Family reunification Adoption	Chambers, R. M., Crutchfield, R. M., Harper, S. G. G., Fatemi, M., & Rodriguez, A. Y. (2018). Family reunification in child welfare practice: A pilot study of parent and staff experiences. *Children and Youth Services Review, 91*, 221-231. https://doi.org/10.1016/j.childyouth.2018.06.020 Monahan, D. J., Kietzmann, K., Smith, C. J., & Greene, V. L. (2017). Kinship care and issues in permanency planning. *Journal of Intergenerational Relationships, 15*(4), 315-325. https://doi.org/10.1080/15350770.2017.1368324 Provencher, A. J., Kahn, N. E., & Hansen, M. E. (2016). Adoption policy and the well-being of adopted children in the United States. *Child Welfare, 95*(1), 27- 55.

WEEK	TOPIC(S)	READING ASSIGNMENTS
5	Poverty and children and families Disproportionality in child welfare Anti-poverty child welfare policies and programs	Children's Bureau. (2016). *Racial disproportionality and disparity in child welfare*. https://www.childwelfare.gov/pubpdfs/racial_disproportionality.pdf Miller, K. M., Cahn, K., & Orellana, E. R. (2012). Dynamics that contribute to racial disproportionality and disparity: Perspectives from child welfare professionals, community partners, and families. *Children and Youth Services Review*, *34*(11), 2201-2207. https://doi.org/10.1016/j.childyouth.2012.07.022 Shanks, T. R. W., & Danziger, S. K. (2016). Antipoverty policies and programs for children and families. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 22-50). Sage.
6	**Midterm exam**	No required reading
7	Health policy for children and youth Disability policy for children and families Children with disabilities in child welfare	Parish, S. L., Saville, A. W., Swaine, J. G., & Igdalsky, L. (2016). Policies and programs for children and youth with disabilities. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 201-226). Sage. Rounds, K. A., Hall, W. J., & Huitron, G. V. (2016). Health policy for children and youth. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 167-200). Sage. Slayter, E. (2016). Youth with disabilities in the United States child welfare system. *Children and Youth Services Review, 64*, 155-165. https://doi.org/10.1016/j.childyouth.2016.03.012

WEEK	TOPIC(S)	READING ASSIGNMENTS
8	Children's mental health policy and programs Trauma and child welfare Adolescent substance use policies and programs	Anthony, E. K., Jenson, J. M., & Howard, M. O. (2016). Policies and programs for adolescent substance abuse. In J. M. Jenson & M. W. Fraser. *Social policy for children and families* (3rd ed., pp. 227-255). Sage. Fraser, M. E., & Lanier, P. (2016). Child mental health policy: Promise without fulfillment. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 125-166). Sage.
9	Education policies for children and families Brief history of education policy in the United States Education stability in child welfare Transitional-age youth Independent living programs **Term paper due**	Clemens, E. V., Klopfenstein, K., Tis, M., & Lalonde, T. L. (2017). Educational stability policy and the interplay between child welfare placements and school moves. *Children and Youth Services Review*, *83*, 209-217. https://doi.org/10.1016/j.childyouth.2017.11.003 Frey, A. J., Mandlawitz, M. R., Perry, A. R., & Walker, H. M. (2016). Education policy for children, youth, and families. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 97-124). Sage. Okpych, N. (2012). Policy framework supporting youth aging-out of foster care through college: Review and recommendations. *Children and Youth Services Review*, *34*(7), 1390-1396. https://doi.org/10.1016/j.childyouth.2012.02.013

WEEK	TOPIC(S)	READING ASSIGNMENTS
10	Juvenile justice policies and programs Brief history of juvenile justice in the United States Juvenile justice and child welfare	Baglivio, M. T., Wolff, K. T., Piquero, A. R., Bilchik, S., Jackowski, K., Greenwald, M. A., & Epps, N. (2016). Maltreatment, child welfare, and recidivism in a sample of deep-end crossover youth. *Journal of Youth and Adolescence*, *45*, 625–654. https://doi.org/10.1007/s10964-015-0407-9 Barton, W. H. (2016). Juvenile justice policies and programs. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 256-296). Sage. Kolivoski, K. M., Goodkind, S., & Shook, J. J. (2017). Social justice for crossover youth: The intersection of the child welfare and juvenile justice systems. *Social Work*, *62*(4), 313–321, https://doi.org/10.1093/sw/swx034
11	Comparative child welfare policy Child welfare in Europe Child welfare in Latin America Child welfare and immigration	Lin, C. H., & Lee, M. J. (2016). A comparative policy analysis of family preservation programs in the US and in Taiwan. *Journal of Child and Family Studies*, *25*(4), 1131-1144. https://doi.org/10.1007/s10826-015-0290-8 Menjívar, C., & Perreira, K. M. (2019). Undocumented and unaccompanied: Children of migration in the European Union and the United States. *Journal of Ethnic and Migration Studies*, *45*(2), 197- 217. https://doi.org/10.1080/1369183X.2017.1404255 Monico, C., & Mendez-Sandoval, J. (2019). Group and child–family migration from Central America to the United States: Forced child–family separation, reunification, and pseudo adoption in the era of globalization. *Genealogy*, *3*(4), 68. https://doi.org/10.3390/genealogy3040068 Rotabi, K. S. (2014). Child adoption and war: 'Living disappeared' children and the social worker's post-conflict role in El Salvador and Argentina. *International Social Work, 57*(2), 169-180. https://doi.org/10.1177/0020872812454314

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Spratt, T., Nett, J., Bromfield, L., Hietamäki, J., Kindler, H., & Ponnert, L. (2014). Child protection in Europe: Development of an international cross-comparison model to inform national policies and practices. *The British Journal of Social Work, 45*(5), 1508-1525. https://doi.org/10.1093/bjsw/bcu109
12	The future of child welfare policy Child welfare reform Child welfare advocacy Policy alternatives	Ahn, H., Carter, L. M., Reiman, S., & Hartzel, S. (2017). Development of a quality assurance and continuous quality improvement (CQI) model in public child welfare systems. *Journal of Public Child Welfare*, *11*(2), 166-189. https://doi.org/10.1080/15548732.2016.1255698 Bertram, R. M., Decker, T., Gillies, M. E., & Choi, S. W. (2017). Transforming Missouri's child welfare system: Community conversations, organizational assessment, and university partnership. *Families in Society*, *98*(1), 9-17. https://doi.org/10.1606%2F1044-3894.2017.4 Jenson, J. M., & Fraser, M. W. (2016). Toward the integration of child, youth, and family policy: Applying principles of risk, resilience, and ecological theory. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families* (3rd ed., pp. 297-311). Sage.
13	**Student presentations**	No required reading
	Thanksgiving Holiday **No class session**	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
14	**Student presentations**	No required reading
15	**Student presentations**	No required reading
16	Finals week **Final exam** Date: Time: Location	

CALIFORNIA STATE UNIVERSITY
FULLERTON

MSW 523: Community Mental Health Policy and Social Work

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Overview of social welfare policy issues in the understanding and treatment of mental disorders at the national, state and local levels. Focus on major factors influencing the provision of mental health services such as managed care.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 521. MSW 523 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in community mental health. The historical and conceptual evolution of mental health policy in the United States is presented. Individual rights, especially as they relate to involuntary commitment, conservatorship, forced medication, and professional conduct are examined. The epidemiology and mental health services available to specific client populations (e.g., children, adults, the elderly, and substance abusers) are discussed. Special attention is given to persons with severe and persistent mental conditions, as well as persons from diverse ethnic and cultural backgrounds.

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the historical evolution of mental health policies and services in the United States, including the role of the social work profession (Competencies 1 & 5).

2. Describe and interpret key mental health policies and programs that comprise the current American mental health system (Competency 5).

3. Conduct competent mental health policy analysis that is responsive to the conditions of disadvantaged and vulnerable groups, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice (Competency 3).

4. Demonstrate knowledge and skills necessary to advocate for more effective policies and services in community mental health systems (Competency 5).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations

and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

REQUIRED TEXTS AND READINGS

Grob, G. N. & Goldman, H. H. (2006). *The dilemma of federal mental health policy: Radical reform or incremental change?* Rutgers University Press.

Rosenberg, S. J., & Rosenberg, J. (Eds.). (2018). *Community mental health: Challenges for the 21st century* (3rd ed.). Routledge.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Term Paper

The purpose of this assignment is for students to explore a mental health topic of their interest; this can include substance use and other addiction issues. All papers should contain a description of the mental health problem, policy, or program of interest. When appropriate, in your analysis, be sure to include information on how the problem is defined, the scope of the problem, and which groups are differentially affected by the problem; if applicable, utilize an allocation-provision-delivery-finance framework when describing a program. Additionally, most papers should include some historical information relevant to the topic. Lastly, students should conclude their papers with a policy alternative section proposing or advocating for specific mental health policy or program changes, with sensitivity to the advancement of human or client rights and social, economic, and/or environmental justice.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of 10 references is required.

Oral Presentation

A 15-20-minute PowerPoint presentation on the student's term paper topic. Students will be graded on presentation style and management, and the quality and educational value of the information presented. Each presentation should include some discussion points, as well as

advocacy for policy or programmatic change that advance clients' rights and social and economic justice in mental health. Students will be assigned a presentation date by the instructor.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A multiple-choice/short-answer midterm examination given during the 7th week of class (Date). (25% of final grade)

2. A 12-15-page term paper analyzing a selected mental health problem, policy, or program. This assignment is due the 9th week of class (Date). (35% of final grade)

3. An oral presentation on the student's term paper. Presentations will occur during the 13th (Date), 14th (Date) and 15th (Date) weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)

4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (25% of final grade)

An electronic version of the term paper must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%

D	63-67%
D-	60-63%
F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must

document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

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MSW 523: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	The early history of mental health policy The "moral treatment" The creation of insane asylums DVD: "The Lobotomist"	Grob, G. N., & Goldman, H. H. (2006). Winds of change, *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 14-42). Rutgers University Press. Grob, G. N., & Goldman, H. H. (2006). Policy fragmentation, *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 43-67). Rutgers University Press.
2	The National Mental Health Act Deinstitutionalization Short-Doyle Act (California) Community Mental Health Centers Act	Grob, G. N., & Goldman, H. H. (2006). A presidential initiative, *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 68-90). Rutgers University Press. Grob, G. N., & Goldman, H. H. (2006). From advocacy to legislation, *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 91-118). Rutgers University Press.
3	Deinstitutionalization (cont.) DVD: "The Titicut Follies"	Grob, G. N., & Goldman, H. H. (2006). From legislative repeal to sequential reform, *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 119-147). Rutgers University Press. Grob, G. N., & Goldman, H. H. (2006). Integration, parity, and transformation, *The dilemma of federal mental health policy:*

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Radical reform or incremental change? (pp. 148-180). Rutgers University Press.
4	Behavioral health care economics Financing mental health services Managed behavioral health care	Camp, J. K. (2018). Intersecting inequality and economic justice in mental health: Implications for community mental health practitioners. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 299-313). Routledge. Walter, A. W., Martinez, L. S., & López, L. M. (2018). Mental health care in the Affordable Care Act (ACA) era: Harnessing the power of communities. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 314-327). Routledge. Cohen, C. I., & Reinhardt, M. M. (2018). Political economy and neoliberalism: Their influence on community mental health practice, research, and policy. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 328-344). Routledge.
5	Lanterman-Petris-Short Act (California)	

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Involuntary commitment Conservatorship Tarasoff Act	Hurford, I. M., & Jones, N. (2018). Interrogating insight and coercive care for people with psychosis: Situated perspectives from the front lines. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 328-344). Routledge. Saltzman, A., Furman, D. M., & Ohman, K. (2016). Commitment and treatment of persons with mental disabilities, *Law in social work practice* (3rd ed.; pp. 449-468). Wadsworth. Saltzman, A., Furman, D. M., & Ohman, K. (2016). Competency and guardianship of persons with physical and mental disabilities, *Law in social work practice* (3rd ed.; pp. 469-488). Wadsworth.
6	Americans with Disabilities Act The Rehabilitation Act of 1973 DVD: "My Flesh and Blood"	DiNitto, D. M. (2016). Disability policy: Embracing a civil rights perspective, *Social welfare: Politics and public policy* (8th ed., pp. 195-236). Allyn & Bacon. Harlick, J. (2018). Suicide: America's grim bellwether. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 102-130). Routledge.
7		

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Midterm exam	No required reading
8	Mental health system overview Service provision sectors Mental health services	Friedman, M. B. (2018). Meeting the mental health challenges of the elder boom. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 133-158). Routledge. Hyppolite, M. (2018). Examining four major vulnerabilities faced by families. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 159-177). Routledge. McGinty, E. E. (2018). Mental illness and the media. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 178-201). Routledge.
9	The mental health recovery movement Spirituality and mental health recovery Resistance to psychiatry Mental health advocacy	Sullivan, W. P., & Starnino, V. R. (2018). The recovery model and the citizenship: Taking the next steps. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 3-18). Routledge. Anderson, J., Altwies, E., Bossewitch, J., Brown, C., Cole, K., Davidow, S., DuBrul, S. A., Friedland-Kays, E., Fontaine, G., Hall, W., Hansen, C., Lewis, B., Project, A. L., Mitchell-Brady, M., McNamara, J., Nikkel, G., Sadler, P., Stark, D., Utah, A.,

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Term paper due	Weber, C. L. (2018). Mad resistance/mad alternatives: Democratizing mental health care. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 19-36). Routledge. Starnino, V. R., & Sullivan, W. P. (2018). Spirituality and recovery. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 37-56). Routledge.
10	Mental health and the criminal justice system Pre- and post-booking diversions Mental health courts DVD: "The Released"	Heilbrun, K., & Bingham, A. (2013). Community mental health: Innovations in diversion from prosecution of people with mental illness. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (2nd ed., pp. 63-74). Routledge. Kupers, T. A. (2018). The asylum, the prison, and the future of community mental health. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 86-101). Routledge.
11	Substance abuse policy history Drug scheduling Supply- versus demand-side policies	Hogan, S. R. (2009). Race, ethnicity, and early US drug policy. In A. Browne-Miller (Ed.), *The Praeger international collection on addictions: Faces of addiction, then and now* (pp. 37-52). Praeger-Greenwood. Popple, P. R., & Leighninger, L. (2015). Mental health and substance abuse, *The policy-based profession: An introduction to social welfare policy analysis for social workers* (6th ed., pp. 164-193). Allyn and Bacon.

WEEK	TOPIC(S)	READING ASSIGNMENTS
12	Substance abuse policy The War on Drugs and social injustice DVD: "The House I Live In"	Biegel, D. E., Kola, L. A., Ronis, R. J., & Kruszynski, R. (2013). Evidence-based treatment for adults with co-occurring mental and substance use disorders: Current practice and future directions. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (2nd ed., pp. 215-237). Routledge. Sarabia, S. (2018). Co-occurring substance use and mental health disorders from a social justice perspective. In S. J. Rosenberg & J. Rosenberg (Eds.), *Community mental health: Challenges for the 21st century* (3rd ed., pp. 243-261). Routledge.
13	**Student presentations**	No required reading
	Thanksgiving Holiday **No class session**	No required reading
14	**Student presentations**	No required reading
15	**Student presentations**	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
16	Finals week **Final exam** Date: Time: Location	

CALIFORNIA STATE UNIVERSITY FULLERTON

MSW 524: Aging: A Multigenerational Perspective: Policy and Social Work

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Overview of social policies affecting older adults and their families in relation to political, social, economic, and cultural factors. Students use a policy-practice framework to provide a conceptual foundation for possible alternatives to aging and family policy choices.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisites: MSW 521. MSW 524 is an advanced generalist policy course intended to build on generalist policy skills and knowledge related specifically to social work policy and services in aging. The course examines social policies affecting older adults and their families in relation to political, social, economic, and cultural factors. The course uses a policy-practice framework to provide a conceptual foundation for thinking about possible alternatives to current aging and family policy choices. Tenets of ecological theory and life course development are introduced as essential parts of the framework. Special attention is given to older adults from diverse ethnic and cultural backgrounds. Issues of disability are also presented.

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the historical evolution of aging policies and services for older adults in the United States, including the role of the social work profession (Competencies 1 & 5).

2. Describe and interpret key policies and programs for older adults that comprise the current American social welfare system related to aging (Competency 5).

3. Conduct competent aging policy analysis that is responsive to the conditions of older adults, sensitive to the needs of diverse populations, and engages in the advancement of social, economic, and environmental justice (Competency 3).

4. Demonstrate knowledge and skills necessary to advocate for more effective aging policies and services for older adults (Competency 5).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

REQUIRED TEXTS AND READINGS

Jurkowski, E. T. (2019). *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed.). Springer.

Moody, H. R., & Sasser, J. R. (2021). *Aging: Concepts and controversies* (10th ed.). Sage.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Midterm Exam

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Term Paper

The purpose of this assignment is for students to explore an aging topic of their interest. All papers should contain a description of the problem, policy, or program of interest. When appropriate, in your analysis, be sure to include information on how the aging problem is defined, the scope of the problem, and which groups are differentially affected by the problem; if applicable, utilize an allocation-provision-delivery-finance framework when describing a program. Additionally, most papers should include some historical information relevant to the topic. Lastly, students should conclude their papers with a policy alternative section proposing or advocating for specific aging policy or program changes, with sensitivity to the advancement of human or client rights and social, economic, and/or environmental justice.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for this assignment is 12-15 pages. This does not include the title page, reference pages, or appendices. A minimum of 10 references is required.

Oral Presentation

A 15-20-minute PowerPoint presentation on the student's term paper topic. Students will be graded on presentation style and management, and the quality and educational value of the information presented. Each presentation should include some discussion points, as well as advocacy for policy or programmatic change that advance clients' rights and social and economic justice in aging. Students will be assigned a presentation date by the instructor.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A multiple-choice/short-answer midterm examination given during the 7th week of class (Date). (25% of final grade)
2. A 12-15-page term paper analyzing a selected aging problem, policy, or program. This assignment is due the 9th week of class (Date). (35% of final grade)
3. An oral presentation on the student's term paper. Presentations will occur during the 14th (Date) and 15th (Date) weeks of class. Presentation times will be assigned by the instructor. (15% of final grade)
4. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (25% of final grade)

An electronic version of the term paper must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits. A grade of C or better is required for successful completion of this course.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.
2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

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MSW 524: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Review syllabus The aging and disability population in context	Jurkowski, E. T. (2019). Background and demographic profile of people growing older and/or people with disabilities. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 3-34). Springer.
2	The history of aging and disability policy in the United States The social construction of old age The social construction of disability/ability How constructions affect policymaking	Hudson, R. B., & Gonyea, J. G. (2014). The shifting political construction of older Americans as a target population. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 99-116). Johns Hopkins University Press. Jurkowski, E. T. (2019). Social, political, economic, and demographic factors and historical landmarks impacting aging and disability public policy. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 35-66). Springer. Moody, H. R., & Sasser, J. R. (2021). Does old age have meaning? *Aging: Concepts and controversies* (10th ed., pp. 33-60). Sage.
3	Health care for older adults Medicare Affordable Care Act	Jurkowski, E. T. (2019). Medicare. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 117-140). Springer.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Health behavior models Health promotion frameworks	Jurkowski, E. T. (2019). The Patient Protection and Affordable Care Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 201-216). Springer. Jurkowski, E. T. (2019). Health behavior models and health promotion frameworks. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 297-310). Springer.
4	Mental health for older adults Substance use for older adults	Jurkowski, E. T. (2019). Mental health: The Community Mental Health Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 173-200). Springer. Jurkowski, E. T. (2019). Substance use and misuse. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 273-294). Springer.
5	Disability policy The Americans with Disabilities Act Caregivers Support Act Multigenerational family dynamics	Jurkowski, E. T. (2019). The Americans with Disabilities Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 157-172). Springer. Jurkowski, E. T. (2019). Caregivers/The Caregiver Support Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 217-234). Springer.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Moody, H. R., & Sasser, J. R. (2021). Should families provide for their own? *Aging: Concepts and controversies* (10th ed., pp. 209-246). Sage.
6	Older Americans Act Area-wide Agencies on Aging Community-based supports Senior centers	Gonyea, J. G. (2014). The policy challenges of a larger and more diverse oldest-old population. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 155-182). Johns Hopkins University Press. Jurkowski, E. T. (2019). The Older Americans Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 141-156). Springer. Moody, H. R., & Sasser, J. R. (2021). Should age or need be the basis for entitlement? *Aging: Concepts and controversies* (10th ed., pp. 347-378). Sage.
7	**Midterm exam**	No required reading
8	Income programs for older adults The Social Security Act	Jurkowski, E. T. (2019). The Social Security Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 99-116). Springer.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Old-Age, Survivors, and Dependents Insurance Supplemental Security Income Inequities in social security	Moody, H. R., & Sasser, J. R. (2021). What is the future for social security? *Aging: Concepts and controversies* (10th ed., pp. 379-420). Sage. Mudrazija, S., & Angel, J. L. (2014). Diversity and economic security of older Americans. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 138-154). Johns Hopkins University Press.
9	Retirement The economics of retirement Employment in retirement Post-employment challenges **Term paper due**	Moody, H. R., & Sasser, J. R. (2021). Aging boomers: Boom or bust? *Aging: Concepts and controversies* (10th ed., pp. 459-484). Sage. Moody, H. R., & Sasser, J. R. (2021). Is retirement obsolete? *Aging: Concepts and controversies* (10th ed., pp. 421-458). Sage. Moody, H. R., & Sasser, J. R. (2021). The new aging marketplace: Hope or hype? *Aging: Concepts and controversies* (10th ed., pp. 485-506). Sage. Rix, S. E. (2014). Working, retiring, and the new old age. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 117-137). Johns Hopkins University Press.
10	Housing services for older adults Long-term residential care	Applebaum, R., & Bardo, A. (2014). Will you still need me, will you still feed me, when I'm 84? Long-term care challenges for an aging America. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 221-235). Johns Hopkins University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Assisted living Senior communities	Jurkowski, E. T. (2019). Housing and long-term care. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 257-272). Springer.
11	Elder Justice Act Elder abuse Adult protective services Legal issues for older adults End-of-life considerations Elder capacity for independent decision making	Jurkowski, E. T. (2019). The Elder Justice Act. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 235-256). Springer. Moody, H. R., & Sasser, J. R. (2021). Should we ration health care for older adults? *Aging: Concepts and controversies* (10th ed., pp. 175-208). Sage. Moody, H. R., & Sasser, J. R. (2021). Should older people be protected from bad choices? *Aging: Concepts and controversies* (10th ed., pp. 247-274). Sage. Moody, H. R., & Sasser, J. R. (2021). Should people have the choice to end their lives? *Aging: Concepts and controversies* (10th ed., pp. 275-306). Sage.
12	Policy practice Policy analysis	Jurkowski, E. T. (2019). Philosophical paradigms and policy frameworks impacting aging and disability policy. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 67-78). Springer.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Advocacy for older adults Coalition building Policy development	Jurkowski, E. T. (2019). Media, social media, and advocacy strategies for change. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 311-326). Springer. Jurkowski, E. T. (2019). Coalitions and coalition building for advocacy and policy development. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 327-342). Springer.
13	The future of aging policy Policy alternatives	Hudson, R. B. (2014). Conclusion: The futures of old age policy and politics. In R. B. Hudson (Ed.), *The new politics of old age policy* (3rd ed., pp. 271-274). Johns Hopkins University Press. Jurkowski, E. T. (2019). Challenges of policy and programming planning for the future: Realities and vision for the future. *Policy and program planning for older adults and people with disabilities: Practice realities and visions* (2nd ed., pp. 369-380). Springer. Moody, H. R., & Sasser, J. R. (2021). Epilogue: Finding your place in an aging society? *Aging: Concepts and controversies* (10th ed., pp. 507-510). Sage.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Thanksgiving Holiday **No class session**	No required reading
14	**Student presentations**	No required reading
15	**Student presentations**	No required reading
16	Finals week **Final exam** Date: Time: Location	

MSW 530: Applied Social Work Research Methods

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This course is designed to develop competent research skills among generalist social work practitioners. It examines the role of research in the social work profession, both in terms of informing individual practice and successfully achieving agency goals. In this course, students learn about all stages of the research process, beginning with formulating research questions within theoretical frameworks and existing research literature, conceptualizing and operationalizing experimental constructs, utilizing appropriate quantitative and qualitative research methods, and evaluating results in the context of social work practice.

Ethical issues and considerations involving research design, particularly related to working with disadvantaged and marginalized populations in social work practice, are also addressed. Students have an opportunity to apply the knowledge they gain in the course by conceptualizing, developing, and proposing a social work program evaluation.

Upon completion of this course, the student will be able to:

1. Apply critical thinking in understanding the basic principles and concepts of research design, utilizing both quantitative and qualitative research methods applicable to social service program and practice evaluation (Competencies 4 & 9).

2. Apply practice experience and theory to inform scientific inquiry and research (Competency 4).

3. Appraise and critically evaluate social work research literature and understand the role of theory and research in the evaluation of social work practice and agency services (Competency 4).

4. Apply culturally-competent and ethical research standards and methodologies when considering the protection of human subjects, particularly when researching disadvantaged and vulnerable populations (Competencies 1 & 4).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically

evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Thomson.

All additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Survey Construction

This exercise involves developing an instrument to record information relevant to a proposed social work research question. This survey will contain questions designed to obtain demographic information needed to describe the background characteristics of study participants, information related to your independent and dependent variables, and qualitative information using open-ended questions and corresponding probes. **The intent of this assignment is for students to craft original survey questions related to their research question.**

On your cover page, state your research question as the title of your assignment. On the following page, at the top of your survey, provide appropriate fields for date of administration and case identification. Directly below this, provide an introduction. Your introduction should provide the survey respondent with a brief synopsis of the research study's intent, why it is important, and what is about to follow. This section should also contain statements related to confidentiality, withdrawal from the study, and any incentives for taking the survey.

Throughout your survey, provide appropriate response category coding, instructions for answering each question or set of questions, and any necessary transitory statements. Your survey should be double-spaced (including all text and all categorical response sets) with 12-point font and a 1-inch margin all around. Make sure that entire questions are kept intact on a single page. In other words, do not break a question between pages. Remember to conclude your survey with any necessary directions and an appreciative statement for the survey respondent.

Your survey will contain three (3) main sections:

1) Demographics
2) Independent and dependent variables
3) Qualitative interview schedule

Demographics

Examples of demographic variables include age, gender, ethnicity, education, grade level, socioeconomic status, place of residence, type of residence, marital status, number of children, size of household, citizenship, religion, primary language, etc. Select demographic variables that are most relevant to your hypothetical research question. For this section, construct ten (10) questions; at least five (5) of these questions must be closed-ended (i.e., categorical).

Independent and Dependent Variables

At the beginning of this section, provide a brief transitory introduction.

Most of the questions in this section should pertain to your dependent variable. For this section, construct fifteen (15) questions; at least ten (10) questions must be related to your dependent variable. You may construct all fifteen (15) questions in this section on your dependent variable, if you so choose. At least eight (8) of the questions in this section must be closed-ended (i.e., categorical).

In this section, include at least two (2) Likert scale questions and at least two (2) contingency questions with skip patterns.

Qualitative Interview Schedule

For this section, construct five (5) qualitative questions relevant to your proposed research question; all the questions should be open-ended. Examples of qualitative questions would be:

1. Please, describe your feelings of anxiety over the past week?

2. Please, describe how treatment has affected your ability to cope with your anger?

If your study participant can answer the question with a short response (e.g., yes/no), it is not truly a qualitative question. Qualitative questions will elicit more comprehensive in-depth responses from study participants.

Grading

This assignment is worth 50 points and 20% of your final grade. Surveys will be graded on content and quality of questions, as well as introductory and transitional statements, instructions to respondents, and overall structure. It is very important that you follow and adhere to the assignment guidelines. No credit will be given for questions deemed taken from pre-existing measurement instruments.

An electronic copy of this assignment is due by midnight on (Date).

Research Proposal

The purpose of this assignment is to allow students to develop a hypothetical social work research study of their interest. The proposed research study will examine the effectiveness of a social work practice intervention chosen by the student (i.e., program evaluation). The construction of the research proposal will take place in multiple stages. The first assignment is the proposal's introduction and literature review. The second part is the proposed research methods, including a revised introduction and literature review.

Research Proposal – Introduction and Literature Review

Introduction

The introduction has two important objectives: It provides a context for the study and it presents the research questions and/or hypotheses. This section contains information supporting the rationale for your study (e.g., Why is this study important? How significant is the problem? What is the purpose of your study?). The introduction should be approximately 1-2 double-spaced pages, not including references or the title page.

Literature Review

The literature review provides an integrated and synthetic summary of the literature that pertains to your topic area, with a particular focus on the variables you examined in your study. Themes, findings, or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support your research goals.

The literature review should also contain a theoretical or conceptual framework related to the study's research topic, and existing gaps in the literature. In the "theory" section, identify and describe a social theory that informs the study's research rationale (e.g., social learning theory, ecological theory). In the "gaps" section, state the limitations of previous research related to the specific topic as well as how the study will contribute to the existing body of knowledge.

In the literature review, include no fewer than 10 references to support the work. Reference material should come primarily from peer-reviewed journal articles. Some Internet-based information is acceptable (e.g., statistics from government websites); however, Internet-based information should be utilized with discretion. Information and articles from electronic databases are also acceptable. The literature review should be approximately 4-6 double-spaced pages, not including the reference pages or any appendices.

This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Also use headings and subheadings to organize your paper. The required page length for the entire assignment is 5-8 pages. This does not include the title page, reference pages, or appendices. Students are required to submit an

electronic copy of this assignment to *Turnitin.com*. The introduction and literature review is due the 6th week of class (Date) and represents 25% of your final grade.

The literature review should be approximately 5-8 double-spaced pages, not including the reference pages or any appendices. Together, the introduction and literature review should be 6-10 pages in length. Students are required to submit an electronic copy of this assignment to *Turnitin.com*. The introduction and literature review represent 20% of the final grade.

Research Proposal – Methods Section, Revised Introduction and Literature Review*

This section of the research proposal meticulously describes the process by which your investigation will be conducted. You should describe the process of your study in an organized manner detailed enough so that it can be replicated by another researcher if desired. This assignment must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Remember to use headings and subheadings to organize this section. The research methodology should be approximately 5-8 double-spaced pages, not including the title page, abstract, reference pages, informed consent form, and appendices.

Research Design

This section provides a brief synopsis of the entire research methodology for your proposed program evaluation. Describe the type of design you will use (e.g., experimental, quasi-experimental, or pre-experimental; quantitative or mixed methods). Is your project a cross-sectional or longitudinal study? How many measurement points will you have? When will the measurements be taken? Include a hypothetical timeline for your project. What is the location of the study? Projects using qualitative approaches (in the context of mixed methods) need to clarify the data collection format (e.g., face-to-face interviews, observations, etc.).

Sampling Method

Describe your sampling frame, if applicable, and indicate the sampling design used (e.g., random sampling, systematic sampling, convenience sampling, purposive sampling, snowball sampling). Describe how and from where study participants will be recruited and selected. If you plan to sample hard-to-reach individuals, describe how you will access them. What will be your sample size? What is your anticipated experimental mortality rate (i.e., attrition)? Provide a description of the anticipated demographic profile of the study sample.

Operationalization of Variables

Describe the major variables in your study. Operationally define your independent and dependent variables. If your independent variable is an intervention, describe the treatment or service protocol. How will you quantify and measure each variable? Describe the indicators you will use to quantify each variable. What are the demographic variables you will include in your study? Include details about your demographic variables, such as attributes, open-ended versus closed-ended, level of measurement, etc.

Instrumentation

Describe the instrument(s) you will use in your study. Provide examples of questions you will use to measure your variables. If you are using an established quantitative instrument, provide a description of the instrument, as well as the appropriate citation. Also, if using an established instrument, provide information on the reliability and validity of the instrument, if available. If you are employing mixed methods, describe the qualitative interview or observation protocol. If appropriate, use an appendix to present instrumentation material.

Data Collection Procedures

Describe the procedure for collecting your data. It's important to give a step-by-step procedure so that the reader knows exactly how you plan to gather data. Where and how do you plan to administer measurement protocols? Who will collect the data? Where will the data be kept? How will it be secured?

Human Subjects

Describe how you will ensure the protection of your study participants. Be sure to include information on voluntary participation, informed consent, confidentiality and/or anonymity, risks and benefits to study participants, and possible incentives provided to study participants. Are there any unique ethical considerations in your study? Do you require assent from your study participants?

Construct an informed consent form for your study. Include this in an appendix at the end of your research proposal. A template for an adult informed consent form, as well as other forms related to the protection of human subjects, can be acquired from the Titan Research Gateway: https://www.fullerton.edu/doresearch/resource_library/templates_and_samples.php.

Study Limitations

Describe the potential limitations that affect the internal and external validity of your research design. Are there any potential sampling issues (e.g., selection bias)? Are there any potential measurement reliability and/or validity issues? Can your results be generalized?

Abstract

On a separate page immediately following your title page include an abstract for your study. The abstract provides a brief, comprehensive summary of the paper that follows. It should be no longer than 250 words.

Final Proposal

The entire research proposal should be approximately 10-20 double-spaced pages, not including the title page, abstract, reference pages, informed consent form, and appendices. Students are required to submit an electronic copy of this assignment to *Turnitin.com*.

This assignment includes the revised introduction and literature review and methodology section as a complete research proposal. This assignment is due the 12th week of class (Date). The research proposal represents 30% of the final grade.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Midterm Examination

Students will complete a true/false, multiple-choice, and short-answer midterm exam.

Final Examination

Students will complete a comprehensive true/false, multiple-choice, and short-answer final exam. The majority of items on this exam will come from the second half of the term.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of six learning experiences:

5. An original survey or questionnaire related to a student's research question. This assignment is due the 6th week of class (Date). Details forthcoming. (20% of final grade)

6. A multiple-choice/short-answer midterm examination given during the 7th week of class (Date). (20% of final grade)

7. A 5-8-page introduction and literature review to a research proposal. This assignment is due the 9th week of class (Date). (20% of final grade)

8. A 5-8-page methodology to a research proposal. This assignment is due the 12th week of class (Date). This assignment will be submitted with the revised introduction and literature review as a complete research proposal. (20% of final grade)

9. A comprehensive multiple-choice/short-answer final examination given during finals week (Date: Time: Location). (20% of final grade)

An electronic copy of the survey, introduction and literature review, and methods (research proposal) assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. All assignments are due before midnight on the assigned date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 530: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
1	Course introduction Review syllabus Introduction to research methods/ scientific inquiry		Rubin, A., & Babbie, E. (2016). Why study research? *Essential research methods for social work* (4th ed., pp. 3-21). Thomson.
2	Developing research questions The research process Conceptualization and operationalization	**In-class abstract exercise**	Rubin, A., & Babbie, E. (2016). Evidence-based practice. *Essential research methods for social work* (4th ed., pp. 23-41). Thomson. Rubin, A., & Babbie, E. (2016). Factors influencing the research process. *Essential research methods for social work* (4th ed., pp. 59-76). Thomson.
3	Measurement Levels of measurement Reliability and validity Measurement error	**In-class levels of measurement exercise** **Research question must be approved by instructor**	Rubin, A., & Babbie, E. (2016). Problem formulation. *Essential research methods for social work* (4th ed., pp. 119-139). Thomson. Rubin, A., & Babbie, E. (2016). Measurement in quantitative and qualitative inquiry, *Essential research methods for social work* (4th ed., pp. 141-156). Thomson.

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
4	Survey research Survey construction	**In-class survey construction exercise**	Rubin, A., & Babbie, E. (2016). Quantitative and qualitative measurement instruments. *Essential research methods for social work* (4th ed., pp. 157-176). Thomson. Rubin, A., & Babbie, E. (2016). Surveys. *Essential research methods for social work* (4th ed., pp. 179-202). Thomson.
5	The logic of sampling Quantitative sampling methods Sample size Writing literature reviews		Rubin, A., & Babbie, E. (2016). Sampling: Quantitative and qualitative approaches. *Essential research methods for social work* (4th ed., pp. 203-227). Thomson. Faulkner, C. A., & Faulkner, S. S. (2013). Literature review. *Research methods for social workers: A practice-based approach* (pp. 32-49). Lyceum. York, R. O. (1997). Developing the literature review for a research study. *Building basic competencies in social work research: An experiential approach,* (pp. 349-358). Allyn and Bacon.
6	Single case research designs	**Survey assignment due**	

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
	Causal inference	**Midterm review**	Rubin, A., & Babbie, E. (2016). Single-case evaluation designs. *Essential research methods for social work* (4th ed., pp. 259-282). Thomson.
7	**Midterm exam**		No required reading
8	Group research designs Internal and external validity Pre-experimental designs Quasi-experimental designs Experimental designs		Rubin, A., & Babbie, E. (2016). Experiments and quasi-Experiments. *Essential research methods for social work* (4th ed., pp. 231-258). Thomson.
9	Methods workshop Writing the methods section Writing a research proposal	**In-class methods discussion (research design, sampling method, operationalizing variables, and identifying pre-existing instruments)**	Rubin, A., & Babbie, E. (2016). Writing research proposals. *Essential research methods for social work* (4th ed., pp. 381-386). Thomson.

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
		Introduction and literature review due	
10	Ethics in research Human subjects protocols Culturally competent research	**In-class methods discussion (data collection, human subjects, study limitations, and abstract)**	Rubin, A., & Babbie, E. (2016). Ethical issues in social work Research. *Essential research methods for social work* (4th ed., pp. 77-100). Thomson. Rubin, A., & Babbie, E. (2016). Culturally competent research. *Essential research methods for social work* (4th ed., pp. 101-116). Thomson.
	Spring Break		No required reading
11	Qualitative research methods Theoretical foundations		Rubin, A., & Babbie, E. (2016). Additional methods in qualitative Inquiry. *Essential research methods for social work* (4th ed., pp. 303-324). Thomson.
12	Qualitative research methods Content analysis	**In-class qualitative research methods exercise**	No required reading

WEEK	TOPIC(S)	ASSIGNMENT DUE OR IN-CLASS EXERCISE	READING ASSIGNMENTS
		Methods section due; turn in complete research proposal	
13	**Legislative Lobby Days** No class session		No required reading
14	Program evaluation Formative and process evaluation Politics of program evaluation		Rubin, A., & Babbie, E. (2016). Program evaluation. *Essential research methods for social work* (4th ed., pp. 283-300). Thomson.
15	Online review No class session		No required reading
16	Finals week **Final exam** Date: Time: Location		

MSW 540: Social Work Field Instruction I

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Fieldwork experience in a social services agency under the supervision of professional social workers. Course introduces students to the range of professional roles, social services infrastructure and policies, professional ethical standards, case management principles, and social work intervention modalities.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Designed as the first course of a two-semester fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-practice (i.e., organization and community) social work perspectives learned in the generalist social work practice curriculum. Students are introduced to the range of social work professional roles, social services infrastructures and policies, professional ethical standards, case management principles, and social work intervention modalities. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their fieldwork internships.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the faculty field liaison/instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16 hours/week = 250 hours minimum) with their community/agency field instructor/preceptor. Students will be assigned to a specific social services organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work field instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of their field site supervisor (at the agency) and fieldwork faculty instructor (at the University).

The classroom seminars on campus are designed to supplement and integrate the generalist practice content students receive in their concurrent courses in the first semester of the graduate program. The integrative field seminar provides a framework for generalist social work practice. In specific, the classroom seminar is designed to:

- Introduce students to the experience of social work practice and case management principles
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with all generalist practice courses
- Create a support network for students
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Address "gaps" between course work and social work practice experiences
- Develop the student's role as a competent and ethical social work professional

Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar that is tied directly to the generalist practice-related comprehensive skills evaluation. These competencies are articulated in the Council on Social Work Education's education policy and accreditation standards and make up the comprehensive skills evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice.

The nine Council on Social Work Education competencies measured are:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They

also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Burdick, D. (2013). *Mindfulness: Skills workbook for clinicians & clients: 111 tools, techniques, activities & worksheets*. PESI Publishing & Media.

MSW Program Field Education Handbook. Available on the MSW program's website.

National Association of Social Workers – California Chapter (2020). *Building strength through association*. http://www.naswca.org

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Ward, K., & Mama, R. S. (2020). *Breaking out of the box: Adventure-based field instruction* (4th ed.). Oxford University Press.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

Field Placement

The student will be assigned to a field agency for the academic year. The student will be supervised at the agency by a qualified social work field instructor for 16 hours each week for the academic year (a minimum of 250 hours must be accrued for the fall semester; any hours less than 250 will result in No Credit for this course). The student will have a minimum of one-hour weekly supervision with the field instructor. Should the agency also offer group supervision, the student will be required to attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- Micro-Practice:
  - Assignment to three to four individual client cases
  - Completion of comprehensive psychosocial assignments for each client
  - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
- Mezzo-Practice:
  - Assignment to at least one family case
  - Participation in one group experience includes one of the following: educationally focused groups (e.g., parenting class), therapeutically focused groups, socialization groups, or discussion groups
- Macro-Practice:
  - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
  - Plan and implement staff training on a topic to be determined by the student in consultation with the field instructor that will provide new information to enhance service delivery within the program/agency.

Process Recordings

The student will be required to complete seven (7) process recordings for each semester. The field instructor will give feedback to the student. There are a variety of process recording forms that may be utilized, which are available on Canvas. They should consult the field instructor for the preferred format. The faculty field liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings by the field instructor in their supervision plan. Students will submit the process recording log to the field liaison on a monthly basis and at the end of the Fall semester. Without submission of seven process recordings, the student may receive an incomplete or no credit grade for the course. The field agency/field instructor may

require more than seven process recordings. The process recording log is found on Canvas.

Self-Reflection Journal

The student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on at least these two questions:

a. What was the most important thing I learned this week? What strengths did I demonstrate this week?

b. What did I do for self-care this week?

The journal is to be submitted to the faculty field liaison. The faculty field liaison will discuss the format for submission of the journal and the dates for submission in class.

The purpose of the self-reflection journal is for the student to engage in a process of internalization of the identity as a social worker and the process of continual self-awareness so as not to allow personal issues, biases, values, or agendas to interfere with their practice.

Learning Agreement Plan

The student will identify, in consultation with the field instructor, learning activities that will assist the student in developing mastery of the nine competencies. The faculty field liaison will review this plan for completeness and appropriateness. It is the student's responsibility to establish the learning goals by assessment of what learning opportunities the agency offers that will assist the student in mastering the competency. The student may consult with the field instructor in identifying those opportunities. The learning agreement template is found on the program website: http://hhd.fullerton.edu/msw/fieldwork/forms.php

Intervention Portfolio

Each week a student will present in class an intervention technique to utilize with a client at their field practicum. The student will provide a handout for each student in class with clear instructions on how to facilitate the intervention presented. Handouts are to be submitted on Canvas, and the instructor will email or post on Canvas for student access. This assignment will assist students in enhancing their knowledge in various therapy interventions and the approaches to practice with clients.

Virtual Home Simulator Lab

Students will utilize a virtual reality training to develop a skill set for potential risks and protective factors in a home environment and use the nine CSWE competencies on professional behavior, engagement, diversity, human rights, policy, assessment, intervention, and evaluation of outcomes. Virtual home visits recreate a home setting where students can practice within safe

environment of a simulation lab. Class discussion will engage student learning from stimulation lab practices.

Learning Portfolio

The student will individually submit and present their learning portfolio in a PowerPoint presentation to the faculty field liaison. The portfolio that demonstrates how the student has internalized and demonstrated each of the nine competencies. The student may incorporate any and all of the above-planned assignments and assignments from other generalist practice courses to demonstrate the integration of theory. The student will address each of the nine competencies in a short narrative, followed by examples of work that demonstrate progress in mastery of the competency.

The learning portfolio is an individualized look at how each student learns and masters each of the nine competencies in their own way. Social work education is an inherently integrated education in that the coursework not only builds upon itself but also overlaps so that the student becomes adept at approaching social issues from a variety of perspectives or lenses. By utilizing a learning portfolio, each student is able to track their own mastery of the nine competencies, but also to examine how they learn and how they are able to apply that learning to the practicum setting.

Social Work Month

Social work month is where social workers celebrate their profession during the month of March. In the Fall semester, each seminar class will develop a macro project and be involved in planning activities that will be implemented in the spring semester during the month of March. Each class elects a student leader who will complete the proposal form and submit the class macro project to the field department for approval. Proposals are due to the instructor before the last week of class.

Student's Fieldwork Evaluation by the Faculty Liaison

The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation will be completed during the field visit by the field instructor, the student, and the faculty field liaison.

Prepare Student Field Resume for Second Year Field Placement

The student will update their resume to included first-year field experience for the second-year placement process. The resume will be completed on CSUF letterhead and submitted to field liaison for review and feedback.

An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option.

GRADING POLICIES FOR THE COURSE

MSW 540 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.2-grade points. No Credit shall mean work that falls below this standard. The grade will be based on the student's performance on the planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven
3 = Intern understands the concept and has consistently met the expectations in this area
4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale will be applied using the Comprehensive Skills Evaluation by the agency field instructor and the faculty field liaison. Students are expected to perform at Level 1 or Level 2 for the Fall semester.

The CSUF Department of Social Work field faculty serve as gatekeepers to the social work profession and have high standards for the delivery of quality services to clients, agencies, and communities. The field seminars and field placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for generalist practice field education (Levels 1 and 2). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the field instructor and faculty field liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the field seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for generalist practice field education (Levels 1 and 2). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, MSW 541. This student may be allowed to repeat the course in the next academic year after being referred for a student status review and the Student Status Review Committee recommendation to repeat MSW 540 (see student handbook and field manual).

Concurrence of the faculty field liaison *and* the Director of field education is required to enroll in MSW 541.

SITE VISITS

The faculty field liaison will schedule at least one in-person visit to the field agency during your field placement to discuss the student's performance. The field instructor, student, and the faculty field liaison will participate in this visit. Additional visits may be scheduled should the field instructor, the student or the faculty field liaison feel that it is needed.

During the visit, the faculty field liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ATTENDANCE POLICY

Field Agency

No absences are permitted. If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the faculty field liaison. In *special circumstances*, a grade of Incomplete may be assigned, and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the faculty field liaison and the agreement by the Director of field education. If illness or other emergent circumstances necessitate absence, the student is required to contact both the field instructor and the faculty field liaison on the day that the absence occurs; failure to do so will be reflected in the rating of performance.

Field Seminar

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is required to contact the faculty field liaison via email. The student should contact the faculty field liaison as soon as it is known that the student will be absent. The faculty field liaison may also assign make-up tasks.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 540: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Orientation to generalist social work practice Review course syllabus Field learning objectives, field curriculum requirements, and learning agreement plan	Welcome to field Review of field manual; MSW field agreement Field readiness training on Tuesday and Thursday- 16 field hours	MSW Social Work Graduate Field Manual. National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	Learning agreement and comprehensive skills evaluation/Cal-SWEC comprehensive skills evaluation	Begin field placement: 16 hours Process weekly field experience Review and discuss how to complete the learning agreement plan and comprehensive skills evaluation	Garthwait, C. L. (2021). Implementing a learning plan. *The social work practicum: A guide and workbook for students* (8th ed., pp. 12-26). Pearson. Larkin, S. (2019). The plan and pace of learning in field. *A field guide for social workers: Applying your generalist training* (pp. 49-71). Sage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
3	Learning from supervision Expectations from supervision Developing a healthy and appropriate relationship with your supervisor **Student information form due** **August field hours due**	Field placement: 16 hours Process weekly field experience Discussion of Competency 1: Demonstrate Ethical and Professional Behavior	Garthwait, C. L. (2021). Learning from supervision. *The social work practicum: A guide and workbook for students* (8th ed., pp. 27-40). Pearson. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 1. *A field guide for social workers: Applying your generalist training* (pp. 9-11). Sage. Ward, K., & Mama, R. S. (2020). Teamwork: Your supervisor and you. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 47-57). Oxford University Press.
4	When and how to complete your process recordings Structured process recordings Introduction to mindfulness skills for clinicians **Agency orientation checklist due**	Field placement: 16 hours Process weekly field experience Discussion on completing process recordings in a timely manner	Belli, B. (2020, July 27). To improve students' mental health, Yale student finds, teach them to breathe. *Yale News.* https://news.yale.edu/2020/07/27/improve-students-mental-health-yale-study-finds-teach-them-breathe Burdick, D. (2013). Introduction. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 3-4). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Learning agreement due	Discussion of Competency 2: Engage Diversity and Difference in Practice Mindfulness exercise	Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 2. *A field guide for social workers: Applying your generalist training* (p. 12). Sage. Walsh, T. C. (2002). Structured process recordings: A comprehensive model that incorporates the strengths perspective. *Social Work Education, 21*(1), 23-34. https://doi.org/10.1080/02615470120106997
5	Navigating the hazards in field Defining mindfulness Managing stress and anxiety in field	Field placement: 16 hours Process weekly field experience Discussion of Competency 3: Advance Human Rights and Social, Economic and Environmental Justice Mindfulness exercise	Burdick, D. (2013). Tools for explaining mindfulness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 7-23). PESI Publishing and Media. Danowski, W. A. (2012). Navigating the hazards. *In the field: A guide for the social work practicum* (2nd ed., pp. 73-89). Pearson. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 3. *A field guide for social workers: Applying your generalist training* (pp. 12-13). Sage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
6	Professional boundaries Boundaries and boundary violations Mindfulness and brain structure Connecting mindfulness research to client well-being	Field placement: 16 hours Process weekly field experience Discussion of Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Thoughts to ponder exercise (p. 177) Mindfulness exercise	Burdick, D. (2013). Tools for explaining mindfulness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 24-47). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 4. *A field guide for social workers: Applying your generalist training* (pp. 13-14). Sage. Ward, K., & Mama, R. S. (2020). Boundaries: The invisible lines of trust. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 174-178). Oxford University Press.
7	Types of boundaries **Process recording log due** **September field hours due**	Field placement: 16 hours Process weekly field experience Discussion of Competency 5: Engage in Policy Practice	Burdick, D. (2013). Tools to increase client use of mindfulness at home. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 48-52). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 5. *A field*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
		Thoughts to ponder exercise (p. 182) Mindfulness exercise	*guide for social workers: Applying your generalist training* (p. 14). Sage. Ward, K., & Mama, R. S. (2020). Boundaries: The invisible lines of trust. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 178-188). Oxford University Press.
8	Expectations in field practicum Expectations of field placement Expectations of clients Increasing client mindfulness	Field placement: 16 hours Process weekly field experience Discussion of Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Expectations exercise (p. 71) Thoughts to ponder exercise (p. 74) Mindfulness exercise	Burdick, D. (2013). Tools to increase client use of mindfulness at home. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 52-57). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 6. *A field guide for social workers: Applying your generalist training* (pp. 15-16). Sage. Ward, K., & Mama, R. S. (2020). Expectations and stereotypes. *Breaking out of the box: Adventure-*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			based field instruction (4th ed., pp. 70-74). Oxford University Press.
9	Your intern status Stereotypes and generalizations Teaching mindfulness Overcoming obstacles and resistance toward mindfulness	Field placement: 16 hours Process weekly field experience Discussion of Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities Mindfulness exercise	Burdick, D. (2013). Tools for teaching mindfulness basics. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 58-67). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 7. *A field guide for social workers: Applying your generalist training* (pp. 16-17). Sage. Ward, K., & Mama, R. S. (2020). Expectations and stereotypes. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 75-81). Oxford University Press.
10	Effective communication in the field Non-verbal communication	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Tools for teaching mindfulness basics. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 68-72). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Getting clients to buy into mindfulness	Discussion of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Communication exercise (p. 89) Mindfulness exercise	Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 8. *A field guide for social workers: Applying your generalist training* (pp. 17-18). Sage. Ward, K., & Mama, R. S. (2020). Communication: building bridges, not walls. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 82-89). Oxford University Press.
11	Written communication Relaxation breathing Breathing and meditation **Process recording log due** **October field hours due**	Field placement: 16 hours Process weekly field experience Discussion of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Thoughts to ponder exercise (p. 91)	Burdick, D. (2013). Mindfulness of breath. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 75-89). PESI Publishing and Media. Larkin, S. (2019). Field education: A generalist approach: Translating core competencies into field competencies and tasks: Competency 9. *A field guide for social workers: Applying your generalist training* (pp. 18-19). Sage. Ward, K., & Mama, R. S. (2020). Communication: building bridges, not walls. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 90-93). Oxford University Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
		Integration of course material exercise (p. 92) Mindfulness exercise	
12	Present moment awareness **Virtual home simulator lab** **Update and complete 2nd-year field resume**	Field placement: 16 hours Process weekly field experience Virtual home simulator lab: Simmons case discussion Mindfulness exercise	Burdick, D. (2013). Present moment awareness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 90-102). PESI Publishing and Media.
13	**Portfolio presentations**	Field placement: 16 hours	No required reading
	Thanksgiving Holiday	Field placement: 16 hours	No required reading
14	**Portfolio presentations**	Field placement: 16 hours	No required reading
15	Course wrap-up	Field placement: 16 hours	No required reading

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
		Process weekly field experience Mindfulness exercise	
16	Finals week **Comprehensive skills evaluation due** **Completed 250 hours of field due** **Final process recordings log due**		

MSW 541: Social Work Field Instruction II

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Continued and advanced supervised social work practice experience in a community agency utilizing direct social service practice skills. In-depth focus on collaborative client case management to prepare students for professional employment with emphasis on effective practice with diverse populations.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 540. MSW 541 is the second course of a two-semester fieldwork course experience that builds upon the generalist social work practice foundation in social work field instruction. In this course, students will continue to apply theory to practice in order to prepare them to become competent and effective social work practitioners, with a special emphasis on working with diverse client populations. Students will continue to apply and integrate concepts learned in the classroom. Through ongoing participation in fieldwork settings, students will be able to gain and build on knowledge, skills, in further developing a sense of professionalism, and strengthening their confidence as effective practitioners.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the faculty field liaison/instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16 hours/week = 275 hours minimum) with their community/agency field instructor/preceptor. Students will be assigned to a specific social services organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work field instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of their field site supervisor (at the agency) and fieldwork faculty instructor (at the University).

The classroom seminars on campus are designed to supplement and integrate the generalist practice content students receive in their concurrent courses in the first semester of the graduate program. The integrative field seminar provides a framework for generalist social work practice. In specific, the classroom seminar is designed to:

- Introduce students to the experience of social work practice and case management principles
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with all generalist practice courses
- Create a support network for students
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Address "gaps" between course work and social work practice experiences
- Develop the student's role as a competent and ethical social work professional

Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar that is tied directly to the generalist practice-related comprehensive skills evaluation. These competencies are articulated in the Council on Social Work Education's education policy and accreditation standards and make up the comprehensive skills evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice.

The nine Council on Social Work Education competencies measured are:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of

critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

REQUIRED TEXTS AND READINGS

Burdick, D. (2013). *Mindfulness: Skills workbook for clinicians & clients: 111 tools, techniques, activities & worksheets*. PESI Publishing & Media.

California State University, Fullerton. (2016). *Career guide* (8th ed.). http://www.fullerton.edu/career/students/jobs-internships/career-guide.php

MSW Program Field Education Handbook. Available on the MSW program's website.

National Association of Social Workers – California Chapter (2020). *Building strength through association*. http://www.naswca.org

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

Field Placement

The student will be assigned to a field agency for the academic year. The student will be supervised at the agency by a qualified social work field instructor for 16 hours each week for the academic year (a minimum of 275 hours must be accrued for the fall semester; any hours less than 275 will result in No Credit for this course). The student will have a minimum of one-hour weekly supervision with the field instructor. Should the agency also offer group supervision, the student will be required to attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- Micro-Practice:
  - Assignment to three to four individual client cases
  - Completion of comprehensive psychosocial assignments for each client
  - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
- Mezzo-Practice:
  - Assignment to at least one family case
  - Participation in one group experience includes one of the following: educationally focused groups (e.g., parenting class), therapeutically focused groups, socialization groups, or discussion groups
- Macro-Practice:
  - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
  - Plan and implement staff training on a topic to be determined by the student in consultation with the field instructor that will provide new information to enhance service delivery within the program/agency.

Process Recordings

The student will be required to complete seven (7) process recordings for each semester. The field instructor will give feedback to the student. There are a variety of process recording forms that may be utilized, which are available on Canvas. They should consult the field instructor for the preferred format. The faculty field liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings by the field instructor in their supervision plan. Students will submit the process recording log to the field liaison on a monthly basis and at the end of the Spring semester. Without submission of seven process recordings, the student may receive an incomplete or no credit grade for the course. The field agency/field instructor may require more than seven process recordings. The process recording log is found on Canvas.

Self-Reflection Journal

The student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on at least these two questions:

a. What was the most important thing I learned this week? What strengths did I demonstrate this week?

b. What did I do for self-care this week?

The journal is to be submitted to the faculty field liaison. The faculty field liaison will discuss the format for submission of the journal and the dates for submission in class.

The purpose of the self-reflection journal is for the student to engage in a process of internalization of the identity as a social worker and the process of continual self-awareness so as not to allow personal issues, biases, values, or agendas to interfere with their practice.

Learning Agreement Plan

In the second generalist practice field education semester, the learning agreement should be reviewed and revised as appropriate. The faculty field liaison will review this plan for completeness and appropriateness. The learning agreement template is found on the program website: http://hhd.fullerton.edu/msw/fieldwork/forms.php

Intervention Portfolio

Each week a student will present in class an intervention technique to utilize with a client at their field practicum. The student will provide a handout for each student in class with clear instructions on how to facilitate the intervention presented. Handouts are to be submitted on Canvas, and the instructor will email or post on Canvas for student access. This assignment will

assist students in enhancing their knowledge in various therapy interventions and the approaches to practice with clients.

Virtual Home Simulator Lab

Students will utilize a virtual reality training to develop a skill set for potential risks and protective factors in a home environment and use the nine CSWE competencies on professional behavior, engagement, diversity, human rights, policy, assessment, intervention, and evaluation of outcomes. Virtual home visits recreate a home setting where students can practice within safe environment of a simulation lab. Class discussion will engage student learning from stimulation lab practices.

Learning Portfolio

The student will individually submit and present their learning portfolio in a PowerPoint presentation to the faculty field liaison. The portfolio that demonstrates how the student has internalized and demonstrated each of the nine competencies. The student may incorporate any and all of the above-planned assignments and assignments from other generalist practice courses to demonstrate the integration of theory. The student will address each of the nine competencies in a short narrative, followed by examples of work that demonstrate progress in mastery of the competency.

The learning portfolio is an individualized look at how each student learns and masters each of the nine competencies in their own way. Social work education is an inherently integrated education in that the coursework not only builds upon itself but also overlaps so that the student becomes adept at approaching social issues from a variety of perspectives or lenses. By utilizing a learning portfolio, each student is able to track their own mastery of the nine competencies, but also to examine how they learn and how they are able to apply that learning to the practicum setting.

Social Work Month

Social workers celebrate their profession during the month of March. In the Spring semester, each seminar class will develop a macro project and be involved in planning activities that will be implemented during the month of March. Each class elects a student leader who will complete the proposal form and submit the class macro project to the field department for approval. Proposals were due at the end of the Fall semester.

Student's Fieldwork Evaluation by the Faculty Liaison

The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement and making suggestions for special attention or

intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation will be completed during the field visit by the field instructor, the student, and the faculty field liaison. An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option.

GRADING POLICIES FOR THE COURSE

MSW 541 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.2-grade points. No Credit shall mean work that falls below this standard. The grade will be based on the student's performance on the planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven
3 = Intern understands the concept and has consistently met the expectations in this area
4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale will be applied using the Comprehensive Skills Evaluation by the agency field instructor and the faculty field liaison. Students are expected to perform at Level 1 or Level 2 for the Fall semester.

The CSUF Department of Social Work field faculty serve as gatekeepers to the social work profession and have high standards for the delivery of quality services to clients, agencies, and communities. The field seminars and field placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for generalist practice field education (Levels 1 and 2). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the field instructor and faculty field liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the field seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for generalist practice field education (Levels 1 and 2). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, MSW 542. This student may be allowed to repeat the course in the next academic year after being referred for a student status review and the Student Status Review Committee recommendation to repeat MSW 541 (see student handbook and field manual).

Concurrence of the faculty field liaison *and* the Director of field education is required to enroll in MSW 542.

SITE VISITS

The faculty field liaison will schedule at least one in-person visit to the field agency during your field placement to discuss the student's performance. The field instructor, student, and the faculty field liaison will participate in this visit. Additional visits may be scheduled should the field instructor, the student or the faculty field liaison feel that it is needed.

During the visit, the faculty field liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ATTENDANCE POLICY

Field Agency

No absences are permitted. If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the faculty field liaison. In *special circumstances,* a grade of Incomplete may be assigned, and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the faculty field liaison and the agreement by the Director of field education. If illness or other emergent circumstances necessitate absence, the student is required to contact both the field instructor and the faculty field liaison on the day that the absence occurs; failure to do so will be reflected in the rating of performance.

Field Seminar

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is required to contact the faculty field liaison via email. The student should contact the faculty field liaison as soon as it is known that the student will be absent. The faculty field liaison may also assign make-up tasks.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 541: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Review course syllabus Field learning objectives, field curriculum requirements, and learning agreement plan	Welcome back! Field placement: 16 hours	National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	Finalize social work month activity Tracking progress Self-evaluation	Field placement: 16 hours Process weekly field experience Self-evaluation exercise (p. 217)	Burdick, D. (2013). Tools for explaining mindfulness. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 7-23). PESI Publishing and Media. Ward, K., & Mama, R. S. (2020). Self-evaluation. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 210-221). Oxford University Press.
3	Burnout and self-care Review self-care plan from filed readiness training Sleep disorders	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Medical illness, pain, and sleep disorders. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 196-198). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Process recording log due **January field hours due**		Smullens, S. (2012, October 2). What I wish I had known: Burnout & self-care in our social work profession. *The New Social Worker*. https://www.socialworker.com/featurearticles/practice/what-i-wish-i-had-known-part-2-impact-societal-burnout/
4	My practicum: Why do I hate it so? Stress in field placement	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Stress, anger. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (p. 199). PESI Publishing and Media. Fogel, S. J. (2011). My practicum: Why do I hate it so? In L. M. Grobman (Ed.), *The field placement survival guide* (2nd ed., pp. 156-165). White Hat Communications.
5	Mindfulness of emotions When is okay to say "No" in field?	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of emotions. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 118-126). PESI Publishing and Media. Liley, D. G. (2011). Should I or shouldn't I? When is it okay to say no during field practicum? In L. M. Grobman (Ed.), *The field placement survival*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			guide (2nd ed., pp. 152-155). White Hat Communications.
6	Preparing for second-year field placement interviews	Field placement: 16 hours Process weekly field experience Practice mock interviews	California State University, Fullerton. (2016). *Career guide* (8th ed.). http://www.fullerton.edu/career/students/jobs-internships/career-guide.php Interview behavior questions.
7	Mindfulness of physical body **Process recording log due** **February field hours due**	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of physical body. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 127-138). PESI Publishing and Media.
8	Mindfulness of relationships Difficult issues and difficult clients	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of relationships. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 139-144). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
		Ethical dilemmas worksheet (p. 195) Agency presentations Social work month	Ward, K., & Mama, R. S. (2020). Difficult issues and difficult situations. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 194-209). Oxford University Press.
9	Mindfulness of tasks Experiencing unplanned change	Field placement: 16 hours Process weekly field experience Agency presentations Social work month	Burdick, D. (2013). Mindfulness of tasks. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 145-150). PESI Publishing and Media. Liley, D. G. (2011). When the change agent experiences unplanned change. In L. M. Grobman (Ed.), *The field placement survival guide* (2nd ed., pp. 146-150). White Hat Communications.
10	Mindfulness of words	Field placement: 16 hours Process weekly field experience Agency presentations Social work month	Burdick, D. (2013). Mindfulness of words. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 151-153). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Spring Break **No class session**	Field placement: 16 hours	No required reading
11	Mindfulness of intention	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of intention. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 154-157). PESI Publishing and Media.
12	Mindfulness of intuition **March field hours due** **Process recording log due**	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of intuition. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 158-165). PESI Publishing and Media. Ward, K., & Mama, R. S. (2020). Termination and evaluation of client progress. *Breaking out of the box: Adventure-based field instruction* (4th ed., pp. 222-234). Oxford University Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
13	**Portfolio presentations**	Field placement: 16 hours	No required reading
14	**Portfolio presentations**	Field placement: 16 hours	No required reading
15	Course wrap-up Mindfulness of motion Using sound	Field placement: 16 hours Process weekly field experience	Burdick, D. (2013). Mindfulness of motion. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 166-174). PESI Publishing and Media. Burdick, D. (2013). Using sound. *Mindfulness skills workbook for clinicians & clients: 111 tools, techniques, activities and worksheets* (pp. 175-178). PESI Publishing and Media.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
16	Finals week **Comprehensive skills evaluation due** **Completed 275 hours of field due** **Final process recordings log due**		

MSW 542: Advanced Social Work Field Instruction I

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Advanced supervised social work practice in a community agency with focus on the range of professional social work roles in child welfare or community mental health settings. Requires two hours per week in seminar and 20 hours per week at the field agency.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 541. This is the first course in a 2-semester advanced generalist fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-level (i.e., organization and community) social work practice learned in the generalist practice curriculum. MSW 542 includes advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in child welfare, community mental health, and aging settings. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their advanced generalist fieldwork internships.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the faculty field liaison/instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16+ hours/week = 250 hours minimum) with their community/agency field instructor/preceptor. Students will be assigned to a specific social services organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work field instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills,

develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of their field site supervisor (at the agency) and fieldwork faculty instructor (at the University).

The classroom seminars on campus are designed to supplement and integrate the advanced generalist practice content students receive in their concurrent courses in the second/third year of the graduate program. The integrative field seminar provides a framework for advanced generalist social work practice. In specific, the classroom seminar is designed to:

- Advance students' experience in social work practice and case management principles
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with all advanced generalist practice courses
- Create a support network for students
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Address "gaps" between course work and social work practice experiences
- Develop the student's role as a competent and ethical social work professional

Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar that is tied directly to the advanced generalist practice-related comprehensive skills evaluation. These competencies are articulated in the Council on Social Work Education's education policy and accreditation standards and make up the comprehensive skills evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice.

The nine Council on Social Work Education competencies measured are:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic

and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills,

competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their

intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

Grise-Owens, E., Miller, J., & Eaves, M. (2016). *The A to Z self-care handbook for social workers and other helping professionals*. The New Social Worker Press.

MSW Program Field Education Handbook. Available on the MSW program's website.

National Association of Social Workers – California Chapter (2020). *Building strength through association*. http://www.naswca.org

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

Field Placement

The student will be assigned to a field agency for the academic year. The student will be supervised at the agency by a qualified social work field instructor for 16-24 hours each week for the academic year (a minimum of 250 hours must be accrued for the fall semester; any hours less than 250 will result in No Credit for this course). The student will have a minimum of one-hour weekly supervision with the field instructor. Should the agency also offer group supervision, the student will be required to attend.
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Self-Reflection Journal

The student will journal weekly about their field experience, focusing primarily on the emotions,

judgments and dilemmas that occur. The student will journal on at least these two questions:

a. What was the most important thing I learned this week? What strengths did I demonstrate this week?

b. What did I do for self-care this week?

The journal is to be submitted to the faculty field liaison. The faculty field liaison will discuss the format for submission of the journal and the dates for submission in class.

The purpose of the self-reflection journal is for the student to engage in a process of internalization of the identity as a social worker and the process of continual self-awareness so as not to allow personal issues, biases, values, or agendas to interfere with their practice.

Learning Agreement Plan

The student will identify, in consultation with the field instructor, learning activities that will assist the student in developing mastery of the nine competencies. The faculty field liaison will review this plan for completeness and appropriateness. It is the student's responsibility to establish the learning goals by assessment of what learning opportunities the agency offers that will assist the student in mastering the competency. The student may consult with the field instructor in identifying those opportunities. The learning agreement template is found on the program website: http://hhd.fullerton.edu/msw/fieldwork/forms.php

Virtual Home Simulator Lab

Students will utilize a virtual reality training to develop a skill set for potential risks and protective factors in a home environment and use the nine CSWE competencies on professional behavior, engagement, diversity, human rights, policy, assessment, intervention, and evaluation of outcomes. Virtual home visits recreate a home setting where students can practice within safe environment of a simulation lab. Class discussion will engage student learning from stimulation lab practices.

Learning Portfolio

The student will add to the Learning Portfolio started during the generalist practice field education that demonstrates how the student has internalized and demonstrated each of the nine competencies. The student may incorporate any and all of the above-planned assignments and assignments from other advanced generalist practice courses to demonstrate the integration of theory and practice. The student will address each of the nine competencies in a short narrative, followed by examples of work that demonstrate progress in mastery of the competency.

The learning portfolio is an individualized look at how each student learns and masters each of

the nine competencies in their own way. Social work education is an inherently integrated education in that the coursework not only builds upon itself but also overlaps so that the student becomes adept at approaching social issues from a variety of perspectives or lenses. By utilizing a learning portfolio, each student is able to track their own mastery of the nine competencies, but also to examine how they learn and how they are able to apply that learning to the practicum setting.

Social Work Month

Social work month is where social workers celebrate their profession during the month of March. In the Fall semester, each seminar class will develop a macro project and be involved in planning activities that will be implemented in the spring semester during the month of March. Each class elects a student leader who will complete the proposal form and submit the class macro project to the field department for approval. Proposals are due to the instructor before the last week of class.

Student's Fieldwork Evaluation by the Faculty Liaison

The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation will be completed during the field visit by the field instructor, the student, and the faculty field liaison.

An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option.

GRADING POLICIES FOR THE COURSE

MSW 542 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.2-grade points. No Credit shall mean work that falls below this standard. The grade will be based on the student's performance on the planned assignments. Specific determination of this grade rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the field work class seminars

2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven
3 = Intern understands the concept and has consistently met the expectations in this area
4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale will be applied using the Comprehensive Skills Evaluation by the agency field instructor and the faculty field liaison. Students are expected to perform at Level 2 or Level 3 for the Fall semester.

The CSUF Department of Social Work field faculty serve as gatekeepers to the social work profession and have high standards for the delivery of quality services to clients, agencies, and communities. The field seminars and field placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for advanced generalist practice field education (Levels 2 and 3). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the field instructor and faculty field liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the field seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for advanced generalist practice field education (Levels 2 and 3). Examples would include the student whose performance in the field agency does not

meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, MSW 543. This student may be allowed to repeat the course in the next academic year after being referred for a student status review and the Student Status Review Committee recommendation to repeat MSW 542 (see student handbook and field manual).

Concurrence of the faculty field liaison *and* the Director of field education is required to enroll in MSW 543.

SITE VISITS

The faculty field liaison will schedule at least one in-person visit to the field agency during your field placement to discuss the student's performance. The field instructor, student, and the faculty field liaison will participate in this visit. Additional visits may be scheduled should the field instructor, the student or the faculty field liaison feel that it is needed.

During the visit, the faculty field liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ATTENDANCE POLICY

Field Agency

No absences are permitted. If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the faculty field liaison. In *special circumstances*, a grade of Incomplete may be assigned, and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the faculty field liaison and the agreement by the Director of field education. If illness or other emergent circumstances necessitate absence, the student is required to contact both the field instructor and the faculty field liaison on the day that the absence occurs; failure to do so will be reflected in the rating of performance.

Field Seminar

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is required to contact the faculty field liaison via email. The student should contact the faculty field liaison as soon as it is known that the student will be absent. The faculty field liaison may also assign make-up tasks.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 542: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Welcome back! Orientation to advanced generalist social work practice Review course syllabus Field learning objectives, field curriculum requirements, and learning agreement plan	Review of field manual; MSW field agreement Purchase an 8X11 blue book for weekly journaling Review and discuss how to complete the learning agreement plan and comprehensive skills evaluation, process recordings and the process recordings log Create learning groups (A & B)	MSW Social Work Graduate Field Manual. National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	**Group A only** **Group B – No class session** Self-care in field Developing your learning plan	Begin field placement: 16+ hours Weekly journal entry Process weekly field experience	Belli, B. (2020, July 27). To improve students' mental health, Yale student finds, teach them to breathe. *Yale News.* https://news.yale.edu/2020/07/27/improve-students-mental-health-yale-study-finds-teach-them-breathe Grise-Owens, E., Miller, J., & Eaves, M. (2016). Introduction and overview. In E. Grise-Owens, J.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	The plan and pace of learning in the field		Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 11-18). The New Social Worker Press. Larkin, S. (2019). The plan and pace of learning in field. *A field guide for social workers: Applying your generalist training* (pp. 49-71). Sage.
3	**Group B only** **Group A – No class session** Self-care in field Developing your learning plan The plan and pace of learning in the field	Begin field placement: 16+ hours Weekly journal entry Process weekly field experience	Belli, B. (2020, July 27). To improve students' mental health, Yale student finds, teach them to breathe. *Yale News.* https://news.yale.edu/2020/07/27/improve-students-mental-health-yale-study-finds-teach-them-breathe Grise-Owens, E., Miller, J., & Eaves, M. (2016). Introduction and overview. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 11-18). The New Social Worker Press. Larkin, S. (2019). The plan and pace of learning in field. *A field guide for social workers: Applying your generalist training* (pp. 49-71). Sage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
4	**Group A only** **Group B – No class session** Making the most of your practicum supervision Secondary and vicarious trauma **Agency orientation checklist due** **Learning agreement due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Discussion on secondary trauma Mindfulness exercise	Birkenmaier, J.. & Berg-Weger, M. (2018). Making the most of your practicum supervision. *The practicum companion for social work: Integrating class and field work* (pp. 79-96). Pearson. GoodTherapy. (2020). *The connection between social work and secondary trauma.* https://www.goodtherapy.org/for-professionals/business-management/human-resources/ article/the-connection-between-social-work-and-secondary-trauma Grise-Owens, E., Miller, J., & Eaves, M. (2016). Using a self-care plan and accountability to structure use of the A-to-Z strategies. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 19-22). The New Social Worker Press.
5	**Group A only** **Group B – No class session**	Field placement: 16+ hours Weekly journal entry	Birkenmaier, J.. & Berg-Weger, M. (2018). Making the most of your practicum supervision. *The practicum companion for social work: Integrating class and field work* (pp. 79-96). Pearson.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Making the most of your practicum supervision Secondary and vicarious trauma **Agency orientation checklist due** **Learning agreement due**	Process weekly field experience Discussion on secondary trauma Mindfulness exercise	GoodTherapy. (2020). *The connection between social work and secondary trauma.* https://www.goodtherapy.org/for-professionals/business-management/human-resources/ article/the-connection-between-social-work-and-secondary-trauma Grise-Owens, E., Miller, J., & Eaves, M. (2016). Using a self-care plan and accountability to structure use of the A-to-Z strategies. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 19-22). The New Social Worker Press.
6	**Group A only** **Group B – No class session** Professional stressors Being aware of personal stress indicators **Process recording log due** **September field hours due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Self-care assessment Mindfulness exercise	Grise-Owens, E. (2020). Self-care A-Z: Working from home during COVID-19 and beyond. *The New Social Worker.* https://www.socialworker.com/feature-articles/self-care/self-care-working-from-home-covid19-beyond/ Krueger, E. (2016). The A-to-Z entries: Awareness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 23-26). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
7	**Group B only** **Group A – No class session** Professional stressors Being aware of personal stress indicators **Process recording log due** **September field hours due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Self-care assessment Mindfulness exercise	Grise-Owens, E. (2020). Self-care A-Z: Working from home during COVID-19 and beyond. *The New Social Worker*. https://www.socialworker.com/feature-articles/self-care/self-care-working-from-home-covid19-beyond/ Krueger, E. (2016). The A-to-Z entries: Awareness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 23-26). The New Social Worker Press.
8	**Group A only** **Group B – No class session** Critical thinking in the field Keeping balance in my life Maintaining healthy relationships	Field placement: 16+ hours Weekly journal entry Process weekly field experience Integrative Activity 9.1: Task Analysis (Larkin, pp. 162-164) and discussion	Hobbs, D. (2016). The A-to-Z entries: Balance: Deciding to live on purpose and with purpose. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 27-30). The New Social Worker Press. Hagan, S. (2016). The A-to-Z entries: Connection. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Self-care maintenance	Mindfulness exercise	*other helping professionals* (pp. 31-36). The New Social Worker Press. Larkin, S. (2019). Critical thinking in the field. *A field guide for social workers: Applying your generalist training* (pp. 160-170). Sage.
9	**Group B only** **Group A – No class session** Critical thinking in the field Keeping balance in my life Maintaining healthy relationships Self-care maintenance	Field placement: 16+ hours Weekly journal entry Process weekly field experience Integrative Activity 9.1: Task Analysis (Larkin, pp. 162-164) and discussion Mindfulness exercise	Hobbs, D. (2016). The A-to-Z entries: Balance: Deciding to live on purpose and with purpose. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 27-30). The New Social Worker Press. Hagan, S. (2016). The A-to-Z entries: Connection. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 31-36). The New Social Worker Press. Larkin, S. (2019). Critical thinking in the field. *A field guide for social workers: Applying your generalist training* (pp. 160-170). Sage.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
10	**Group A only** **Group B – No class session** Critical thinking in the field The importance of diet and exercise in your life **Process recording log due** **October field hours due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Integrative Activity 9.3: Case Presentation (Larkin, pp. 171-173) and discussion Mindfulness exercise	Larkin, S. (2019). Critical thinking in the field. *A field guide for social workers: Applying your generalist training* (pp. 171-174). Sage. Ramsey, A. (2016). The A-to-Z entries: Diet: What are you "feeding" yourself? Body, mind, and spirit. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 37-40). The New Social Worker Press. Winburn, E. (2016). The A-to-Z entries: Exercise: Fantastic 4 fitness foundations. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 41-46). The New Social Worker Press.
11	**Group B only** **Group A – No class session** Critical thinking in the field The importance of diet and exercise in your life	Field placement: 16+ hours Weekly journal entry Process weekly field experience	Larkin, S. (2019). Critical thinking in the field. *A field guide for social workers: Applying your generalist training* (pp. 171-174). Sage. Ramsey, A. (2016). The A-to-Z entries: Diet: What are you "feeding" yourself? Body, mind, and spirit. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and*

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Process recording log due **October field hours due**	Integrative Activity 9.3: Case Presentation (Larkin, pp. 171-173) and discussion Mindfulness exercise	*other helping professionals* (pp. 37-40). The New Social Worker Press. Winburn, E. (2016). The A-to-Z entries: Exercise: Fantastic 4 fitness foundations. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 41-46). The New Social Worker Press.
12	**Groups A & B** Resilience in social work **Virtual home simulator lab**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	DeLeon, T. (2016). The A-to-Z entries: "F" word: Fear. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 47-51). The New Social Worker Press. Whitney, E. (2018). Resilience for social workers: How to increase flexibility, energy, and engagement in the face of challenge. *The New Social Worker*. https://www.socialworker.com/feature-articles/practice/resilience-for-social-workers-how-to-increase-flexibility-energy-engagement-in-face-of-challenge/
13	**Groups A & B** **Portfolio presentations**	Field placement: 16+ hours Weekly journal entry	No required reading

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Thanksgiving Holiday **No class session**	Field placement: 16+ hours Weekly journal entry	No required reading
14	**Groups A & B** **Portfolio presentations**	Field placement: 16+ hours Weekly journal entry	No required reading
15	**Groups A & B** Course wrap-up Conversations with your field instructor **Social Work Month prospectus due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	Hubbard, T. (2019). Having difficulty but necessary conversations with your social work field instructor. *The New Social Worker*. https://www.socialworker.com/feature-articles/field-placement/having-difficult-but-necessary-conversations-with-your-socia/ Quetot, T. L. (2016). The A-to-Z entries: Gratitude: Walking the path with appreciation. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 52-56). The New Social Worker Press. Williams, A. (2016). The A-to-Z entries: Humor: Participating in Life's Awarding opportunity (PLAY). In E. Grise-Owens, J. Miller, & M. Eaves

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			(Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 57-61). The New Social Worker Press. Sougoufara, S. (2016). The A-to-Z entries: Individualized: Throw yourself a party of one. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 62-66). The New Social Worker Press.
16	**Groups A & B** Finals week **Comprehensive skills evaluation due** **Final process recordings log due** **Completed 250+ hours of field due**	Field placement: Hours based on client and agency needs: Check with your field instructor	

MSW 543: Advanced Social Work Field Instruction II

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires 2 hrs/wk seminar and 20 hrs/wk agency placement.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 542. This is the second course of a 2-semester advanced generalist fieldwork course experience that focuses on the application and integration of micro- (i.e., individual and family), mezzo- (i.e., group), and macro-level (i.e., organization and community) social work practice learned in the generalist practice curriculum. MSW 543 is a continuation of advanced supervised social work practice in a community agency with a focus on the range of professional social work roles in child welfare, community mental health, and aging settings. The course is intended to prepare students to learn and practice experientially in the field and process practice challenges experienced in their advanced generalist fieldwork internships.

This learning will take place in two supportive, educationally-focused contexts: (1) weekly classroom sessions on campus with the faculty field liaison/instructor of this course (2-3 hours per session); and (2) in a supervised agency fieldwork setting (16+ hours/week = 250 hours minimum) with their community/agency field instructor/preceptor. Students will be assigned to a specific social services organization or social work agency where they will engage in fieldwork practice under the supervision of that agency's social work field instructor.

Philosophically, fieldwork is where the application of classroom theory and concepts to practice takes place and is a major element of preparing students to become competent and successful social work practitioners. As such, students are able to gain first-hand knowledge, build skills, develop a sense of professionalism, and strengthen their confidence as effective social work practitioners under the guidance and supervision of their field site supervisor (at the agency) and fieldwork faculty instructor (at the University).

The classroom seminars on campus are designed to supplement and integrate the advanced generalist pactice content students receive in their concurrent courses in the second/third year of the graduate program. The integrative field seminar provides a framework for advanced generalist social work practice. In specific, the classroom seminar is designed to:

- Advance students' experience in social work practice and case management principles
- Assist the student to demonstrate in both written and oral form, the integration of academic information into practice
- Assist student's learning in understanding their cases in terms of applicable theories
- Integrate experiences with all advanced generalist practice courses
- Create a support network for students
- Provide a forum to exchange and share clinical and administrative experiences; allow for role-playing, case conferencing, input and feedback, as to how the student is presenting his/her professional self
- Provide feedback to students within a group process framework, specifically focused on student's verbal and non-verbal communication skills
- Address "gaps" between course work and social work practice experiences
- Develop the student's role as a competent and ethical social work professional

Students will identify learning activities and demonstrate skill development through participation in the assigned field agency and the field seminar that is tied directly to the advanced generalist practice-related comprehensive skills evaluation. These competencies are articulated in the Council on Social Work Education's education policy and accreditation standards and make up the comprehensive skills evaluation for field practice. This tool measures and evaluates student skill development, professionalism, and integration of generalist social work theory as applied to direct practice.

The nine Council on Social Work Education competencies measured are:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients

and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

California State University, Fullerton. (2016). *Career guide* (8th ed.). http://www.fullerton.edu/career/students/jobs-internships/career-guide.php

Grise-Owens, E., Miller, J., & Eaves, M. (2016). *The A to Z self-care handbook for social workers and other helping professionals*. The New Social Worker Press.

MSW Program Field Education Handbook. Available on the MSW program's website.

National Association of Social Workers – California Chapter (2020). *Building strength through association*. http://www.naswca.org

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

The student will utilize a variety of tools and assignments in order to gain practice experience. These tools/assignments include the following:

Field Placement

The student will be assigned to a field agency for the academic year. The student will be supervised at the agency by a qualified social work field instructor for 16-24 hours each week for the academic year (a minimum of 250 hours must be accrued for the fall semester; any hours less than 250 will result in No Credit for this course). The student will have a minimum of one-hour weekly supervision with the field instructor. Should the agency also offer group supervision, the student will be required to attend.

The following are suggested guidelines. Actual case assignments and learning opportunities will vary by field agency:

- Micro-Practice:
  - Assignment to three to four individual client cases
  - Completion of comprehensive psychosocial assignments for each client
  - Involvement in collaborative experiences with other members of an inter/multidisciplinary team in the agency
- Mezzo-Practice:
  - Assignment to at least one family case
  - Participation in one group experience includes one of the following: educationally focused groups (e.g., parenting class), therapeutically focused groups, socialization groups, or discussion groups
- Macro-Practice:
  - Participation in a macro project at the field site such as grant writing, curriculum or program development/evaluation, needs assessment, etc.
  - Plan and implement staff training on a topic to be determined by the student in consultation with the field instructor that will provide new information to enhance service delivery within the program/agency.

Process Recordings

The student will be required to complete seven (7) process recordings for each semester. The field instructor will give feedback to the student. There are a variety of process recording forms that may be utilized, which are available on Canvas. The student should consult the field instructor for the preferred format. The faculty field liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings by the field instructor in their supervision plan. Students will submit the process recording log to the field liaison on a monthly basis and at the end of the Spring semester. Without submission of seven process recordings, the student may receive an incomplete or no credit grade for the course. The field agency/field instructor may require more than seven process recordings. The process recording log is found on Canvas.

Self-Reflection Journal

The student will journal weekly about their field experience, focusing primarily on the emotions, judgments and dilemmas that occur. The student will journal on at least these two questions:

a. What was the most important thing I learned this week? What strengths did I demonstrate this week?

b. What did I do for self-care this week?

The journal is to be submitted to the faculty field liaison. The faculty field liaison will discuss the format for submission of the journal and the dates for submission in class.

The purpose of the self-reflection journal is for the student to engage in a process of internalization of the identity as a social worker and the process of continual self-awareness so as not to allow personal issues, biases, values, or agendas to interfere with their practice.

Learning Agreement Plan

In the second semester, the Learning Agreement Plan from the Fall semester (MSW 542) should be reviewed and revised as appropriate. The faculty field liaison will review this plan for completeness and appropriateness. The learning agreement template is found on the program website: http://hhd.fullerton.edu/msw/fieldwork/forms.php

Virtual Home Simulator Lab

Students will utilize a virtual reality training to develop a skill set for potential risks and protective factors in a home environment and use the nine CSWE competencies on professional behavior, engagement, diversity, human rights, policy, assessment, intervention, and evaluation of outcomes. Virtual home visits recreate a home setting where students can practice within safe

environment of a simulation lab. Class discussion will engage student learning from stimulation lab practices.

Professional Portfolio

The student will individually submit and present to the faculty field liaison a professional portfolio that will assist the student with career planning. The portfolio individual interview will be a mock job interview where the student will dress in professional attire, be prepared for interview questions, a practice vignette, and utilize the contents of the portfolio for their interview. The student will incorporate the following into their professional portfolio: cover letter, résumé, training certifications, reference page with three professional references, the Fall (MSW 542) Comprehensive Skills Evaluation, and current transcripts.

Social Work Month

Social work month is where social workers celebrate their profession during the month of March. In the Spring semester, each seminar class will develop a macro project and be involved in planning activities that will be implemented during the month of March. In the Fall semester, each class elected a student leader who completed the proposal form and submitted the class macro project to the field department for approval.

Student's Fieldwork Evaluation by the Faculty Liaison

The faculty liaison completes a written evaluation based on the student's performance on the information gathered at the agency site visit. The evaluation addresses both the student's areas of competence as well as areas for improvement and making suggestions for special attention or intervention as needed. The timing of the evaluation is designed to afford enough time for the student to secure additional support or remediation if necessary. The evaluation will be completed during the field visit by the field instructor, the student, and the faculty field liaison. An electronic version of all assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions are granted rarely and only under very extreme circumstances. Assignment extensions, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option.

GRADING POLICIES FOR THE COURSE

MSW 543 is a Credit/No Credit course. Credit shall mean work that meets the standard for 3.2-grade points. No Credit shall mean work that falls below this standard. The grade will be based on the student's performance on the planned assignments. Specific determination of this grade

rests with the faculty field seminar course instructor in consultation with the agency field instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar
3. Quality of the student's performance as reflected in the written evaluations and at meetings with the site supervisor and/or faculty instructor
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.

The student's performance and skill level will be evaluated and assigned a rating:

0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, intern's performance is uneven
3 = Intern understands the concept and has consistently met the expectations in this area
4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The rating scale will be applied using the Comprehensive Skills Evaluation by the agency field instructor and the faculty field liaison. Students are expected to perform at Level 3 or Level 4 for the Spring semester.

The CSUF Department of Social Work field faculty serve as gatekeepers to the social work profession and have high standards for the delivery of quality services to clients, agencies, and communities. The field seminars and field placement are performance-based courses and students will be evaluated according to *demonstrated learning* of the nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies is as follows:

1. A grade of "CR" reflects the student who is performing as expected for advanced generalist practice field education (Levels 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the field instructor and faculty field liaison into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the field seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for advanced generalist practice field education (Levels 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. This student will not be allowed to progress to the next field sequence, MSW 543. This student may be allowed to repeat the course in the next academic year after being referred for a student status review and the Student Status Review Committee recommendation to repeat MSW 543 (see student handbook and field manual).

SITE VISITS

The faculty field liaison will schedule at least one in-person visit to the field agency during your field placement to discuss the student's performance. The field instructor, student, and the faculty field liaison will participate in this visit. Additional visits may be scheduled should the field instructor, the student or the faculty field liaison feel that it is needed.

During the visit, the faculty field liaison will evaluate the student's performance and may suggest specific goals that are designed to ensure the student will be at the expected performance level by the semester end.

ATTENDANCE POLICY

Field Agency

No absences are permitted. If absent, the student will be required to make up the hours. All make-up hours must be completed and verified by the date grades are to be posted by the faculty field liaison. In *special circumstances*, a grade of Incomplete may be assigned, and the student will be able to make up the hours during intercession. This will only be permitted with the recommendation of the faculty field liaison and the agreement by the Director of field education. If illness or other emergent circumstances necessitate absence, the student is required to contact both the field instructor and the faculty field liaison on the day that the absence occurs; failure to do so will be reflected in the rating of performance.

Field Seminar

Attendance is vital to class participation. Your grade will be affected if you do not attend class. If circumstances force a late arrival, students should enter class quietly. If illness or other emergent circumstances necessitate an absence, the student is required to contact the faculty field liaison via email. The student should contact the faculty field liaison as soon as it is known that the student will be absent. The faculty field liaison may also assign make-up tasks.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 543: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
1	Welcome back! Review course syllabus Social Work Month Project	Review of field manual; MSW field agreement Purchase an 8X11 blue book for weekly journaling Review and discuss Social Work Month plans and projects Create learning groups (A & B)	National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	**Group A only** **Group B – No class session** The professional development of self Updating and revising your learning agreement plan	Begin field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	Birkenmaier, J.. & Berg-Weger, M. (2018). Socialization into the social work profession. *The practicum companion for social work: Integrating class and field work* (pp. 34-62). Pearson. George, N. (2016). The A-to-Z entries: Professional development: Self-care beyond the spa. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 95-100). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Larkin, S. (2019). The professional development of self. *A field guide for social workers: Applying your generalist training* (pp. 205-216). Sage.
3	**Group B only** **Group A – No class session** The professional development of self Updating and revising your learning agreement plan	Begin field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	Birkenmaier, J.. & Berg-Weger, M. (2018). Socialization into the social work profession. *The practicum companion for social work: Integrating class and field work* (pp. 34-62). Pearson. George, N. (2016). The A-to-Z entries: Professional development: Self-care beyond the spa. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 95-100). The New Social Worker Press. Larkin, S. (2019). The professional development of self. *A field guide for social workers: Applying your generalist training* (pp. 205-216). Sage.
4	**Group A only** **Group B – No class session** Self-care in field	Field placement: 16+ hours Weekly journal entry	Birkenmaier, J.. & Berg-Weger, M. (2018). Safety in social work settings. *The practicum companion for social work: Integrating class and field work* (pp. 63-78). Pearson.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Safety in field Preventing burnout **Resume and cover letter due**	Process weekly field experience Mindfulness exercise	Larkin, S. (2019). Safety in field. *A field guide for social workers: Applying your generalist training* (pp. 72-85). Sage. Rickman, C. M. (2016). The A-to-Z entries: Zzzz—Sleep for self-care. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 144-146). The New Social Worker Press.
5	**Group B only** **Group A – No class session** Self-care in field Safety in field Preventing burnout **Resume and cover letter due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	Birkenmaier, J.. & Berg-Weger, M. (2018). Safety in social work settings. *The practicum companion for social work: Integrating class and field work* (pp. 63-78). Pearson. Larkin, S. (2019). Safety in field. *A field guide for social workers: Applying your generalist training* (pp. 72-85). Sage. Rickman, C. M. (2016). The A-to-Z entries: Zzzz—Sleep for self-care. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 144-146). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
6	**Groups A & B** Career development **Process recording log due** **January and February field hours due**	Field placement: 16+ hours Weekly journal entry **Career Center/Job Fair Presentations** **Participate in Social Work Month activities**	Steadmon, K., & Russell, A. (2016). The A-to-Z entries: Job satisfaction: Finding joy in your work. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 67-72). The New Social Worker Press.
7	**Group A only** **Group B – No class session** Kaizen method Lifestyle	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise **Participate in Social Work Month activities**	Grise-Owens, E. (2016). The A-to-Z entries: Kaizen method: Small changes = significant effects. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 73-76). The New Social Worker Press. Stephens, D. J. (2016). The A-to-Z entries: Lifestyle: Self-care is a lifestyle, not an emergency response. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 77-79). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
8	**Group B only** **Group A – No class session** Kaizen method Lifestyle	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise **Participate in Social Work Month activities**	Grise-Owens, E. (2016). The A-to-Z entries: Kaizen method: Small changes = significant effects. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 73-76). The New Social Worker Press. Stephens, D. J. (2016). The A-to-Z entries: Lifestyle: Self-care is a lifestyle, not an emergency response. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 77-79). The New Social Worker Press.
9	**Group A only** **Group B – No class session** Mindfulness Organizational wellness	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise **Participate in Social Work Month activities**	Lay, K. (2016). The A-to-Z entries: Mindfulness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 80-84). The New Social Worker Press. Eaves, M. (2016). The A-to-Z entries: Nature. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 85-88). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Kelley, E. (2016). The A-to-Z entries: Organizational wellness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 89-94). The New Social Worker Press.
10	**Group B only** **Group A – No class session** Mindfulness Organizational wellness	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise **Participate in Social Work Month activities**	Lay, K. (2016). The A-to-Z entries: Mindfulness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 80-84). The New Social Worker Press. Eaves, M. (2016). The A-to-Z entries: Nature. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 85-88). The New Social Worker Press. Kelley, E. (2016). The A-to-Z entries: Organizational wellness. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 89-94). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Spring Break **No class session**	Field placement: 16+ hours	No required reading
11	**Groups A & B** Relationships Supervision **Process recording log due** **March field hours due**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise **MSW Job Fair**	Escobar-Ratliff, L. (2016). The A-to-Z entries: Quality (not necessarily quantity). In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 101-104). The New Social Worker Press. Drury, W. (2016). The A-to-Z entries: Relationships: Cultivating your garden. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 105-108). The New Social Worker Press. Dulamal, T. (2016). The A-to-Z entries: Supervision. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 109-113). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
12	**Groups A & B** Self-reflection **Virtual home simulator lab**	Field placement: 16+ hours Weekly journal entry Process weekly field experience Mindfulness exercise	Thompson, T. (2016). The A-to-Z entries: Time: More than just managing. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 114-118). The New Social Worker Press. Addison, D. (2016). The A-to-Z entries: U R worth it. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 119-122). The New Social Worker Press. Thompson, V. L. (2016). The A-to-Z entries: Values—Reflections on who I am and why I'm a social worker. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 123-126). The New Social Worker Press.
13	**Groups A & B** **Professional portfolio interviews**	Field placement: 16+ hours Weekly journal entry Mindfulness exercise	Harlamert, J., & White, G. (2016). The A-to-Z entries: Workspace. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 127-132). The New Social Worker Press.

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
			Crum, K. (2016). The A-to-Z entries: eXpressive arts. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 133-137). The New Social Worker Press. Johnson, K. L. (2016). The A-to-Z entries: Yes (and no) lists: Life-long learning. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 138-143). The New Social Worker Press.
14	**Groups A & B** **Professional portfolio interviews**	Field placement: 16+ hours Weekly journal entry Mindfulness exercise	Grise-Owens, E. (2016). Concluding reflections: Changing your ABCs of self-care. In E. Grise-Owens, J. Miller, & M. Eaves (Eds.), *The A to Z self-care handbook for social workers and other helping professionals* (pp. 147-148). The New Social Worker Press.
15	**Groups A & B** Preparing for licensure Overview of California State exam	Field placement: 16+ hours Weekly journal entry Mindfulness exercise	No required reading

WEEK	TOPIC(S)	ACTIVITIES	READING ASSIGNMENTS
	Poster session	**The Association for Advanced Training in the Behavioral Sciences presentation**	
16	**Groups A & B** Finals week **Comprehensive skills evaluation due** **Final process recordings log due** **Completed 250+ hours of field due**	Field placement: Hours based on client and agency needs: Check with your field instructor	

MSW 550: Social Work Practice with Diverse Populations

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

This course prepares social workers in training to examine diversity issues related to disadvantaged client groups based on race, ethnicity, gender, sexual orientation, age, disability, and immigration status. Focus is on ecological perspective, diversity-sensitive practice, advocacy, and empowerment of vulnerable clients.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

In this generalist social work practice course, students consider diversity issues from a historical perspective, as well as societal and institutional organization and structure, and the way in which power and oppression have shaped the experiences and identities of individuals and groups. Because diversity competence requires introspection and self-awareness, students are encouraged to consider the way in which diversity issues are shaped and filtered through the lens of personal experiences and culture through assignments and class discussion. This course provides students with a process and structure for gaining a measure of diversity competence, which can be used in working with any group in any setting and professional context (i.e., generalist social work perspective). Especially, this course focuses on the special commitment of our profession to members of oppressed and vulnerable groups in our society.

Upon completion of this course, the student will be able to:

1. Demonstrate understanding of personal identity, biases, and values, and their impacts on professional practices with diverse groups and constituencies (Competencies 1, 2, & 6).

2. Demonstrate capacity to perceive diverse viewpoints of clients, community, and others in cases of value conflict by applying professional practice principles (Competency 2).

3. Demonstrate understanding of the effects of individual variation in human development process and its importance in shaping life experiences among the diverse client groups (Competency 2).

4. Demonstrate understanding of the role and function of social, economic, and environmental factors as the underlying mechanisms of oppression and discrimination (Competency 3).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

REQUIRED TEXTS AND READINGS

All required readings are posted on Canvas.

PLANNED ASSIGNMENTS

Cultural Autobiography

A cultural autobiography is a summary of the major influences on your personal cultural lens and the value systems and beliefs that are embedded in your unique lens. These influences may come from your social locations related to race, ethnicity, religion, social class, gender, or sexuality, but may also be related to pivotal experiences, or identity shifts such as becoming a parent, or moving away from home. In this assignment, you have the opportunity to incorporate your thinking about "self-awareness" into your uniquely written personal narrative. Use the assignment to clarify the foundations of your cultural lens – those learned through your

childhood – along with the changes that have occurred in your value systems, beliefs, and worldviews over time.

In this assignment, you must apply principles derived from the readings and lectures while describing the development and evolution of your cultural lens over time. Your narrative will describe the unique cultural environments of your formative years and later development. It will explore how your personal values have been shaped by your culture, noting which of those values you have maintained and which you have discarded.

While pieces of this assignment may feel very personal in nature, be assured that your autobiography will be treated sensitively and confidentially by the instructor. In the final analysis, you are the judge of what you are comfortable discussing about your identity formation in order to assist the reader in understanding your unique cultural lens. Deep thinking about your own cultural identity will, in turn, deepen appreciation for the cultural identity of others, bringing greater understanding, acceptance, respect, and empathy. Although the paper will necessarily be graded, the purpose of the assignment is a close examination of your own cultural experience in order to further the critical self-awareness process and to increase sensitivity to the cultural experiences of others.

- The assignment should be 7-8 double-spaced pages. The title page does not count toward the page limit.

- You can use the first-person point of view throughout the paper as this is a personal narrative.

The outline on the following page should serve as a general guide in the development of your cultural autobiography. You should include 7 sections in your paper: 4 sections (1, 2, 9 & 10) and 3 sections of your choice out of the remaining 6 sections outlined below (3-8).

1. Describe your family of origin including information on:

    a. Composition (who is considered family, who lived in the household, etc.)
    b. Cultural/ethnic identity and heritage
    c. Your neighborhood
    d. Other important factors, e.g., social class, religion, disabilities, etc.

2. What is your first recollection about your cultural background? In other words, how did you come to identify with any group and to learn that there are "others"? Who were (are) defined as "outsiders" and "insiders" by your family or group? Do you recall "journeying out of your own world" and entering the mainstream?

3. What went into the formation of your ideas in regard to your own physical appearance, and what did you consider to be attractive and unattractive?

4. Who were your friends when growing up? Who lived in your neighborhood? Who was a "desirable" friend to bring home? How did you select your dates, roommates, and partners? How did these choices relate?

5. Can you relate any of your tastes in food, music, art, clothes, furnishings, activities and games to culture or class? What about modes of expression (i.e., language accent, proverbs)?

6. What were the main values that you were taught? Make a distinction between the explicit and implicit values you were taught/learned. How were you taught these values?
7. What messages did you receive about how children "should" behave in regard to sex roles and gender identity, and how did this influence your sense of your current gender identity and/or sexual orientation?

8. How do you perceive the relative power position(s) of particular individuals in your family or group as related to their culture, gender, and class? How do these individuals vary in power and decision-making authority?

9. Which values and cultural norms have you retained as part of your current value system and which have you rejected and why?

10. How do the above experiences affect, influence, and even bias your effectiveness as a social worker in your relationships with your clients, colleagues, and organizations? (This is the most important question of this writing assignment).

Student-Led Discussion on the Readings

As social workers, we are often asked to lead peer discussion in matters of personal and social significance that affect our clients (be it individual or community). This exercise asks you to lead discussion on significant readings to demonstrate your analytical abilities, and capacity to engage others in conversation. Total time (summary and discussion) about 15-20 minutes. You will want to do the following:

- Consider presenting on 1 assigned reading for 8-10 minutes (sign up Week 1)

- Demonstrate mastery of the reading material in order to facilitate your peers' deepened appreciation for the points of view expressed in the readings

- Present a brief summary and your critique of the reading

- Develop 3 probing questions for class discussion that help your peers engage in the heart of the reading (5-10 minutes)

- Submit a summary note with 3 questions (Please refer to the Student-led Discussion Guideline) 3 days in advance of the scheduled presentation

Quiz

A quiz will allow students to demonstrate critical thinking capacities with regard to analysis of material presented in readings and lectures throughout the semester. Multiple choice questions will assess mastery of concepts presented in the course materials and allow for demonstration of critical connections between the readings and lectures. The goal of the quiz is to measure not only understanding of the material but also critical engagement that allows students to draw connections with overarching themes.

The quiz includes all material from Week 1 to Week 10 including assigned readings as well as any material covered during scheduled classes (i.e., class lectures, class notes, films/videos, guest and student presentations).

The quiz will be taken through Canvas, and will be available from Tuesday 8:00 am to Sunday 11:00 pm. You can take it any time during that time frame. During the test, you will be able to consult the textbook and other class materials, but not other students. You should not communicate with other students about the quiz materials once the quiz is open. The test must be completed within 30 minutes. Considering unexpected interruption during the test due to technical difficulties and other situations, you will be allowed to take the test twice during the above time frame. If two tests are taken, higher test score will be selected for grading. If you are not familiar with Canvas or need any accommodation, please speak to the instructor at least one week prior to the scheduled test date.

Population Immersion Study*

The purpose of this assignment is 1) to prepare you for diversity sensitive practice through the knowledge acquisition process that can be applied to any group in any context and 2) to assist you in developing professional competence in regards to a specific population.

Writing Assignment

- Select a population which is *different* from your own in terms of race, ethnicity, gender, sexual orientation, religion, worldview, social class, and/or ability

- Learn about the history of your selected population, especially the history in the United States. You may use articles, books, the internet, or any other sources. If possible, include information about your population from the latest Census

- Read an autobiography, a biography, or a story based on true experiences by or about a member of this population. You may choose any book that interests you. If you are uncertain about your choice, please ask the instructor for assistance. In order to maximize your learning from this portion of your assignment, your chosen reading should be a full-length book and not an article, or a short story

- View a film by or about your chosen population

- Attend an event which is culture-specific to your population. Ethnic fairs and festivals, religious services, gay or straight gatherings, support group meetings, and community meetings are examples of the kinds of events to select. You should choose an event where members of your chosen population are the majority. While you are at the event, observe the reaction of others to you, and yours to them. Look inward to your feelings about this experience, and your sensitivity to others' reactions to your presence. Select an activity at which you will be at least somewhat at ease – and *always safe*!

- Interview a member of your population. You may choose a classmate, a friend, someone you meet at the event, or someone you contact for this specific purpose. Ask them about their experiences being a member of this group. Please do not use a client as your interviewee, as the nature of the client/worker power and trust relationship might affect the interview process. Ensure the privacy and confidentiality of your interviewee by disguising their identity in your written work and limiting the information you share with classmates or others about your interviewee

- In 10 double-spaced pages, discuss your experiences with each of the parts of this assignment and your brief reactions to them, carefully delineating each part, what you did/read/watched/asked, and your sources

- Your final section ("Synthesis") should synthesize all your experiences and insights regarding the population you have explored, tying them with course reading and lecture materials (This is the most important part of this assignment). Compare and contrast your interviewee's experience with what you found in the literature. Develop tentative conclusions regarding how social workers can best assist persons from your respondent's group based on a critical analysis of the interview, class materials, learning activities for this assignment (review of history, book, film, and event attended), and your own thinking/experience. Please refer to the grading rubric for detail.

- Please be sure to include references (References are NOT included in the page limit.)

Oral Presentation

Students will sign up to present a brief discussion (20-30 minutes) of their immersion experience. Decision to present as a group (4 max.) or individual is up to the student and the alignment of their interests with other students.

Prepare PowerPoint slide(s) for each of the following sections:

1. Significance of the Population: Why did you select this population?

2. Population background/History

3. One or two of the followings:

    a. Autobiography/Biography
    b. Film
    c. Personal interview
    d. Cultural Event/Activity

4. Synthesis/Reflection

    a. Purposeful use of audiovisual/media (e.g., pictures, video clips, music) is required
    b. Submit a presentation PowerPoint by 3 days in advance of the scheduled presentation
    c. For students presenting as a group:
        i. the final oral presentation grade will reflect group and individual performance ("delivery")
        ii. Submit only one PowerPoint with the names of all members on the title page

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. A 7-8-page cultural autobiography. This assignment is due the 8th week of class (Date). (25% of final grade)

2. A student-led class discussion on one of the assigned readings from the course. (10% of final grade)

3. A multiple-choice online quiz given during the 11th week of class (Date). (15% of final grade)

4. An 20-30-minute oral presentation on the student's population immersion study experience. The oral presentations will occur during the 13th, 14th, and 15th week of class (Dates) (15% of final grade)

5. A 10-page population immersion study paper. This assignment is due the 16th week of class (Date) (35% of final grade)

An electronic version of the cultural autobiography and population immersion assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up quizzes are granted rarely and only under very extreme circumstances. Assignment extensions and make-up quizzes, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 550: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course overview Perspectives on social work's relationship to diversity NASW standards for cultural competence in social work	National Association of Social Workers. (2015). *Standards and indicators for cultural competence in social work practice*. NASW Press. https://www.socialworkers.org/Practice/Ethnicity-Race National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. NASW Press. https://www.socialworkers.org/About/Ethics/Code-of-Ethics
2	**No class session** **Labor Day Holiday**	No required reading
3	Social justice framework Understanding power, privilege, and oppression I	Kimmel, M. S. (2017) Toward a sociology of the superordinate. In M. S. Kimmel & A. L. Ferber (Eds.), *Privilege: A reader* (4th ed., pp. 1-12). Westview Press. Ore, T. E. (2011). Constructing differences. In T. E. Ore (Ed.), *The social construction of difference & inequality: Race, class, gender and sexuality* (5th ed., pp.1-18). McGraw-Hill. Tatum, B. D. (2000). The complexity of identity: "Who am I?" In M. Adams, W. J. Blumenfeld, H. W. Hackman, X. Zuniga, & M. L. Peters (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism and ableism* (pp. 9-14). Routledge.

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Social justice framework Understanding power, privilege, and oppression II	Davis, A., & Gentlewarrior, S. (2015). White privilege and clinical social work practice: Reflections and recommendations. *Journal of Progressive Human Services*, *26*(3), 191-208. https://doi.org/10.1080/10428232.2015.1063361 DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, *3*(3), 54-70. https://libjournal.uncg.edu/ijcp/article/viewFile/249/116 McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, *49*(2), 10-12. http://www.racialequitytools.org/resourcefiles/mcintosh.pdf
5	Race as a social construct Understanding racism	Miller, J. L., & Garran, A. M. (2008). What is racism? *Racism in the United States: Implications for the helping professions* (2nd ed., pp. 13-33). Springer. Miller, J. L., & Garran, A. M. (2008). The web of institutional racism? *Racism in the United States: Implications for the helping professions* (2nd ed., pp. 73-115). Springer. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*(4), 271-286. https://doi.org/10.1037/0003-066X.62.4.271

WEEK	TOPIC(S)	READING ASSIGNMENTS
6	Intersectionality framework	Kirk, G., & Okazawa-Rey, M. (2010). Identities and social locations: Who am I? Who are my people? In M. Adams, W. J. Blumenfeld, C. R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (2nd ed., pp. 8-14). Routledge. Murphy, Y., Hamilton, L., Hunt, V. H., Norris, A. N., & Zajicek, A. M. (2009). Conceptual framework for intersectionality. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 7-16). NASW Press. Murphy, Y., Hamilton, L., Hunt, V. H., Norris, A. N., & Zajicek, A. M. (2009). Intersectionality and social work practice. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 41-48). NASW Press.
7	Preserving cultural heritage Social work practice with culturally diverse population	Congress, E. P. (2005). Cultural and ethical issues in working with culturally diverse patients and their families: The use of the culturagram to promote cultural competent practice in health care settings. *Social Work in Health Care*, *39*(3-4), 249-262. https://doi.org/10.1300/J010v39n03_03 Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, *54*(2), 167–174. https://doi.org/10.1093/sw/54.2.167 Ortega, R. M., & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*, *90*(5), 27-49.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Rosenberg, J., Gonzapez, M., & Rosenberg, S. (2012). Utilizing an ethnographic lens in clinical social work practice with immigrants and refugees. In E. P. Congress and M. J. Gonzalez (Eds.) *Multicultural perspectives in social work practice with families* (3rd ed., pp 259-275). Springer.
8	Understanding class issues Social work practice with people in poverty **Cultural autobiography paper due**	Appio, L., Chambers, D. A., & Mao, S. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. *Journal of clinical psychology*, *69*(2), 152-161. https://doi.org/10.1002/jclp.21954 Kilmer, R. P., Cook, J. R., Crusto, C., Strater, K. P., & Haber, M. G. (2012). Understanding the ecology and development of children and families experiencing homelessness: Implications for practice, supportive services, and policy. *American Journal of Orthopsychiatry*, *82*(3), 389–401. https://doi.org/10.1111/j.1939-0025.2012.01160.x Krumer-Nevo, M. (2016). Poverty-aware social work: A paradigm for social work practice with people in poverty. *British Journal of Social Work*, *46*(6), 1793-1808. https://doi.org/10.5175/JSWE.2009.200600144
9	Understanding ability and ableism Social work practice with people with disabilities	Cabral, L., Muhr, K., & Savageau, J. (2013). Perspectives of people who are deaf and hard of hearing on mental health, recovery, and peer support. *Community Mental Health Journal, 49*, 649–657. https://doi.org/10.1007/s10597-012-9569-z Currier, J. M., Stefurak, T., Carroll, T. D., & Shatto, E. H. (2017). Applying trauma-informed care to community-based mental health services for military veterans. *Best Practices in Mental Health*, *13*(1), 47-64.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Kawaii-Bogue, B., Williams, N. J., & MacNear, K. (2017). Mental health care access and treatment utilization in African American communities: An integrative care framework. *Best Practices in Mental Health*, *13*(2), 11-29.
10	Gender issues Intersections of gender and other diversity dimensions	East, J. F., & Roll, S. J. (2015). Women, poverty, and trauma: An empowerment practice approach. *Social Work, 60*(4), 279-286. https://doi.org/10.1093/sw/swv030 Lorber, J. (2011). The social construction of gender. In T. E. Ore (Ed.), *The social construction of difference & inequality: Race, class, gender and sexuality* (5th ed., pp.113-121). McGraw-Hill. Slesnick, N., Glassman, M., Katafiasz, H., & Collins, J. C. (2012). Experiences associated with intervening with homeless, substance-abusing mothers: The importance of success. *Social Work*, *57*(4), 343-352. https://doi.org/10.1093/sw/sws025
11	Gay, lesbian, bisexual and transgender issues and identities	Asakura, K. (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. *Families in Society: The Journal of Contemporary Social Services*, *97*(1), 15-22. https://doi.org/10.1606%2F1044-3894.2016.97.4 Nadal, K. L. (2013). A brief history of lesbian, gay, bisexual, and transgender people and civil right *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community* (pp. 15-37). American Psychological Association.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Shelton, K. & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, *58*(2), 210-221. https://doi.org/10.1037/a0022251
12	Diversity in religious beliefs and practices, and world views Intersections of religious/spiritual diversity with other dimensions of difference	Hawkins, C. (2005). Spiritually sensitive practice with children, youth, and families. In G. P. Mallon & P. M. Hess (Eds.), *Child welfare for the 21st century: A handbook of practices, policies, and programs* (pp. 246-261). Columbia University Press. Hodge, D. R. (2018). Spiritual competence: What it is, why it is necessary, and how to develop it. *Journal of Ethnic & Cultural Diversity in Social Work*, *27*(2), 124-139. https://doi.org/10.1080/15313204.2016.1228093 Schlosser, L. Z. (2013). Christian privilege: Breaking a sacred taboo. In M. Adams, W. J. Blumenfeld, C. R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 243-244). Routledge.
13	Theories informing indirect practice and community organizing Community practice and political advocacy **Student oral presentations (1)**	Cheezum, R. R., Coombe, C. M., Israel, B. A., McGranaghan, R. J., Burris, A. N., Grant-White, S., Weigl, A., & Anderson, M. (2013). Building community capacity to advocate for policy change: An outcome evaluation of the neighborhoods working in partnership project in Detroit. *Journal of Community Practice, 21*, 228–247. https://doi.org/10.1080/10705422.2013.811624 Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society*, *97*(4), 278-285. https://doi.org/10.1606%2F1044-3894.2016.97.34

WEEK	TOPIC(S)	READING ASSIGNMENTS
		Lee, J. A. B. (2001). The empowerment approach: A conceptual framework. *The empowerment approach to social work practice*: *Building the beloved community* (2nd ed., pp. 30-55). Columbia University Press.
	Thanksgiving Holiday **No class session**	No required reading
14	Future directions: What does all of this mean? What can we do? **Student oral presentations (2)**	Collins, P. H. (2011). Toward a new vision: Race, class, and gender as categories of analysis and connection. In T. E. Ore (Ed.), *The social construction of difference & equality: Race, class, gender and sexuality* (5th ed., pp. 760-774). McGraw Hill.
15	Course Reflection & Wrap Up **Student oral presentations (3)**	DiNitto, D. M., & Johnson, D. H. (2016). Providing social services: Help for children, older Americans, and individuals with mental and substance use disorders. *Social welfare: Politics and public policy* (8th ed., pp. 399-427). Pearson. Karger, H. J., & Stoesz, D. (2014). Mental health and substance abuse policy. *American social welfare policy: A pluralist approach* (7th ed., pp. 283-298). Pearson.
16	Finals week **Population immersion study paper due**	No required reading

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MSW 564: Macro Social Work in Communities and Organizations

Instructor:	**Days:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Theories, processes, and skills involved in macro social work practice in community and organizational settings, such as community assessment, program planning, leadership, supervision, budgeting and grant writing.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

This advanced generalist practice course introduces students to the knowledge, skills, and tools required for conducting macro-level social work practice in social welfare organizations and communities. Additionally, students acquire the working knowledge to assist the modern social services organization with resource development through both an understanding of fiscal issues and their knowledge of grant writing and the public and private 'granting' process. Community-based needs assessment and action planning is also addressed.

Upon completion of this course, the student will be able to:

1. Apply understanding of the importance of diversity and difference in the lives of communities and macro-level social work practice (Competency 2).

2. Critically analyze social welfare and economic policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5).

3. Demonstrate policy advocacy skills that involve individuals, organizations, and communities in the advancement of human rights and social, economic, and environmental justice (Competencies 3 & 5).

4. Utilize research, community assessment, and other macro-level resources to inform appropriate engagement, assessment, and intervention with individuals, families, groups, organizations, and communities (Competencies 6, 7, & 8).
5. Analyze, monitor, and evaluate program processes and outcomes by applying qualitative and quantitative methods of evaluation (Competency 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers consistently examine the complex role human diversity plays in influencing professional social work practice. Advanced generalist social workers structure interventions to increase the options and opportunities available to diverse client populations, especially those who are oppressed, disadvantaged, or vulnerable. Advanced generalist social workers extend their knowledge of social work theory and practice into culturally responsive service delivery systems, utilizing a keen awareness of human difference to help guide practice choices and decisions. Advanced generalist social workers understand diversity as comprising multiple perspectives, and strive to achieve equity and inclusiveness for diverse client populations. Advanced generalist social workers understand how social, political, and economic institutions may contribute to individual and community problems, as well as social injustice for marginalized populations.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand the importance and application of theories and knowledge related to human rights and social, economic, and environmental justice. Advanced generalist social workers understand the relationship between social, political, economic, and cultural dynamics in creating and implementing policy and practice interventions for vulnerable, marginalized, and disadvantaged populations. Advanced generalist social workers understand, value, protect, and advocate for fundamental human rights, including eliminating oppression and inequality for all groups in our society. Advanced generalist social workers promote equal and equitable distribution of goods, resources, and services for individuals and communities.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand how to apply policy-practice skills, competencies, and tasks across multiple system levels. Advanced generalist social workers understand how the history of social work policies and services differentially impact various client populations and social work practice settings. Advanced generalist social workers engage in policy development, advocacy, implementation, and evaluation in organizations and communities. Advanced generalist social workers think critically about policy outcomes and make thoughtful and constructive policy recommendations toward positive social change and the promotion of social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward engagement with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective processes impact their practice with diverse client populations and constituencies. Advanced generalist social workers use effective communication and skills to engage a breadth of client populations across multiple social work practice settings. Advanced generalist social workers value and actively develop professional relationships to engage with clients and community partners in a collaborative and strength-based approach. Advanced generalist social workers understand systemic barriers and interdependent dynamics between service systems that can affect engagement with individuals, families, groups, organizations, and communities.

Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward assessment with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their assessment and decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment in creating, implementing, and evaluating assessments of diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the assessment process with individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward intervention with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their intervention and clinical decision-making with diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when planning and implementing interventions with diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the intervention process with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND READINGS

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). *Designing and managing programs: An effectiveness-based approach* (5th ed.). Sage Publications.

O'Neal-McElrath, T., Kanter, L., & English, L. (2019). *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed.). Jossey-Bass.

Additional readings are available on Canvas.

PLANNED ASSIGNMENTS

Reflection Papers

Each student will read the assigned material and respond to the reflection paper prompts listed below. Each reflection paper is worth 5 points.

Reflection Paper #1: Community-Level Social Work Practice

1. How comfortable are you with the idea of practicing at the community-level when you complete the MSW program and why? How likely do you think you are to have to practice at the community-level when you complete the MSW program?

2. In your opinion, what is the relationship between community practice and social justice?

3. Can social reform and social change be professionalized?

4. Can a profession or occupation dependent on public funding or employed by the public sector, either directly or under contract, become a radical change-oriented profession?

Reflection Paper #2: Program/Organization Planning

1. How comfortable are you with the idea of engaging in program planning or organization planning when you complete the MSW program and why? How likely do you think you are to have to engage in program planning or organization planning when you complete the MSW program?

2. In your opinion, what is the relationship between program planning/organization planning and social justice?

3. In your opinion, what is the relationship between grant writing and social justice?

4. How might financial dependence on a funding agency impact the social change efforts of a non-profit organization?

Reflection Paper #3: Diversity/Inclusion Management

1. How comfortable are you with the idea of being in a managerial role when you finish the MSW program and why? How likely do you think you are to be in a managerial role after you complete the MSW program?

2. How comfortable/prepared do you feel to manage a diverse unit/department/team?

3. In your opinion, what is the relationship between diversity/inclusion management and social justice?

4. In your opinion, is affirmative action compatible with the NASW Code of Ethics? (*explain your rationale*).

The reflection papers must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. Please number your responses. The response for each prompt/question should be a minimum of 1 paragraph. The required page length for each assignment is 2-3 pages. This does not include the title page, reference pages, or appendices. References are not required for this assignment; however, if you do cite, please include a reference page.

Community Assessment and Action*

In this assignment, students conduct an assessment of a community of their choosing. From those discussed in class (as well as others), each student should choose at least 3 different approaches to gathering information about their communities. These include: existing studies/surveys, public data (e.g., Census), key informants (e.g., experts, staff), resource inventories, agency data, community observations, mapping, or primary data collection with community members (e.g., surveys, focus groups, interviews, public forums).

Following completion of the community assessment, students will engage in a simulated policy-practice exercise (i.e., community action). Each student will develop an advocacy talking points worksheet predicated on a key social justice and/or human rights issue confronting the community assessed in the first part of this assignment. Talking points advocacy worksheets are used by advocates in preparation for legislative lobbying meetings.

Please organize your community assessment and action according to the following sections:

Overview of Community

Identify and describe your selected "community."

a. What are the "boundaries" of your community?
b. What are the demographics of your community (e.g., population size, age, gender, race/ethnic, income)?
c. Describe the historical context or other important background information that will help the reader better understand the community? Historically, what social justice and/or human rights issues has this community experienced?
d. Why do you think it's important to look at this community? Why is important for society to care about this community?

Community Assessment

a. Describe in detail the "methodology" or approach that you used to conduct your needs assessment.
b. What approaches are you using and why? (*the focus here is really explaining your rationale for the methods you have used for assessment*)
c. What sources of data or information did you use or obtain?
d. Where or how did you get your data?
e. Include any supporting documents in the Appendix (e.g., questionnaires, surveys).

Community Needs and Strengths

Describe your key findings.

a. Needs: What are some of the critical needs of the community? This brief summary of critical community needs should be the same needs that will be expanded upon by each author in next section.
b. Assets: What are the important strengths and resources of the community?
c. Include any figures or tables to support your assessment of needs and strengths in the appendix.

Policy Advocacy: Social Justice and Human Rights Issues

For this policy-practice simulation, develop an advocacy talking points worksheet. Based on your assessment, identify a key social justice and/or human rights issues that is impacting your community. Also, identify a key legislative decision-maker from that community. The "Talking Points" worksheet includes,

1. An introduction
2. Detailed core asks for your legislative decision-maker
3. A personalized story of why this is an important issue to you
4. Supportive facts, and
5. 5 to 10 recommendations

A worksheet template and a sample worksheet are provided on Canvas.

Worksheets must be based on comprehensive and in-depth research relying on scholarly sources from the academic databases and policy think tanks. At least 5 supportive facts must be included (one paragraph each), reflecting in-depth knowledge about the identified issue. The recommendations must be detailed enough to be implemented by the identified legislative decision-maker, thus keep in mind their sphere of influence and legislative control (i.e., district), and level of governance (i.e., county, state, federal, etc.).

The community assessment, including the policy-practice simulation worksheet, must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. The required page length for each component of the assessment is 2-3 pages. This does not include the title page, reference pages, or appendices.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Synopsis of Proposed Program and Logic Model

In this assignment, students will be asked to create a logic model and describe the program you are planning to develop as part of your grant proposal (final project).

Program Synopsis

In 1-2 double-spaced pages, outline the basic elements of your program, touching upon the following:

1. Key social justice or human rights problem(s) that your program seeks to address.

2. Primary goal(s) of your program.

3. Primary process and summative objectives (these should correspond with your outputs and outcomes in your logic model).

4. Some of the key activities (again, these should correspond to your activities in the logic model.

Logic Model

Create a comprehensive logic model that includes the key elements of your program, including inputs, activities, outputs, outcomes, and impact. You can use any format to visually show your logic model graphic (e.g., table (see below for sample), flowchart). You will be graded on visual presentation (e.g., clarity, easy to read), as well as the content (e.g., comprehensiveness, feasibility, measurable outputs and outcomes).

Inputs	Activities	Outputs	Outcomes	Impact

Grant Proposal*

In this assignment, you are asked to prepare a full grant proposal that seeks funding for your proposed project or program. You will first need to research and identify a foundation that fits

your proposed program (See page 125 in the O'Neal-McElrath text for tips on researching funding sources; You can use the information you researched for Assignment 2: Community Assessment). You will also have to identify a specific organization for which you will be hypothetically writing this grant proposal (i.e., you will have to identify a non-profit organization that you would request the grant for). A full example of a grant proposal can be found at the end of the O'Neal-McElrath text.

Minimum funding request: $20,000.

The proposal should address the following required components:

- Cover letter (one-page) that introduces your application and project to the funder.
- Cover sheet.
- A one-paragraph *executive summary* that includes the amount being requested, number served, project goals and objectives, and how funds will be used.
- *Background* on the social justice or human rights issue/need(s) to be addressed.
- The *conceptual framework and rationale for the project*; discuss how this project fits with the mission and goals of the foundation.
- *Background of the organization* and its capacity to undertake the work; discuss how the proposed project fits within the organization's mission and goals.
- A *project description*, including the goals, objectives, timeline and specific activities to be funded (you can refer to your logic model, which will be included as Appendix A)
- A *plan for evaluating the project* and its anticipated outcomes; please, include specific measurements.
- References.
- Appendix A: Include your project's *logic model*.
- Appendix B: A detailed line-item project *budget* for the amount requested, accompanied by a budget narrative explaining how the funds will be used (including brief job descriptions for key staff as it relates to the project, including those that will be hired).
- Appendix C: *Mission and goals* of the agency that you are preparing the grant proposal for.

The grant proposal must be in APA format. This includes 1-inch margins all around, 12-point Times New Roman font, and double-spacing. The required page length for the grant proposal is 8-12 pages. This does not include the cover letter, cover sheet, executive summary, reference pages, or appendices.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Grant Proposal Presentation

For this assignment, imagine that you are presenting in front of a group of potential funders. You will have 5 minutes to present (pitch) your proposed program and why it should be funded.

The presentation format and content are at the discretion of each student. In other words, how you spend your time is totally up to you. A few key questions you may want to address include:

- What is the social justice or human rights problem or need facing the community?
- How does your program meet this need?
- Why is it important that your program be funded?
- How will the funding be used?

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. Three reflection papers. The reflection papers are due the 3rd (Date), 6th (Date) and 13th weeks (Date) of class. (15% of final grade)

2. A group community assessment and action assignment. This assignment is due the 9th week of class (Date). (30% of final grade)

3. A 1-2-page program synopsis and logic model graphic. This assignment is due the 11th week of class (Date). (15% of final grade)

4. A 5-minute grant proposal presentation. Presentations will be scheduled during the 14th (Date) and 15th weeks of class (Date). (10% of final grade)

5. An 8-12-page grant proposal. This assignment is due the 16th week of class (Date). (30% of final grade)

An electronic copy of all written assignments must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual

basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:	A	93-100%
	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

ACADEMIC INTEGRITY

It is essential that you avoid *plagiarism*: the theft of another's words and/or ideas – whether intentional or accidental – and the presentation of those words and ideas as your own. Because this is a common and sometimes unclear problem, please review the following criteria:

1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. Information on emergency preparedness for students can be found at http://www.fullerton.edu/emergencypreparedness/Default.asp.

MSW 564: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Course introduction Introduction to grant writing	O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Introduction: An overview of the grantseeking process. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 1-10). Jossey-Bass.
2	What is macro practice? Developing a proposal idea Where and how to get funding Developing relationships with funders	Hardcastle, D. A., & Powers, P. R., & Wenocur, S. (2011). The concept of community in social work practice. *Community practice: Theories and skills for social workers* (3rd ed., pp. 94-130). Oxford University Press. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Developing the proposal idea. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 11-18). Jossey-Bass. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Developing relationships with funders. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 19-28). Jossey-Bass.
3	Defining the problem Understanding social problems	Hardcastle, D. A., & Powers, P. R., & Wenocur, S. (2011). The nature of social and community problems. *Community practice: Theories and skills for social workers* (3rd ed., pp. 69-93). Oxford University Press.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Writing a compelling problem statement **In-class exercise: Community assessment simulation**	Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Understanding social problems. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 35-48). Sage Publications. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Writing a compelling problem statement. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 29-38). Jossey-Bass.
4	Assessment and mapping Needs assessment Sources of needs assessment data	Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Needs assessment: Theoretical considerations. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 49-66). Sage Publications. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Needs assessment: Approaches to measurement. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 67-88). Sage Publications.
5	Theory-based community practice Theory and program planning Models of community organization	Hardcastle, D. A., & Powers, P. R., & Wenocur, S. (2011). Theory-based, model-based community practice. *Community practice: Theories and skills for social workers* (3rd ed., pp. 39-68). Oxford University Press. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). The contribution of theory to program planning. *Designing and*

WEEK	TOPIC(S)	READING ASSIGNMENTS
		managing programs: An effectiveness-based approach (5th ed., pp. 23-34). Sage Publications.
6	Program hypothesis Setting goals and objectives Intervention strategies **Reflection paper #2 due**	Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Selecting the appropriate intervention strategy. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 89-106). Sage Publications. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Setting goals and objectives. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 107-128). Sage Publications. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Defining clear goals and objectives. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 39-50). Jossey-Bass.
7	Program theory Logic model Inputs, outputs, and outcomes Developing strategies **In-class exercise: Developing a logic model**	Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing effective programs. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 129-160). Sage Publications. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Developing the strategies. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 51-58). Jossey-Bass. W.K. Kellogg Foundation. (2004). *Using logic models to bring together planning, evaluation, and action: Logic model*

WEEK	TOPIC(S)	READING ASSIGNMENTS
		development guide. https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide
8	Performance and outcome measurement Program evaluation and monitoring Preparing the evaluation component of the grant	Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Performance measurement, monitoring, and program evaluation. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 191-202). Sage Publications. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Impact program evaluation and hypothesis testing. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 203-214). Sage Publications. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Preparing the evaluation component. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 59-68). Jossey-Bass.
9	Sustainability Maintaining relationships **Community assessment assignment due**	O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Developing a statement of sustainability. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 69-74). Jossey-Bass. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Sustaining relationships with funders. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 111-116). Jossey-Bass.

WEEK	TOPIC(S)	READING ASSIGNMENTS
10	Finance management Developing the proposal budget **In-class exercise: Finances and budgeting**	Brody, R. & Nair M. (2014). Managing agency finances. *Effectively managing and leading human service organizations* (4th ed., pp. 257-282). Sage Publications. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Budgeting for financial control, management, and planning. *Designing and managing programs: An effectiveness-based approach* (5th ed., pp. 215-228). Sage Publications. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Developing the proposal budget. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 75-90). Jossey-Bass.
	Spring Break **No class session**	
11	Finalizing your grant proposal Submitting your grant	O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Writing the organizational background. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 91-98). Jossey-Bass. O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Writing the proposal summary. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 99-104). Jossey-Bass.

WEEK	TOPIC(S)	READING ASSIGNMENTS
		O'Neal-McElrath, T., Kanter, L., & English, L. (2019). Submitting the application. *Winning grants step by step: The complete workbook for planning, developing, and writing successful proposals* (5th ed., pp. 105-110). Jossey-Bass.
12	Organizational culture, climate, and theory Leadership, management, and supervision	Brody, R. & Nair M. (2014). Supervising staff. *Effectively managing and leading human service organizations* (4th ed., pp. 123-142). Sage Publications. Glisson C. (2015). The role of organizational culture and climate in innovation and effectiveness. *Human Service Organizations, Management, Leadership & Governance*, *39*(4), 245–250. https://doi.org/10.1080/23303131.2015.1087770 Williams, S. E. (2018). Organizational culture, supervision and retention of public child welfare workers. *Journal of Sociology and Social Work, 6*(2), 1-5. https://doi.org/10.15640/jssw.v6n2a1
13	Managing diversity Inclusive leadership **Reflection paper #3 due**	Bell, M. P., Ozbilgin, M. F., Beauregard, T. A., & Surgevil, O. (2011). Voice, silence, and diversity in 21st century organizations: Strategies for inclusion of gay, lesbian, bisexual, and transgender employees. *Human Resource Management*, *50*(1), 131-146. https://doi.org/10.1002/hrm.20401 Mor Barak, M. (2017). Diversity management: Paradigms, rationale, and key elements. *Managing diversity: Toward a globally inclusive workplace* (4th ed., pp. 208-223). Sage Publications. Mor Barak, M. (2017). Inclusive leadership: Unlocking the diversity potential. *Managing diversity: Toward a globally inclusive workplace* (4th ed., pp. 224-237). Sage Publications.

WEEK	TOPIC(S)	READING ASSIGNMENTS
14	**Student presentations**	No required reading
15	**Student presentations**	No required reading
16	Finals week **Grant proposal assignment due**	

MSW 596: Master's Project Development

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Under direction and approval of a faculty advisor, a student develops and prepares the beginning chapters of their MSW project and submits human subjects' approval to conduct research. Prepares students to complete their project.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 530: The master's capstone project is intended for students to develop an understanding of the scientific method for evaluating social work practice and program services. This course applies methodological skills learned in MSW 530 toward the exploration and analysis of an original and individualized research question developed by students for their culminating experience in the MSW program.

In this course, students are provided with an opportunity to explore an area of research interest. Utilizing secondary data, students conceptualize a research question from a pre-determined set of variables; proposes a hypothesis; writes a review of research literature; and constructs a research methodology. Students identify a public data set appropriate for their research objectives and construct a methodology that discusses the use of secondary data in research design; describes the original location of the study sample and data collection; operationalizes variables within their research question; and addresses any potential ethical or human subjects concerns.

Following completion of the project's developmental foundation, students are introduced to secondary data analysis and statistical analysis utilizing the Statistical Package for the Social Sciences (SPSS). The methods section is completed in MSW 597, when students add an analytical plan, featuring both descriptive and inferential statistics.

If a student has the desire to design and conduct their own research project and collect "live" data at their agency, and the agency is willing to collaborate with the student on the research

project, the instructor will provide individualized hands-on supervision. This project can be either quantitative or qualitative in nature.
Upon completion of MSW 596, students will be able to:

1. Utilize a multicultural perspective and previous research knowledge in the design of an independent scholarly social work research project (Competency 4).

2. Formulate a testable research question and create a literature review (Competency 4).

3. Understand appropriate research methodology for examining a research question, testing hypotheses, collecting and analyzing data, and evaluating outcomes relevant to social welfare and social work practice (Competencies 4 & 9).

4. Compose a human subject protocol for an independent research project consistent with the ethical values and practices of the social work profession (Competencies 1 & 4).

5. Select and apply appropriate statistical tests in SPSS to describe survey data (Competencies 4).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced

generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND MATERIALS

Cronk, B. C. (2020). *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed.). Routledge.

Pyrczak, F. & Bruce, R. R. (2017). Writing empirical research reports: A basic guide for students of the social and behavioral sciences (8th ed.). Routledge.

Additional readings are available on Canvas.

IBM SPSS Statistics Premium Campus Edition (Student Version; 12-month license).
The student is required to download the student version of SPSS through the University's Student Technology Services; this download is free. For more information, go to: http://www.fullerton.edu/sts/software/spss/.

RECOMMENDED TEXTS AND READINGS

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Cengage Learning.

SECONDARY DATA SETS

Students will work with the instructor to access an appropriate public data set for exploring a specific research question. Data sets will be accessed using the Inter-University Consortium on Political and Social Research: https://www.icpsr.umich.edu/web/pages/ICPSR/index.html.

If any students are interested in accessing public data from an alternate location, please consult with the instructor.

PLANNED ASSIGNMENTS

All assignments must be follow APA formatting guidelines (e.g., 1-inch margins, 12-point font, double-spacing, etc.). All tables, charts, and graphs must also follow APA formatting guidelines.

Research Question, Hypotheses, and Data Set Prospectus

All students will submit a 1-2-page prospectus stating one or two proposed research questions and corresponding hypotheses for their capstone project; students will also describe the public data set they are targeting and explain why this data set is appropriate for their proposed project.

Final Data Set and Codebook

All students will submit a final SPSS data set and corresponding codebook, including a summary of variables with variable names and labels, levels of measurement, and response categories, where appropriate. This information will be presented in tabular form.

The codebook will contain a list of all the independent, dependent, and demographic variables the student may use in the project, including any newly constructed or transformed variables (e.g., cumulative scales). If a student is using longitudinal data, they must include measures from each measurement point. Also include the participant identification variable from each data set. Students are not required to include frequencies in the codebook.

The categories in the codebook table are: type of variable (IV, DV, or demo); name (variable code or shorthand notation); label (description of variable or question item from instrument), level of measurement (nominal, ordinal, or scale); and response categories (values column in SPSS). If a variable's response categories are not listed in the values column, you will need to run descriptive statistics (frequencies) to see the categories. Response categories are for nominal and ordinal variables only. The participant identification variable is an independent nominal-level variable with no response categories.

Introduction and Literature Review

All students will write an introduction and literature review for their capstone project.

The introduction has two important objectives: It provides a context for the study and it presents the research questions and/or hypotheses. The introduction contains information supporting the rationale for the study. The introduction should contain the following elements:

1. Problem statement
    a. What is the problem you are studying?

2. Overview of the problem

a. What makes this problem significant?
b. What is the scope of this problem? (Use statistics to answer this question)
c. Who is differentially affected by this problem?

3. What is the purpose of your study?

4. Explicitly state your research question(s)

5. Explicitly state your hypotheses

6. What is the significance of your study to the field of social welfare?

The introduction represents the first chapter of the capstone project. It should be approximately 2-4 double-spaced pages, not including the title page or abstract (the abstract will be crafted in MSW 597).

The literature review provides an integrated and synthetic summary of the research literature that pertains to the student's topic area, with a particular focus on the variables that will be examined in the study. Themes, findings, or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support the study's research goals.

The literature review should also contain some mention of a conceptual framework related to the study's research topic, and existing gaps in the literature. In the "theory" section, identify and describe a social theory that informs the study's research rationale (e.g., social learning theory, ecological theory). In the "gaps" section, state the limitations of previous research related to the specific topic as well as how the study will contribute to the existing body of knowledge.

In the literature review, include no fewer than 15 references to support the work. Reference material should come primarily from peer-reviewed journal articles. Some Internet-based information is acceptable (e.g., statistics from government websites); however, Internet-based information should be utilized with discretion. Information and articles from electronic databases are also acceptable.

The literature review represents the second chapter of the capstone project. It should be approximately 7-10 double-spaced pages, not including the reference pages or any appendices. Students are required to submit an electronic copy of this assignment to *Turnitin.com*.

Methodology

The methods section meticulously describes the process by which your investigation will be conducted. You should describe the process of your study in an organized manner detailed enough so that it can be replicated by another researcher if desired. When conducting a secondary data analysis, this description will include features from the original study. Remember to use headings and subheadings to organize this section.

Sources of methodological information: codebook, user guide, questionnaire, manuals and documentation on measures used, final report, published article using the same data set, and any other relevant document. Please familiarize yourself with documents included in the ICPSR data folder.

Research Design

This section provides a brief synopsis of your entire research methodology. Describe the original study and secondary data you are using for your research. Describe the type of research design in the original study (e.g., pre-experimental, quasi-experimental, survey, or mixed methods), including the technical name of the original design (e.g., non-equivalent comparison design), when appropriate. What was the scope of the original study? Where was the original study conducted? How long did the study last? Who was the study population or sample? Describe the instrument used in the original study, as well as the relationships between variables studied. Mention how data was collected.

Then, you want to describe your study's research design. Describe the type of design you used (secondary data analysis). Was your project a cross-sectional or longitudinal study (i.e., how many measurement points were there)? If the original study was a multi-wave and/or multi-site study, did you use only a specific wave or site? If you used only one specific wave, then your research study was cross-sectional even if the original study was longitudinal. Mention your study's sample size and relationships between variables studied.

Sample and Sampling Method

Describe the sampling method and study sample from the original study. Who were participants/respondents of the original research? Describe the sampling frame and indicate the sampling design used (e.g., random sampling, systematic sampling, convenience sampling, purposive sampling, or snowball sampling) in the original study. Also, provide any information from the original study related to response rates, attrition, or experimental mortality.

Describe your study sample and how it was selected from the original study's sample. Will you use the entire original sample or a subsection of it? If you chose a subsample of the original sample, describe how the sample for your study was chosen from the original study. You can describe inclusion or exclusion criteria used in your study for the sample chosen. Remember to include the final sample size for your study.

Measures

Provide a brief overview of measures used in the original study, including a description of the original instrument.

Operationalization of Variables

Describe the major variables in your study. Be sure to operationally define your independent and dependent variables. How did you quantify each variable? How did you measure each variable? Include a description of demographic variables measured in your study.

Instrumentation

Describe the instrument and/or questionnaire (questions) used in your research study. If an established instrument was used, provide information on the documented reliability and validity of the instrument, if available. If appropriate, use an appendix to present instrumentation material. You need not include the entire instrument and/or questionnaire; an example of questions relevant to your research question and variables will suffice.

Data Collection Procedures

Describe how the original data was collected. Who collected it? How as the questionnaire administered? How long did the interviews take, if applicable?

Human Subjects

Provide any relevant and available human subjects discourse from the original study. If there is information on the IRB process, informed consent, incentives provided to participants, or any other ethical considerations from the original study, please indicate it.

Statistical Analysis

A description of how the data will be analyzed (descriptive and inferential statistical tests/procedures or the qualitative analysis procedures that will be used to produce findings (This section will be added in MSW 597).

The methodology represents the third chapter of the capstone project. It should be approximately 4-8 double-spaced pages, not including the reference pages or any appendices.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of four learning experiences:

1. A research question, hypotheses, and data set prospectus. This assignment is due the 5th week of class (Date). (10% of final grade)

2. A final data set and summary of variables (codebook) to be used in the capstone project. This assignment is due the 9th week of class (Date). (20% of final grade)

3. An introduction and literature review, representing the first and second chapters of the capstone project, respectively. This assignment is due the 13th week of class (Date). (35% of final grade)

4. A methodology, representing the third chapter of the capstone project. This assignment is due the 16th week of class (Date). (35% of final grade)

An electronic version of the term paper must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

Assignment extensions and make-up exams are granted rarely and only under very extreme circumstances. Assignment extensions and make-up exams, when granted, are on an individual basis at the discretion of the instructor. This course does not include an extra credit option. Plus/minus grades are in effect.

Grading will be on a straight scale as specified:

Final course grade:		
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	A-	90-93%
	B+	87-90%
	B	83-87%
	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%
	F	Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

ATTENDANCE POLICY

Regular class attendance is expected. Students are granted one unexcused absence without penalty; each subsequent unexcused absence with result in a one-percentage-point deduction from the student's final grade. Excessive tardiness, as well as leaving class early, will also affect a student's final grade. Students that miss class are responsible for obtaining covered material from classmates. If you know that you will not be in class, an explanatory e-mail is appreciated.

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1. You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context.

2. It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.

3. It is unacceptable to present another's ideas as your own – even if you use totally different words to express those ideas.

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at: http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf.

SPECIAL NEEDS ISSUES

As soon as possible, please inform me if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated. Students with disabilities must document the disability at the Office of Disability Support Services (DSS) office (UH 101, 278-3117). The DSS provides services and counselors for students with mobility limitations, visual and hearing impairments, and learning and other disabilities. If you have any questions, please visit the DSS office or its website www.fullerton.edu/DSS/.

EMERGENCY PROCEDURES NOTICE TO STUDENTS

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MSW 596: 16-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Overview of course Secondary data analysis Accessing and searching public data Developing research questions and hypotheses	Rubin, A., & Babbie, E. (2016). Problem formulation. *Essential research methods for social work* (4th ed., pp. 119-140). Cengage Learning. Rubin, A., & Babbie, E. (2016). Analyzing available records: Quantitative and qualitative methods: Secondary data analysis. *Essential research methods for social work* (4th ed., pp. 326-331). Cengage Learning.
2	Levels of measurement Utilizing surveys, questionnaires, and codebooks Refining research questions and hypotheses	Pyrczak, F., & Bruce, R. R. (2017). Writing simple research hypotheses, *Writing empirical research reports* (8th ed., pp. 7-18). Routledge. Pyrczak, F., & Bruce, R. R. (2017). A closer look at hypotheses, *Writing empirical research reports* (8th ed., pp. 19-26). Routledge. Pyrczak, F., & Bruce, R. R. (2017). Writing research objectives and questions, *Writing empirical research reports* (8th ed., pp. 27-34). Routledge.
3	Independent meetings with instructor Data and research questions	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
4	Independent meetings with instructor Data and research questions	No required reading
5	Data manipulation Recoding data Creating cumulative scales Cronbach's alpha Understanding codebooks, questionnaires, and variables **Research question, hypotheses, and data set prospectus due**	Cronk, B. C. (2017). Getting started, *How to use SPSS: A step-by-step guide to analysis and interpretation* (9th ed., pp. 1-12). Routledge. Cronk, B. C. (2017). Entering and modifying data, *How to use SPSS: A step-by-step guide to analysis and interpretation* (9th ed., pp. 13-18). Routledge.
6	SPSS data-shaping workshop	No required reading
7	Independent meetings with instructor	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Shape and finalize data set	
8	Independent meetings with instructor Shape and finalize data set	No required reading
9	Writing an introduction Writing a literature review **Final data set and codebook due**	Pyrczak, F., & Bruce, R. R. (2017). Writing titles, *Writing empirical research reports* (8th ed., pp. 35-44). Routledge. Pyrczak, F., & Bruce, R. R. (2017). Writing introductions and literature reviews, *Writing empirical research reports* (8th ed., pp. 45-62). Routledge.
10	Independent meetings with instructor Introduction and literature review	No required reading
11	Independent meetings with instructor Introduction and literature review	No required reading
12	Independent meetings with instructor	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Introduction and literature review	
13	Writing a methods section Secondary data analysis methods section **Introduction and literature review due**	Pyrczak, F., & Bruce, R. R. (2017). Writing definitions, *Writing empirical research reports* (8th ed., pp. 63-72). Routledge. Pyrczak, F., & Bruce, R. R. (2017). Writing method sections, *Writing empirical research reports* (8th ed., pp. 79-90). Routledge.
	Thanksgiving Holiday **No class session**	No required reading
14	Independent meetings with instructor Methods section	No required reading
15	Independent meetings with instructor Methods section	No required reading
16	**Finals week** **Submit methodology and revised introduction and literature review**	No required reading

CALIFORNIA STATE UNIVERSITY FULLERTON

MSW 597: Master's Project II

Instructor:	**Day:**
Office:	**Time:**
Hours:	**Phone:**
E-mail:	

COURSE DESCRIPTION FROM THE CATALOG

Under direction and approval of a faculty advisor, student completes a research project on a question developed in MSW 596. This is a final written project that culminates the MSW program.

COURSE OBJECTIVES AND STUDENT LEARNING GOALS

Prerequisite: MSW 596: The master's capstone project is intended for students to develop an understanding of the scientific method for evaluating social work practice and program services. In MSW 596, students conceptualized, developed, and began constructing the first chapters of the capstone master's project. In MSW 597, students complete the capstone project by adding results and discussion chapters to previous work completed in MSW 596.

MSW 597 begins with an introduction to SPSS, data entry, and descriptive analysis. Students learn how to prepare data for statistical analysis, as well as how to describe their sample population utilizing statistical concepts related to central tendency and variability. Students also learn how to present data and project findings in tabular and graphic formats. Following an introduction to SPSS and descriptive statistical analysis, students are introduced to hypothesis testing and inferential statistical analysis. Students learn various statistical tests and how to select and conduct appropriate analyses for exploring relationships and proposed hypotheses related to their research questions. At this point, students identify a statistical analytical methodology and complete the methods section started in MSW 596.

Upon completion of the statistical module, students write results and discussion chapters for the capstone project. The results chapter contains descriptive statistics, tables, and graphs to present an overview of the data content, as well as inferential statistical findings. The discussion chapter

integrates project goals, intentions, hypotheses, and results into a cogent and cohesive narrative, focusing on the project's outcomes, relationships to existing research, and contributions to the field of social work. Finally, at the conclusion of the academic year, students present their work to peers and colleagues from the professional social work community in a poster presentation. Upon completion of this course, the student will be able to:

1. Utilize a multicultural perspective and previous research knowledge in the design of an independent scholarly social work project (Competency 4).

2. Understand appropriate research methodology for examining a research question, testing hypotheses, collecting and analyzing data, and evaluating outcomes relevant to social welfare and social work practice (Competencies 4 & 9).

3. Demonstrate knowledge and application of appropriate statistical tests in SPSS to analyze data (Competences 4 & 9).

4. Critically evaluate results and synthesize findings with current research, and identify implications and applications for social work practice and policy (Competences 4 & 9).

5. Produce a properly-structured and comprehensive final report of an independent research project (Competencies 1, 4, & 9).

COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers incorporate professional social work values and ethical standards into their scope of practice, including how relevant laws and policies differentially impact various client populations across multiple system levels. Advanced generalist social workers understand how to apply principles of ethical decision-making in working with clients and colleagues across multiple social work practice settings. Advanced generalist social workers understand how the history of the social work profession differentially relates to various client populations. Advanced generalist social workers use self-reflection and professional supervision and feedback to improve services to clients. Advanced generalist social workers embrace holistic and collaborative inter-professional relationships in which the contributions of each profession are synthesized to optimize client outcomes. Advanced generalist social workers use current and emerging technology as appropriate to engage with others to effect positive social change. Advanced generalist social workers are committed to lifelong learning, critical thinking, and the delivery of the most current and effective social work practices.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are educated to function as responsible consumers, producers, and evaluators of research. Advanced generalist social workers critically evaluate published research and outcome studies to identify strong evidence-based practices for use with clients and constituencies. Advanced generalist social workers understand and apply quantitative and qualitative research methods to the evaluation of programs and practices. Advanced generalist social workers think critically about the protection of vulnerable populations and are culturally and ethically sensitive when designing and evaluating research processes.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand and apply best practices toward evaluation with individuals, families, groups, organizations, and communities to advance practice efficiency and effectiveness. Advanced generalist social workers use self-assessment and self-regulation to evaluate and mitigate how their personal experiences and affective reactions impact their evaluation of service to diverse client populations and constituencies. Advanced generalist social workers understand and apply theories of human behavior in the social environment when evaluating diverse clients and communities. Advanced generalist social workers value and actively develop professional relationships to enhance the evaluation process with individuals, families, groups, organizations, and communities. Advanced generalist social workers understand and apply qualitative and quantitative research methods to evaluate social work program and practice outcomes.

REQUIRED TEXTS AND MATERIALS

Cronk, B. C. (2020). *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed.). Routledge.

Pyrczak, F. & Bruce, R. R. (2017). Writing empirical research reports: A basic guide for students of the social and behavioral sciences (8th ed.). Routledge.

IBM SPSS Statistics Premium Campus Edition (Student Version; 12-month license).

The student is required to download the student version of SPSS through the University's Student Technology Services; this download is free. For more information, go to: http://www.fullerton.edu/sts/software/spss/.

Additional readings are available on Canvas.

RECOMMENDED TEXTS AND READINGS

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Thomson.

PLANNED ASSIGNMENTS

All assignments must follow APA formatting guidelines (e.g., 1-inch margins, 12-point Times New Roman font, double-spacing, etc.). All tables, charts, and graphs must also follow APA formatting guidelines. All assignments are submitted through the course website on Canvas.

Results

The results chapter represents the fourth chapter of the capstone project. The results chapter contains two parts: Descriptive analysis and inferential analysis.

Descriptive Analysis

Students construct a descriptive analytical subsection presenting a description and graphic overview of project data. In this subsection, students provide a written description of demographic data, as well as a description of other relevant variables. Students are also required to construct a demographic table.

Inferential Analysis

Students construct an inferential analytical subsection presenting statistical results related to relationships between variables, as well as specific hypothesis testing. With guidance from the instructor, students will select appropriate statistical tests to analyze their data, including t tests (e.g., independent, ANOVA, one-sample, or dependent), a chi-square test, correlation, and regression. The results in this section must be presented both in narrative and tabular forms.

The entire results chapter should be approximately 4-8 double-spaced pages. The chapter must contain at least two tables and one graph; one of these tables is the demographic table from the descriptive analysis assignment.

Discussion

The discussion chapter represents the fifth and final chapter of the capstone project. The discussion chapter offers interpretation of the findings and implications for research and social work practice and policy. Your discussion chapter should include the following five sections with subheadings.

Significance of the Findings

1. Briefly restate the study objectives and hypothesis.

2. Summarize the findings and indicate whether or not the findings support your hypothesis. Provide possible explanations and interpretations of the findings.

    a. If the findings were unexpected, proffer an explanation for the unexpected results.

3. Indicate whether or not the findings are consistent with other studies mentioned in the literature review chapter. Do not forget to include in-text citations when you mention other studies.

4. Analyze and interpret your results in the context of your theoretical framework.

Strengths and Limitations

1. Methodological strengths and limitations – Consider:

    a. Sample (size and representativeness)
    b. Measurement (reliability and validity)
    c. Internal and external validity related to design (strengths and weaknesses of secondary data analysis and limits to generalizability)

Implications for Future Research

1. How future research could address some of the limitations of the current study.

2. How future research could address some unanticipated findings.

3. How future research could address gaps in current literature to build on what is known.

Implications for Social Work Practice and Policy

1. The importance of the study findings for social work.

2. Suggestions for micro/mezzo/macro social work practice based on the results.

3. Suggestions for modification of current policies or development of new policies.

Conclusion

1. Final thoughts.

The discussion chapter should be approximately 4-8 double-spaced pages.

Abstract

An abstract is a summary of the research study placed in the beginning of the report. For this project, the recommended length of the abstract is about 250-350 words. Since the abstract is relatively short, you do not need to use subheadings.

The abstract should include the following components:

1. **Statement of the problem** – In 1-2 sentences, state the social or research problem that led you to your research question/hypothesis.

2. **Study objective/purpose** – State your study's objective or purpose.

3. **Methods** – Must state that your study is a secondary data analysis. Include name of the dataset, which wave was used (if applicable), the sample that was used for your study, and data collection methods.

4. **Results** – Report the results without the statistics (e.g., amount of sleep was positively associated with happiness).

5. **Conclusion** – Mention the key implications from the discussion chapter.

The abstract should be double-spaced and conform to APA formatting guidelines. The abstract should be limited to a single page.

Final Research Project*

Students will synthesize all project materials into a cohesive final product; this final product represents the culminating graduate-study experience for each MSW student. Students will format their final project according to the template provided in the course website on Canvas.

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**
DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

Poster Presentation*

Upon completion of the capstone project, students are required to present their findings to the University and to the professional community. This includes a formal presentation of the work and an opportunity to answer questions. The presentation is in the form of a poster presentation. The poster presentation is scheduled to take place on (Date) in the Location (Time).

***THIS ASSIGNMENT IS PART OF THE CSWE ASSESSMENT MATRIX.**

DO NOT SUBSTITUTE OR ALTER ANY CONTENT.

GRADING POLICIES FOR THE COURSE

Final grades are based on the cumulative scoring of five learning experiences:

1. Results chapter: Descriptive analysis. This assignment is due the 4th week of class (Date). (15% of final grade)

2. Results chapter: Inferential analysis. This assignment is due the 8th week of class (Date). (15% of final grade)

3. Discussion chapter. This assignment is due the 12th week of class (Date). (20% of final grade)

4. Final project. This assignment is due the 14th week of class (Date). (20% of final grade)

5. Poster presentation. This assignment is due the 15th week of class (Date). (30% of final grade)

An electronic copy of the policy analysis and policy practice papers must be submitted to *Turnitin.com* through the Canvas website on or before the assigned due date. Late papers are penalized one point of the assignment's total value for each day past the assigned due date.

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	B+	87-90%
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	B-	80-83%
	C+	77-80%
	C	73-77%
	C-	70-73%
	D+	67-70%
	D	63-67%
	D-	60-63%

F Below 60%

Grade strata are defined by lower limits.

A grade of C or better is required for successful completion of this course.

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MSW 597: 15-WEEK SCHEDULE

WEEK	TOPIC(S)	READING ASSIGNMENTS
1	Descriptive statistics Normal and skewed distributions Frequency tables and graphs Descriptive statistics exercise	Cronk, B. C. (2020). Descriptive statistics. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 21-25). Routledge. Cronk, B. C. (2020). Graphing data. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 38-50). Routledge.
2	Measures of central tendency Measures of variability Measures of central tendency and variability exercise	Cronk, B. C. (2020). Descriptive statistics. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 21-37). Routledge. McCrum-Gardner, E. (2008). Which is the correct statistical test to use? *British Journal of Oral and Maxillofacial Surgery, 46,* 38-41. https://doi.org/10.1016/j.bjoms.2007.09.002
3	Introduction to inferential statistics Parametric and non-parametric tests Correlation Pearson's r and Spearman's rho	Cronk, B. C. (2020). Parametric inferential statistics: Review of basic hypothesis testing. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 68-71). Routledge. Cronk, B. C. (2020). Prediction and association. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 51-67). Routledge.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Regression Correlation exercise	
4	Independent t test and Mann-Whitney U test One-way ANOVA and Kruskal-Wallis H test Bonferroni post hoc test Independent t test and one-way ANOVA exercise **Results chapter: Descriptive analysis assignment due**	Cronk, B. C. (2020). Parametric inferential statistics: Independent-samples t test, *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 74-78). Routledge. Cronk, B. C. (2020). Parametric inferential statistics: One-way ANOVA, *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 83-87). Routledge. Cronk, B. C. (2020). Nonparametric inferential statistics: Mann-Whitney U test. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 124-130). Routledge. Cronk, B. C. (2020). Nonparametric inferential statistics: Kruskal-Wallis H test. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 135-141). Routledge.
5	Chi-square test Contingency tables Phi and Cramer's V	Cronk, B. C. (2020). Nonparametric inferential statistics: Chi-square test of independence. *How to use SPSS: A step-by-step guide to analysis and interpretation* (11th ed., pp. 120-124). Routledge.

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Chi-square test and review exercise	Pyrczak, F., & Bruce, R. R. (2017). Writing analysis and results sections. *Writing empirical research reports* (8th ed., pp. 97-108). Los Angeles: Pyrczak.
6	No class session Independent meetings with instructor	No required reading
7	No class session Independent meetings with instructor	No required reading
8	Writing the discussion section Writing the abstract Creating a research project poster Final project format template **Results chapter: Inferential analysis assignment due**	Pyrczak, F., & Bruce, R. R. (2017). Writing discussion sections, *Writing empirical research reports* (8th ed., pp. 109-116). Los Angeles: Pyrczak. Pyrczak, F., & Bruce, R. R. (2017). Writing abstracts, *Writing empirical research reports* (8th ed., pp. 117-124). Los Angeles: Pyrczak.
9	No class session	

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Independent meetings with instructor	No required reading
	Spring Break	
10	No class session Independent meetings with instructor **Discussion chapter and abstract due**	No required reading
11	No class session Independent meetings with instructor	No required reading
12	No class session Independent meetings with instructor	No required reading
13	No class session	No required reading

WEEK	TOPIC(S)	READING ASSIGNMENTS
	Independent meetings with instructor	
14	Course wrap-up Student opinion questionnaires **Final project due**	No required reading
15	No class session **Poster presentations** **Date: Location: Time**	No required reading
16	Finals week No class session	

California State University, Fullerton
Department of Social Work
Level: Master of Social Work Program

Self-Study Report
Reaccreditation, 2015 EPAS

Volume 3: Student Field Education Manual and Student Handbook

Submitted: April 1, 2022

Dr. Mikyong Kim-Goh
Department Chair and Program Director

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Department of Social Work

Rev. March 6, 2022

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Introduction to Field Education at CSUF

Field education has been identified by the Council on Social Work Education (CSWE) as the signature pedagogy of the profession. Field education gives the student the opportunity to apply and integrate the fundamentals of theory into practice. Here at CSU Fullerton, Field Education is integrated into the structure of the student academic experience utilizing and demonstrating the CSWE nine competencies. The purpose of field education in social work is to provide the student with an interface between classroom theory and practice. The student is provided with opportunities to:

- Develop practice skills by applying classroom theory to clinical practice
- Determine which approaches work in practice and how they must be adapted to specific situations
- Understand the effect of the organizational context of professional practice while developing skills in agency-based social work
- Utilize relevant research to inform practice
- Learn to use supervision and consultation appropriately
- Students will internalize the social work values and principles
- Develop a professional identity

The Social Work Department has established a number of partnerships with community agencies to provide each student with a relevant field education experience. At each agency, qualified Field Instructors and/or Preceptors provide mentorship, guidance, and feedback to the student and the Field Faculty regarding the progress of the student.

In the pages that follow, the policies and procedures of the Field Education component of the Department of Social Work are explained. It is the focus of the Field Faculty to assist each student in being successful in their pursuit of the Master of Social Work degree and to produce competent, effective, and ethical social work practitioners.

Field Faculty for 2021-2022

Field Director

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1.0 Admission to Field Education

Admission to the MSW Program is required to apply for the fieldwork component of the MSW degree. Once the student has been offered and has accepted admission into the CSUF MSW Program, the student will complete field placement process training and the Generalist Practice field application on the Agency Student Partnership Network (ASPN).
Admission to the MSW Program does not guarantee that the student will be assigned to field placement. The student must meet the field placement security background clearance, be accepted by a field agency to complete the fieldwork requirement. The criteria include, but may not be limited to:

- Complete field process training
- Complete APSN field application
- Availability to interview with the assigned Agency.
- The ability to provide a background check, such as a LiveScan.[1]
- Reliable transportation to, from, and during the fieldwork day.
- Complete and pass required TB testing and/or health screens
- Willingness to accept the fieldwork agency assigned to the student.
- Health status that does not cause frequent absences.
- Understanding that social workers often make home visits and/or connect with clients in non-traditional settings.
- Understanding that social workers serve all clients and embrace diversity.
- Attendance to mandatory Field Readiness Training days

Deficiencies in any of these areas above may result in the delay of the student's field placement or recommendation for disqualification from the MSW program.

First-year field students need to be available from June through the beginning of the fall semester for the field placement process. Availability by email, phone, and electronic conferencing or in person, depending on the situation and need.

First-year field students begin their Field Education by attending Field Readiness Training. This is four-day mandatory training is designed to give the student the information necessary to be successful in the fieldwork component of the MSW program. Students will be notified in advance regarding the mandatory dates of the Field Readiness Trainings.

This pre-placement training prepares and informs the student about:

- Field education requirements and expectations
- Field Safety practice
- Social Work technology and tele-mental health/therapy
- CSWE competencies, NASW Code of Ethics, and confidentiality
- Mandated reporting responsibilities and dilemmas for children, adults, and older adults
- Suicide Risk Assessment and Intervention

- Preparation for and use of supervision, field seminar, and evaluation of progress using Comprehensive Skills Evaluation

2.0 Requirements for Completion of the Field Education Component of the MSW Degree

The Field Education curriculum consists of four Field Seminar courses: MSW 540, MSW 541, MSW 542, and MSW 543. These courses are each weighted as three units and include the fieldwork hours in the assigned Agency. A grade of "Credit" is required before enrolling in the next course in the sequence. While the courses are listed separately, field placement is continuous; the student should regard the Field Seminar and fieldwork placement as an academic year. Each year the student will complete a minimum of 525 fieldwork hours (250 in fall, 275 in spring) and have passing scores on the Comprehensive Skills Evaluation. By graduation, each student will have attained a minimum of 1050 hours of supervised experience and have passing scores on each semester's Comprehensive Skills Evaluation. Field hour requirement is based on CSWE and CSUF accreditation agreement.
Students who have received a "No Credit" in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a "No Credit" in MSW 540, the student will not be enrolled in MSW 541 and would be required to repeat MSW 540 before enrolling in MSW 541. The student will be required to repeat the "No Credit" course, which would be offered the following academic year, providing the student is in good academic and ethical standing to practice. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review (SSR) Committee to determine the most appropriate course of action and resources, including the student's fitness for the social work profession. Please refer to the MSW Student Handbook for SSR procedures.

MSW 540 and MSW 541 are the Field Seminars that comprise the Generalist Practice year. The Generalist Practice year is designed to give each student a thorough grounding in social work practice, guided by the CSWE nine competencies: ethical and professional behavior, diversity, social justice, and human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. The student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the practice experience in which to implement these concepts and apply the CSWE nine competencies.

MSW 542 and MSW 543 are the Field Seminars that comprise the Specialized Practice year. The specialized practice yearis in which the student will take policy and practice classes within their chosen areas of focus, Child Welfare, Community Mental Health, or Aging. In addition, the assigned fieldwork agency will provide the student with the opportunity to advance and refine their practice skill set with a specialized population.

In the Specialized Practice year, the student will continue to develop their CSWE nine competencies: ethical and professional behavior, diversity, social justice, and human rights, research, policy,

engagement, assessment, intervention, and evaluation of practice. The student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the field practice in which to implement these concepts and apply the CSWE nine competencies.

The major requirements for completion of the Generalist Practice Year and Specialized Practice Field Education Component include:

- Complete Field Readiness required training
- Demonstrates the ability to master Council Social Work Education nine competencies with passing scores on the Comprehensive Skills Evaluation
- Completion of seven process recordings per semester
- Submission and presentation of the Field Capstone Portfolio each semester
- Completion of two years of field experience with a minimum accrual of 1050 hours of experience, based on CSWE and CSUF accreditation agreement.
- Completion of field course assignments
- A grade of "Credit" in each Field Seminar course

3.0 Field Placement Procedures

Generalist Practice Year Placement

Upon admission to the MSW Program, the student will be contacted by the Directors of Field Education regarding field training for application to Field Education. The student will complete the field education requirements and expectations and complete field application in ASPN (Agency Student Partnership Network). Students will also be registered in Canvas Community, MSW Generalist Practice Year Field Practicum. In the Canvas community, it will provide the student step-by-step directions and PowerPoints that will guide the student through the information for our field program. ASPN is the database where students complete the field application, submit their resumes, and upload a professional photo of themselves. Once completed, the student will be admitted into the field program, and the placement process will begin.

During the Generalist Practice year, students focus on CSWE nine core competencies as well as developing a professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking, and judgment.

In matching students with a field placement agency, the field director evaluates the experience, area of focus, and student long-term career goal. Field directors also evaluate these factors but are not limited to:

- Where the student resides during the academic year, every effort is made to match the student with an agency within a reasonable commute.
- Previous experience

- Language skills
- Compatibility with the Agency and the field instructor
- Agency able to offer the student learning opportunities that challenge the student to grow professionally

In the process of securing the first-year field placement, the Field Directors will match each student with an agency. Once the student is matched with an agency, the student will attend an interview to determine if it is an appropriate placement. If the student is not accepted by the agency, the student will be matched with a new agency for an interview. The student will continue this process until they are confirmed at an agency by the Field Directors.

While every effort will be made to place students in a field agency, it is the responsibility of the student to present themselves maturely, professionally, and appropriately in the interview to secure the placement. Students who do not meet the criteria for the field placement process, and secure a field placement, will not be able to complete the requirements for the field and maybe disqualified from admission to the MSW program.

Students who apply and are accepted into the CalSWEC-IV-E stipend program will be placed by the Cal-SWEC Project Coordinator in an appropriate public child welfare agency or community-based child welfare agency.

3.1 Specialized Practice Year Placement

For the Specialized Practice year, students will attend a mandatory information session regarding the second-year field process and requirements. Students who do not attend the orientation may not be placed due to not being informed of the procedures for second-year placement. The second-year student will update their student field application in ASPN and upload their resume. Students will be able to see the list of agencies that will Specialized practice year placements, and students will be able to select five recommendations of agencies they would like to interview for their second-year placement. The students' agency selections must be appropriate for their areas of focus and long terms career goals. Field Directors will review the students' recommendations to determine if it matches the students' area of focus, ASPN profile, and agency requirements. Field Directors will select three agencies for each student to complete their interviews. Once students have completed their agency interviews, the student will list their placement preferences in numerical order in ASPN. Once each agency submits their student preferences in numerical order, students are matched with their agency. Both student and agency are emailed to confirm the Specialized practice year field placement.

3.2 Specialized Grant/Stipend Placements

Child Welfare students (Cal-SWEC) will be placed in public child welfare agencies or agencies that serve foster youth. Students with a Mental Health focus (Cal-SWEC MH) students will be placed in agencies that provide mental health and health-related services to all age groups. Students with a focus on Aging (GSWEC) will be placed in agencies that provide services for older adults and their families/caregivers. Students in Health Careers Opportunity Program (HCOP) and Integrated Behavioral Health Education and Leadership (BHEAL) programs will be placed in integrated behavioral health settings.

3.3 Field Agencies

MSW program utilizes agencies in the counties of Orange, Los Angeles, San Bernardino, and Riverside that meet the learning criteria for an MSW student intern. Field director recruits community agencies on an ongoing basis. Agencies interested in partnering with CSUF MSW program for MSW student field placements are vetted by program field directors. Once agency is determined to be appropriate to meet MSW student learning needs through MSW level practice experience, an agency profile is created in ASPN, field placement management database. The agency profile designates availability of appropriate field instructors, number of student placement spots available, populations served, types of services provided, appropriateness of placement learning opportunities for either generalist or specialized practice experience, or both. The profile is updated each year by the agency fieldwork coordinator.

Each Agency establishes a Memorandum of Understanding (MOU) with CSUF, which states the students' Certificate of Coverage for General Professional Liability. Each agency has a trained Field Instructor to assist the student intern in their field practice. Agencies are selected based on the professional social work experience and to assist the student learning of CSWE nine competencies. Agency responsibilities to assist student learning are:

- Facilitation students' achievement of their Learning Plan
- Commitment to one academic year of fieldwork
- Provide appropriate office space
- Designate qualified field instructor with a minimum of two-year post MSW experience
- Adhere CSUF to policies and practices of the MOU agreement
- Inform MSW program of any agency or field instructor changes that would impact the student

Students are not to contact agencies to seek internship experience without prior consent from the field directors. Students who are interested in obtaining experience from an agency that does not have an MOU with CSUF are to contact the field directors so they may establish the appropriateness of the Agency and student experience.

3.4 Field Instructor Recruitment

Agency fieldwork coordinator selects appropriate field instructors within their agency. Field director provides the agency fieldwork coordinator with the criteria for field instructors. The fieldwork coordinator attests to field instructors being selected based on the criteria outlined in Field Instructors section below. The agency fieldwork coordinator will notify field directors of any field instructor changes.

3.5 Field Instructors

Each student will be designated a Field Instructor to facilitate their learning process in the field. At the end of each semester, Field Instructor completes the Comprehensive Skills Evaluation (CSE), which indicates how the student has progressed in each of the CSWE nine competencies. Field Instructors approve the students' weekly field hour log, Process Recording log, and the Learning Plan. In addition, Field Instructor provides weekly one hour supervision and feedback on the students' process recordings.

Selection of Field Instructors for students has the primary responsibility for supervising students in their agency sites, including developing learning assignments, providing regular weekly supervision, and evaluating mastery of field learning goals. Qualified field instructors must meet the following criteria:

- Field Instructors are required to have an MSW from an accredited Social Work program and be two years of post-master's experience. (Verification provided to Field Directors)
- Completed an MSW Field Instructor Training from an accredited MSW University (verification provided to Field Directors)
- The Field Instructor's professional philosophy, goals, and objectives must be consistent with those of the social work profession and NASW.
- Field Instructors must have demonstrated competency in their area(s) of practice, as indicated by holding a master's degree from an accredited school of social work
    - If the Field Instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision of students in the following ways:
    - Designation of a social work mentor if such a person is available. The mentor must meet the criteria of a social work degree who is willing to meet regularly with the student to expand and further their social work perspective and experience.
- The Field Instructor must demonstrate a commitment to his/her own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars in order to enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.
- The Field Instructor must be willing and able to devote sufficient time to:
    - Provide one hour of individual supervision with the student weekly
    - Participate in the student's educational program by reviewing curriculum materials.
    - Plan student learning experiences consistent with the objectives of the social work program.
    - Provide the student with appropriate, regularly scheduled supervision for all activities in which he/she is involved.
    - Confer at stated intervals with the designated Field Faculty for site visits and student progress.

3.6 Use of Employment Agency as a Fieldwork Site

As an exception and with the approval of the Field Director, a student can apply for fieldwork at their place of employment. The all the following criteria is required to determine if it is an appropriate placement:

1. The student is employed no less than 32 hours per week.
2. The student has permanent employment status, has passed the agency probationary period, has received satisfactory performance evaluations/reviews, and is in good standing with the Agency.
3. The Agency agrees the student's field practicum internship responsibilities and duties will be a separate learning experience from the student's permanent position.
4. An MSW Field Instructor with two or more years of experience, preferably at a supervisory level in the Agency, who is **not the student's** employment supervisor, will provide field instruction in

accordance with the CSUF MSW Program's curriculum and policies for the student's field practicum. NOTE: the Field Instructor is required to be on-site during the student's field hours.

5. The student's internship roles, responsibilities, assignments, etc., will have a clear delineation from his/her regular employment and will be in accordance with CSUF MSW Program's field curriculum and course requirements. This will be written and established in the student's "Field Practicum Internship at Employment Site" application.
6. The field practicum will occur during sustained periods of time during the student's workweek, Monday through Friday only, in a minimum of 4 hours at a time, in a different program, service area, or unit, and preferably in a different location.
7. The "Field Practicum Internship at Employment Site" application is completed by the student and submitted by the required due date in the field placement process timeline with the required signatures.
8. The student will provide copies of his/her satisfactory job performance evaluation(s).
9. If the application is approved and granted, the student is aware that the use of the employment site for field practicum is for one year only. Title IV-E students in the Extended Education program wanting to explore this possibility must consult with the Cal-SWEC Title IV-E Project Coordinator.

If the employment situation does not meet all of the criteria listed above, the student does not qualify for a field practicum internship at his/her employment site. Students are advised to consult with the Director of Field Education before completing the application.

Completing the "Field Practicum Internship at Employment Site" application does not guarantee approval of utilizing the employment site for internship. All "Field Practicum Internship at Employment Site" applications must be approved by the Directors of Field Education and submitted by the due date.

4.0 Field Education Roles

Faculty

Director of Field Education and Assistance Field Director- are responsible for the administration and oversight of the Field Education component of the MSW program. Identifies and contracts with agencies to provide student field placements; provides Field Instructor training; serves as the lead on Field Faculty team; provides students with guidance and mentorship in developing social work skills and identity; maintains congruence of Field Education component with CSWE standards; arbitrator of field issues as they arise.

Field Faculty- instructs the Field Seminar class; serves as a liaison between the student and the field agency; monitors and evaluates student progress in mastering field competencies; provide the student with guidance and mentorship in developing social work skills and identity. Field Faculty will complete field site visits with the Field Instructor, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs. The Field Faculty will complete the field placement visit form to document the student's progress in the field.

Field Placement Agency

Field Instructor- agency employee with MSW degree from a CSWE accredited school of social work; serves as a mentor and teacher for the student placed in the Agency; provides supervision, guidance, and feedback regarding student performance and progress. The Field Instructor will be available for field site visits with the Field Faculty, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs.

Preceptor- agency employee who may or may not possess the MSW degree, who is assigned to teach the student the day-to-day work of the Agency; interacts with the Field Instructor to monitor student progress and assign learning opportunities appropriate to the student.

Student- agrees to abide by the field placement agency policies, MSW Student Handbook, MSW Student Field Education Manual, NASW Code of Ethics, and CSWE policy and procedures, participate as an active learner, and participate actively in the field. See Student Field Education Policy and Procedures for detailed student responsibilities.

5.0 Student Field Education Responsibilities and Policies

1. Attendance:
    a. Students are expected to attend all Field Readiness Trainings, assigned field hours, and attend Field Seminar classes
    b. Absence procedures:
        i. Notification of the absence to both the Faculty Field and the Field Instructor/Preceptor as soon as the absence is anticipated. Student needs to call and email Field Faculty and Field Instructor to provide information regarding the absence.
        ii. Providing documentation of the legitimacy of the absence, if asked
        iii. Demonstrate professionalism by following the above procedures
    c. All absences from the Field placement must be made up in a timely manner
    d. Absences must be appropriate (illness, family emergency)
        i. Students who skip field hours and/or Field Seminar to attend to other coursework or personal pleasure will be referred to the Director of Field Education.
    e. Not following this attendance policy or procedures demonstrates a lack of professionalism and violation of our NASW Code of Ethics.
2. Field Hours

Each student is required to complete a minimum of 1050 fieldwork hours during the course of the MSW Program. The fall semester requires 250 field hours, and the Spring semester is 275 field hours for 525 hours each year. Field hour requirement is based on CSWE and CSUF accreditation agreement. The student may reach field hour's requirements prior to the end of the semester but are required to continue to attend their field placement.

a. Generalist Practice year students attend field 16 hours per week.
b. Specialized practice year students attend field from 16 – 24 hours per week, based on agency requirements. Students are informed of the agency field hour requirement.
c. Fieldwork hours must be scheduled in accordance with the Field Instructor. The day and times the student is to attend field will be directed and approved by the Field Instructor.
d. Students are to complete a weekly field hour log to track field experience. Students are required to have their Field Instructor sign the field hours log weekly and submit the log to the Field Faculty monthly. Field Hours Log is available on the MSW website and on your Canvas.
e. MSW program has a Field Calendar to guide the student on the weekly field hours requirement. The Field Calendar is available on the MSW website and on your Canvas Community.

3. Campus Holidays, Fall and Spring Break:
    a. Students are to attend Field placement on all assigned days unless the Agency is closed
    b. Campus Holidays are indicated on the Field Calendar and other campus publications
    c. Most campus holidays coincide with the holidays observed by the field agency, however, should the Agency be open when the campus is closed, the student may attend the field hours rather than make the time up later.
    d. Students must be sure to distinguish the difference between a Campus Holiday closure versus days when there are no classes, but the University is open (usually noted on the University calendar as a "recess"). If the University is open, even though classes may not be in session, the student is expected to provide service hours to their assigned Agency
    e. Student field placement continues during Fall break. Students are to attend field placement during Fall break unless the agency/school is closed.
4. Professionalism
    a. Students are expected to abide by the National Association of Social Workers Code of Ethics at all times. Any violation of the following may lead to dismissal from the MSW program:
        i. Social Workers Ethical Responsibilities to Clients
        ii. Social Workers Ethical Responsibilities to Colleagues
        iii. Social Workers Ethical Responsibilities in Practice Settings
        iv. Social Workers Ethical Responsibilities as Professionals
        v. Social Workers Ethical Responsibilities to the Social Work Profession
        vi. Social Workers Ethical Responsibilities to Broader Society
    b. Students are expected to always abide by the CSWE nine competencies. Not meeting the expectations of the following competencies may lead to No Credit for field class and possible dismissal from the MSW program:
        i. Intern demonstrates ethical and professional behavior
        ii. Intern engages diversity and difference in practice
        iii. Intern advances human rights, social, economic, and environmental justice
        iv. Intern engages in practice-informed research and research-informed practice

v. Intern engages in policy informed practice
vi. Intern engages with individuals, groups, organizations, and communities
vii. Intern assesses individuals, families, groups, organizations, and communities
viii. Intern intervenes with individuals, families, groups, organizations, and communities
ix. Intern evaluates practice with individuals, families, groups, organizations, and communities

c. Students are expected to maintain confidentiality, as defined by law, statute, agency policy, and/or our Code of Ethics both inside and outside of the assigned field agency
d. MSW program maintains a zero-tolerance policy for any violation of confidentiality
    i. Violations include verbal, written breaches outside of appropriate venues
    ii. Posting inappropriate information on social media sites constitutes a gross violation of confidentiality and the NASW Code of Ethics
    iii. Zero tolerance means that breaches of confidentiality on the part of the student will result in referral to the Student Status Review Committee with a recommendation for dismissal from the program
e. Students are expected to behave as adult learners, demonstrating respect for instructors (Faculty and Agency) and fellow students

5. Transportation
    a. Students must have reliable transportation in order to successfully complete the Field Education component of the degree
    b. This also means that students must maintain a current and valid driver's license, vehicle accident, and liability insurance
    c. Students with documented disabilities that prohibit driving and registered with the Office of Disability Support Services will be afforded reasonable accommodation as provided by law
6. Field Course Work
    a. Students are required to complete seven process recordings per semester. Students are to complete a process recording weekly in field and submit it to their Field Instructor for reflection and feedback. Students will keep a process recording log and submit it to their Field Faculty.
    b. Students are to complete a weekly field hour log to track field experience. Students are required to have their Field Instructor sign the field hours log weekly and submit the log to the Field Faculty monthly. Field Hours Log is available on the MSW website and on your Canvas.
    c. During the first month of field placement, students are required to complete a Learning Agreement. Learning agreements are approved by the Field Instructor and submitted to the Field Faculty. Students are responsible for identifying agency opportunities for learning and documenting those as goals in the Learning Agreement.
    d. End of each semester, students are evaluated by their Field Instructor using the Comprehensive Skills Evaluation (CSE). CSE is completed at the end of each semester.

e. The student will submit and present an Academic portfolio to the Faculty Field that demonstrates how the student has internalized and demonstrated each of the nine competencies.
f. Students who are habitually late with assignments or who put forth minimal effort on assignments will be considered not to be progressing in ethics and professionalism and will be downgraded on the Comprehensive Skills Evaluation and may be referred to the Director of Field Education
g. In the fall semester, each seminar class will develop a Social Work Month macro project and be involved in planning activities that will be implemented in the Spring semester during the month of March. *Due to COVID-19, this project is on hiatus.*
h. Other field assignments will be outlined in each field seminar syllabi

7. Malpractice Insurance
    a. CSUF covers each with Professional Liability Insurance, as the student remains in good practicum and academic standing.
    b. University shall ensure that each student in the program is covered during the term of this Agreement by the Professional Liability Insurance
    c. University will provide evidence of a student's professional liability coverage to Agency as the agreement is between the Agency and the University. University shall name Agency as an additional insured under Student's General Liability Coverage.
    d. Students that travel as a part of the student's internship assignment shall maintain personal automobile liability insurance and current Driver's License.
8. Field expenses such as travel, mileage, training, parking, background clearances, and physical exams/tests are the responsibility of the student and are not reimbursed by the University.
9. Student Assumption of Risk and voluntary election to participate in field:
    a. STUDENT is voluntarily participating in the ACTIVITY at this time in order to satisfy that requirement as expeditiously and quickly as possible, notwithstanding the COVID-19 pandemic.
    b. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or others' actions, inaction, or negligence.
    c. STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY

6.0 Evaluation of Student Progress and Grading

Each of the four Field Seminar classes (MSW 540, MSW 541, MSW 542, and MSW 543) are graded on a Credit/No Credit scale. The grading scale is conducive to allowing the student to challenge their professional growth and progress. It is expected that students will make mistakes in field and will learn and grow through this learning experience.

The standard for earning a grade of Credit for the Field Seminar (includes the field placement as the "lab") is outlined in the course syllabi and reprinted here:

The grade will be based on the student's performance on the planned assignments. Specific determination of grades rests with the faculty field seminar course instructor, in consultation with the agency Field Instructor, and is based on the following criteria:

1. Student's level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars;
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student's performance as reflected in the written evaluations and at field visits with Field Instructor and Field Faculty
4. Suitability of student's performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.
5. Completion of 7 process recordings each semester
6. Completion of the required field hours for each semester
7. Professional presentation of the Learning Portfolio with the nine competencies each semester
8. Demonstrates Professional behavior with clients, peers, faculty, and other professionals
9. Submission of Comprehensive Skills Evaluation from the agency Field Instructor with performance scores that indicate student learning. The student's performance and skill level will be evaluated and assigned a rating:
    - 0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
    - 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
    - 2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, intern's performance is uneven
    - 3 = Intern understands the concept and has consistently met the expectations in this area
    - 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The field seminars and field placement are performance-based courses, and students will be evaluated according to *demonstrated learning* of the CSWE nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies, is as follows:

1. A grade of "CR" reflects the student who is performing as expected for the Generalist

Practice year (Level 1 and 2) or Specialized practice year(Level 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Field Faculty into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.

2. A grade of "NC" reflects the student who is not performing within the level of expectation for the Generalist Practice year (Level 1 and 2) or Specialized practice year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master's level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. No field hours will be credited to the student with a No Credit. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Students who have received a "No Credit" in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a "no credit" in MSW 540, the student will not be enrolled in MSW 541 and would be required to repeat MSW 540 prior to enrolling in MSW 541. The student will be required to repeat the "No Credit" course, which would be offered the following academic year, providing the student is in good academic and ethical standing to practice. No field hours will be credited to the student with a No Credit. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review Committee to determine the most appropriate course of action, including the student's fitness for the profession.

7.0 Resolution of Problems in Field Placement

The MSW Field Education Program is committed to helping students obtain optimum practice and skill-building experience in their field placements. Performance issues, personal and educational, occasionally surface in the field placement. Both students and Field Instructors are encouraged to have open, direct, and ongoing communication with the Director of Field Education and/or Faculty Field so difficulties are identified early, and a plan of action can be initiated.

Should any of these issues occur, the Director of Field Education, the Faculty Field, the student, and the Field Instructor will discuss and design an appropriate corrective action plan and a timeframe for said plan. In the case of environmental issues, the Director may change the field placement of the student. Should the student fail to make the necessary improvements or other concerns arise, a Student Status Review will be scheduled (see Social Work Student Handbook).

A student correction plan or dismissal from a field placement for the following reasons:

- Repeated tardiness at the agency setting and/or tardiness without notification.
- Repeated absences from the agency setting and/or absence without notification.
- Repeated change in scheduled hours without approval.

- Field Instructors concern over attitudinal, behavioral, or ethical considerations that bring into question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
- Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
    a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
    b. Exhibits provocative behavior such that the behavior alienates the student from others disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the Field Instructor, students, faculty, or others in the academic or practicum environment or related agencies.
    c. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
    d. Displays erratic, disorganized, incoherent, or unpredictable behavior.
    e. Lacks insight or is unable to perceive the negative consequences of own behavior.
    f. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
    g. Displays intoxication or impairment at the University or practicum agency, due to abuse of alcohol or a psychoactive substance or misuse of prescription medication.
    h. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.
    i. Commits an act that violates state or federal law and compromises the student's fitness for the profession of social work.
    j. Engages in unprofessional or inappropriate behaviors within the field, classroom, community, or electronic/social media settings that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

Please refer to the **Student Status Review** section in the **Student Handbook** for more information.

CALIFORNIA STATE UNIVERSITY FULLERTON

Department of Social Work
Learning Plan Agreement

Learning Agreement Outline (To be completed at the beginning of the Academic Year)

I. Identifying Information
Student Name:
Student Email:
Student Phone:
Faculty Field:
Faculty Email:
Faculty Phone:
Agency Name:
Agency Address:
Field Instructor:
Field Instructor Email:
Field Instructor Phone:

II. The Agency and the Community
(Agency)
A. Describe the Agency's mission
B. Describe the organizational structure:
C. List the services provided to community:
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the Agency's clients:
(Community)
E. Describe the geographic location of your Agency:
F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):
G. Describe the community's need for resources (in addition to what the Agency provides):
H. Describe the community's perception of the Agency:
I. List other agencies to which referrals are made:
J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. General Time Management
A. List the days and hours in field placement:
B. List the day and time that process recordings are due:
C. List the day, time, and length of individual field instruction:
D. List day and time of group supervision conference, if applicable:
E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:
F. If the plan is for you to rotate or change programs in the Agency, specify the time frame for the rotation:

IV. Field Education Assignments (check those that the student <u>will</u> be exposed during field placement)
A. Check all direct practice field education assignments:
☐ Adults ☐Individuals ☐Information and Referral ☐Discharge Planning ☐Diagnostic Assessment ☐Families ☐Advocacy ☐Treatment Planning ☐Older Adults ☐Crisis Intervention ☐Children ☐Groups ☐Community Networking Linkages ☐Inter/Multidisciplinary Team Meetings ☐Short Term Intervention ☐Adolescents ☐Couples ☐Case Management ☐Psychosocial Assessment ☐Long Term Intervention ☐Other:
B. Check all macro practice field education assignments
☐Task Forces ☐Quality Assurance ☐Inter/Multidisciplinary Team Meetings ☐Fiscal Budgetary Issues ☐Committee Assignments ☐Grant Writing ☐Agency Staff Meetings ☐Community Networking Linkages ☐Program Development ☐Consultation ☐Macro Project: ☐Program Evaluation ☐Case Conferences ☐Other:
C. Check other learning experiences:
☐Seminars, In-Service Training, Conferences ☐Other:

V. Self-Awareness Assessment
A. In terms of "self-awareness", what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?
B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

VI. Student's Expectations for Supervision in Field Instruction
A. Describe your expectations of the supervision process:
B. Describe your expectations of yourself in the supervision process:
C. Describe your expectations of your Field Instructor:
D. Describe your expectations of your Preceptor (if applicable):

VII. Field Instructor Teaching Plan (to be written by the Field Instructor)
A. Detail your expectations of your student in supervision:
B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.
C. Describe your plan for the use of a preceptor with your student (if applicable). Include the role of the preceptor and your plan to monitor and evaluate this experience.

Orientation Checklist

Agency Overview

_____Review agency vision and mission/purpose statement

_____Tour of Agency

_____Introductions to colleagues, support staff, and administration

_____Review organizational structure

_____Review the role of the Agency in relation to the community and its resources

_____Review security and/or safety procedures and protocol

Agency Policies and Protocols

_____Review office procedures, supplies, and provisions

_____Review telephone and communication/computer utilization

_____Review intake/admissions/eligibility policy and procedures

_____Review internal communication

_____Review parking details

_____Review mileage policy

_____Review agency, department, and/or unit meeting schedule

_____Review client record/charting, policies and procedures

_____Review forms for documentation/accountability

_____Review regulations regarding confidentiality, release of information, etc.

_____Review client fees/payment schedule

_____Review client emergency protocol

_____Review child or elder abuse reporting protocol

_____Review work schedule, including lunch and breaks

_____Review information/referral policy

_____Review agency policy regarding harassment

_____Review agency policy regarding discrimination

_____Review agency policy regarding the *Americans with Disabilities Act*

_____Review agency policy regarding OSHA

_____Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

_____Review expectations for supervision and schedule

_____Review educationally based recording schedule

_____Review use of preceptor (if applicable)

_____Review plan for diversity/multi-cultural experiences

_____Review plan for monitoring of student hours (by both field instructor and student)

_____Review agency training or staff development opportunities

_____Review student's personal safety issues and concerns and strategies to deal with them

Signatures:

_____	_____
Field Instructor	Date
_____	_____
Student	Date

Generalist Practice Comprehensive Skills Evaluation
Fall Semester

Students are required to complete a minimum of 250 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (such as Field Readiness Training and the Community Immersion Exercise). Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 540.

Number of hours completed in the Field Placement: Click here to enter text.

Number of hours added by Field Faculty: Click here to enter text.

_____ _____
Field Instructor Signature Date

_____ _____
Preceptor Signature Date

_____ _____
Field Faculty Signature Date

_____ _____
Student Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

Generalist Practice Comprehensive Skills Evaluation
Spring Semester

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 541.

Number of hours completed in the Field Placement: Click here to enter text.

Number of hours added by Field Faculty: Click here to enter text.

_____ _____
Field Instructor Signature Date

_____ _____
Preceptor Signature Date

_____ _____
Field Faculty Signature Date

_____ _____
Student Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR: **INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:		
1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	Choose an item.	Choose an item.
5. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursing ongoing professional development.	Choose an item.	Choose an item.
6. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	Choose an item.	Choose an item.
7. Uses technology ethically and appropriately to facilitate practice outcomes.	Choose an item.	Choose an item.

Comments (required for ratings of 0 and 4):

COMPETENCY # 2 – DIVERSITY AND DIFFERENCE **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:		
1. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems.	Choose an item.	Choose an item.
2. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.	Choose an item.	Choose an item.

3. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.	Choose an item.	Choose an item.
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3*:**		
1. Applies their understanding of social justice to advocate for human rights.	Choose an item.	Choose an item.
2. Engages in practices that advance social and economic justice.	Choose an item.	Choose an item.
3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #4 RESEARCH AND PRACTICE **INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4* :**		
1. Uses practice experience to inform scientific inquiry and research.	Choose an item.	Choose an item.
2. Uses and translates research findings to inform and improve practice, policy and service delivery.	Choose an item.	Choose an item.
3. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Choose an item.	Choose an item.
4. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY # 5 – POLICY PRACTICE **INTERN ENGAGES IN POLICY INFORMED PRACTICE**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5*:**		
1. Assesses how social welfare policy affects the delivery of and access to social services.	Choose an item.	Choose an item.
2. Critically analyzes and promotes policies that advance human rights and social and economic justice.	Choose an item.	Choose an item.
3. Collaborates within and across disciplines for effective policy action.	Choose an item.	Choose an item.
4. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #6 – ENGAGEMENT **INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:		
1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.
2. Uses knowledge of practice context to shape engagement with client systems.	Choose an item.	Choose an item.
3. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems.	Choose an item.	Choose an item.
4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #7 – ASSESSMENT **INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7*:**		
1. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.	Choose an item.	Choose an item.
2. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.
3. Develops mutually agreed-on intervention goals and objectives.	Choose an item.	Choose an item.

4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.	Choose an item.	Choose an item.
5. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #8 – INTERVENTION: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8*:**		
1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities.	Choose an item.	Choose an item.
2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Choose an item.	Choose an item.
3. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities.	Choose an item.	Choose an item.
4. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY # 9 – EVALUATION INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9*:**		
1. Selects and uses appropriate methods for evaluation of outcomes.	Choose an item.	Choose an item.
2. Critically analyzes, monitors, and evaluates intervention processes and outcomes.	Choose an item.	Choose an item.
3. Applies evaluation findings to improve practice effectiveness.	Choose an item.	Choose an item.
4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

1ST YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Fall Semester:

1ST YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Spring Semester:

Specialized Practice Comprehensive Skills Evaluation
Fall Semester

Students are required to complete a minimum of 250 hours of service learning during the fall semester. Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 542.

Number of hours completed in the Field Placement: Click here to enter text.

Number of hours added by Field Faculty: Click here to enter text.

_____ _____
Field Instructor Signature Date

_____ _____
Preceptor Signature Date

_____ _____
Field Faculty Signature Date

_____ _____
Student Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

Specialized Practice Comprehensive Skills Evaluation
Spring Semester

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 543.

Number of hours completed in the Field Placement: Click here to enter text.

Number of hours added by Field Faculty: Click here to enter text.

_____ _____
Field Instructor Signature Date

_____ _____
Preceptor Signature Date

_____ _____
Field Faculty Signature Date

_____ _____
Student Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.		
COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR: **INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:		
1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. 4. Uses supervision and consultation effectively to advance his/her existing social work skills.	Choose an item.	Choose an item.
5. Actively seeks-out and acts upon opportunities in social work practice.	Choose an item.	Choose an item.
6. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.	Choose an item.	Choose an item.
7. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.	Choose an item.	Choose an item.
8. Recognizes and tolerates ambiguity in resolving ethical conflicts.	Choose an item.	Choose an item.
9. Applies strategies of ethical reasoning to arrive at principled decisions.	Choose an item.	Choose an item.
10. Discusses complex ethical issues in both written and oral communication.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 2 – DIVERSITY AND DIFFERENCE **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:		
4. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	Choose an item.	Choose an item.
5. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.	Choose an item.	Choose an item.
6. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.	Choose an item.	Choose an item.
7. Views self as a student of cultural differences and those s/he works with as cultural experts.	Choose an item.	Choose an item.
8. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3*:**		
5. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.	Choose an item.	Choose an item.
6. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.	Choose an item.	Choose an item.
7. Takes action to promote social and economic justice.	Choose an item.	Choose an item.
8. Advocate at multiple levels for equal access to services for underserved populations.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #4 RESEARCH AND PRACTICE **INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4 **:**		
5. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.	Choose an item.	Choose an item.
6. Integrates research findings and professional judgment to improve practice, policy and social service delivery.	Choose an item.	Choose an item.
7. Evaluates their own practice for effectiveness and improvement.	Choose an item.	Choose an item.
8. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 5 – POLICY PRACTICE **INTERN ENGAGES IN POLICY INFORMED PRACTICE**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5**:**		
5. Analyzes and advocates for policies that promote social well-being for individuals, families, groups and communities.	Choose an item.	Choose an item.
6. Collaborates with colleagues and clients for effective policy action.	Choose an item.	Choose an item.
7. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.	Choose an item.	Choose an item.
8. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #6 – ENGAGEMENT **INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:		
1. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities	Choose an item.	Choose an item.

2. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.	Choose an item.	Choose an item.
3. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.	Choose an item.	Choose an item.
4. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #7 – ASSESSMENT **INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7*:**		
1. Seeks information on the strengths of individuals, families and communities	Choose an item.	Choose an item.
2. Applies multidisciplinary, multidimensional and multicultural assessment methods.	Choose an item.	Choose an item.
3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.	Choose an item.	Choose an item.
4. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.	Choose an item.	Choose an item.
5. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #8 – INTERVENTION: **INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8*:**		
1. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth	Choose an item.	Choose an item.

development programs, couples education, senior socializing programs)		
2. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs	Choose an item.	Choose an item.
3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.	Choose an item.	Choose an item.
4. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)	Choose an item.	Choose an item.
5. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g. relapse prevention)	Choose an item.	Choose an item.
6. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate and skillfully handling transitions and terminations.	Choose an item.	Choose an item.
7. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 9 – EVALUATION **INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**		
***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9*:**		
1. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.	Choose an item.	Choose an item.
2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.	Choose an item.	Choose an item.
3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Fall Semester:

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Spring Semester:

Process Recordings Submission Log

MSW Intern:	
Field Instructor:	

Process Recordings Instructions*:** the student will be required to complete seven (7) process recordings for the Fall and Spring semester (14 recordings). The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized which are available on Canvas. The student should consult the Field Instructor for the preferred format for the process recording. The Faculty Field Liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings. Students will submit the *Process Recordings to the Field Instructor* ***on a weekly basis and submit this form at the end of each month and the end of the Fall and Spring Semester to their field liaison to receive credit for this course.

Type of Process Recording Submitted		Date Submitted to Field Instructor	Date Discussed in Supervision	Field Instructor Signature	Comments:
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

CALIFORNIA STATE UNIVERSITY FULLERTON

Student: _____

Field Hours Log 2021-2022

Week	MON.	TUES.	WED.	THURS.	FRI.	Week Total	Cummulative Total	Field Instructor Signature verifies hours
August 2-6, 2021						0	0	
August 9-13, 2021						0	0	
August 16-20, 2021						0	0	
August 23-27, 2021						0	0	
Aug. 30-Sept. 3, 2021						0	0	
Sept. 6-10, 2021						0	0	
Sept. 13-17, 2021						0	0	
Sept. 20-24, 2021						0	0	
Sept. 27-Oct. 1, 2021						0	0	
Oct. 4-8, 2021						0	0	
Oct. 11-15, 2021						0	0	
Oct. 18-22, 2021						0	0	
Oct. 25-29, 2021						0	0	
Nov. 1-5, 2021						0	0	
Nov. 8-12, 2021						0	0	
Nov. 15-19, 2021						0	0	
Nov. 22-26, 2021						0	0	
Nov. 29-Dec. 3, 2021						0	0	
Dec. 6-10, 2021						0	0	
Dec. 13-17, 2021						0	0	
Dec. 20-24, 2021						0	0	
Dec. 27-3 1, 2021						0	0	
Jan. 3-7, 2022						0	0	
Jan. 10-14, 2022						0	0	
Jan. 17-21, 2022						0	0	
Jan. 24-28, 2022						0	0	
Jan. 31-Feb. 4, 2022						0	0	
Feb. 7-11, 2022						0	0	
Feb. 14-18, 2022						0	0	

CSUF MSW
Field Placement Visit Interview

Intern Name:			**Date:**
Field Agency:			
Instructor:		**Preceptor/Mentor:**	

Intern: Please discuss how you are growing, learning and developing with the CSE nine competencies?

Field Instructor: How is the intern growing, learning and developing with the CSE nine competencies?

Intern: Discuss strengths you demonstrate in the field with clients, documentation and in supervision.

Field Instructor: Please discuss the strengths the intern utilizes and demonstrates during internship.

Intern & Field Instructor: Please discuss how the process recordings have facilitated the learning process in supervision. At this time how many process recordings have been completed? ☐

Intern: Please discuss the macro project and the progress for completing the project by May 1, 2021?

Intern & Field Instructor: Please discuss your areas for growth and development for the future:

*Explore what opportunities are needed/Explore what areas are needed to increase clinical skills & mastery

CALIFORNIA STATE UNIVERSITY FULLERTON

Department of Social Work

Field Education Calendar 2021-2022

Week	Activity	Notes
June-July	Field Placement Coordination Continued	***Campus Holiday- July 5- Independence Day**
August 17 & 19	Field Readiness Training (1st Year Field Only)	Online
August 20	MSW Program Orientation (Incoming Students Only)	Location and Time TBD
August 23-27	Classes begin	
August 24 & 26	Field Readiness Training (1st Year Field Only)	Online
August 30- September 3	All students report to Field Placement Agencies 16-20 hours field placement	
September 6-10	16-20 hours field placement	***Campus Holiday September 6- Labor Day**
September 13-17	16-20 hours field placement	
September 20-24	16-20 hours field placement	
September 27-October 1	16-20 hours field placement	
October 4-8	16-20 hours field placement	
October 11-15	16-20 hours field placement	
October 18-22	16-20 hours field placement	
October 25-29	16-20 hours field placement	
November 1-5	16-20 hours field placement	
November 8-12	16-20 hours field placement	***Campus Holiday- November 11-Veterans' Day**
November 15-19	16-20 hours field placement ***Holiday Policy: If the agency is open, students must attend field**	
November 22-26	16-20 hours field placement	***Fall Recess-November 22-26 Thanksgiving**
November 29-December 3	16-20 hours field placement	
December 6-10	16-20 hours field placement	
December 13-17	16-20 hours field placement ***Holiday Policy: If the agency is open, students must attend field.**	**Finals Week Comp. Skills Eval. due & min. 250 field hours completed**
December 20-24	Field hours based on agency & client need	***Campus Holiday - December 24-31**
December 27-31	Field hours based on agency & client need	***Campus Holiday - December 25-31**
January 3-7	16-20 hours field placement	**Student Spring Field Hours Begin January 3rd**
January 10-14	16-20 hours field placement	

January 17-21	16-20 hours field placement	***Campus Holiday- January 17- Martin Luther King Jr. Day**
January 24-28	16-20 hours field placement	**Classes begin this week**
January 31-February 4	16-20 hours field placement	
February 7-11	16-20 hours field placement	
February 14-18	16-20 hours field placement	
February 21-25	16-20 hours field placement	***Campus Holiday-February 21- Presidents' Day**
February 28-March 4	16-20 hours field placement	
March 7-11	16-20 hours field placement	
March 14-18	16-20 hours field placement	
March 21-25	16-20 hours field placement	
March 28-April 1	Field hours based on agency & client need	**Spring Recess** ***Campus Holiday – March 31- Cesar Chavez Day**
April 4-8	16-20 hours field placement	
April 11-15	16-20 hours field placement	
April 18-22	16-20 hours field placement	
April 25-29	16-20 hours field placement	
May 2-6		
May 9-13	16-20 hours field placement	**Comp. Skills Eval. due & min. 275 field hours completed**
May 16-20	**Finals Week**	
May 23-27		
May 30-June 3	Field Placement Coordination	**Campus Holiday- May 30th - Memorial Day**

Field Calendar subject to change.

1st year field students provide a minimum of 16 hours per week of service.

2nd year field students provide 16-24 hours per week of service depending on agency requirements.

Students MUST make up any absence; see field manual for absence procedures.

***Holiday Policy: If the agency is open, students must attend field. If the agency is closed on a day that is not accounted for on this field calendar the student needs to complete the required hours on another day.**

Community Field Instructors: Please contact the Faculty Field Liaison for your student(s) with any concerns, questions or clarifications. The Social Work office general number is 657-278-8452 M-F, 8am – 5pm.

Student Handbook

Master of Social Work Program

2021-2022

Department of Social Work

College of Health and Human Development

California State University, Fullerton

Department of Social Work
Education Classroom 207
800 N. State College
Fullerton, CA 92831
657-278-8452
MSW Website

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PREFACE

This handbook is not a substitute for the current catalog of the California State University, Fullerton. Students are to be familiar with the official University policies delineated in the University Catalog. The University Catalog is the primary source of policies and procedures governing all academic programs.

GENERAL INFORMATION

Faculty and Staff

Full-Time Faculty (refer to the MSW website for bios)

- Lori Allemand, MSW, LCSW
- Caroline Bailey, Ph.D.
- Gordon Capp, Ph.D., MSW
- David Chenot, Ph.D., MSW, LCSW (Emeritus Faculty)
- Brittany Eghaneyan, Ph.D., MSW
- Michelle Fernandes, MSW, LCSW
- Marlene Flores-Avila, MSW, LCSW
- Sean Hogan, Ph.D., MSW
- Juye Ji, Ph.D., MSW
- Mikyong Kim-Goh, Ph.D., MSW, LCSW (Department Chair)
- Karen Kyeunghae Lee, Ph.D., MSW, LCSW
- Erica Lizano, Ph.D., MSW
- Michelle Martin, Ph.D., MSW
- Marcella Mendez, MSW, LCSW
- Debra Saxton, MSW, LCSW
- Kelly Segovia, MSW, LCSW
- Duan Tran, MSW

Part-Time Lecturers

Refer to the MSW website for current list

Administrative Staff

Refer to our website for current MSW staff.

Community Advisory Board

The Community Advisory Board serves as the official bridge between the Department of Social Work and the community. The Board advises the faculty on issues relevant to the

Community/University relationship and serves to support the Department in a variety of ways. They discuss the nature of field instruction and the relationship between class and field. They participate in fundraising efforts and represent the Department at events at the University and in the community. The Chair of the Department is the link between the Board, faculty, and student body.

MISSION, GOALS, AND OBJECTIVES

Department of Social Work Mission Statement
The mission of the Department of Social Work at California State University, Fullerton, is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region.

Social Work Program Goals

The purpose of the social work profession is to promote human and community wellbeing. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (CSWE 2015).

The Social Work Program goals are to:

1. Promote faculty, student, and community collaboration in research
2. Promote and integrate social and economic justice across the curriculum
3. Advance an innovative and effective program led by competent and diverse faculty
4. Enhance engagement with diverse communities through mutually empowering partnerships
5. Prepare students to become leaders in effecting change

Core Values

Service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence

Generalist Practice Objectives

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE 2015).

The objective of the Master of Social Work Program is to educate committed, culturally competent professionals for direct social work practice with vulnerable populations. Students of various academic and career backgrounds are brought together to be educated on child welfare and community mental health topics with specialized emphasis placed on multicultural groups, organizations and communities.

The California State University, Fullerton, Master of Social Work Program defines its overall objective as the preparation of students for professional social work practice. This is the foundation which sets the context for the achievement of specific competencies as defined in the CSWE Educational Policy Statement.

The Council on Social Work Education Core Competencies:

Competency 1:	Demonstrate Ethical and Professional Behavior
Competency 2:	Engage Diversity and Difference in Practice
Competency 3:	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4:	Engage in Practice-informed Research and Research-informed Practice
Competency 5:	Engage in Policy Practice
Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist Practice Objectives

Advanced generalist practice builds on generalist practice, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice.

Advanced generalist practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Advanced generalist practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Advanced generalist practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Advanced generalist practitioners engage in and conduct research to inform and improve practice, policy, and service delivery (CSWE 2015).

Within the context of the advanced generalist practice curriculum, all students must select an area of focus. The three areas of focus available to students at the Fullerton main campus are *aging, child welfare*, and *community mental health*. For the part-time program, due to the size of the cohort (25-30 students), students may select from *child welfare* or *community mental health.* The advanced social work practice and policy courses in the advanced generalist practice curriculum correspond to the each student's area of focus.

Aging Focus

The Aging focus prepares students to become gerontological social workers, helping older adults and their families maintain well-being, overcome problems and achieve maximum potential during later life. A key function of a gerontological social worker is to promote independence, dignity, and autonomy.

Objectives:

1. Students will demonstrate knowledge of social work roles and practices in working with older adults.
2. Students will understand the physical, psychological, emotional, and social impacts of the aging process on older adults.
3. Students will understand the diversity present in working with older adults and its implications to competent social work practice with this population.
4. Students will articulate his or her attitudes and beliefs toward older adults and working with an aging population.
5. Students will demonstrate knowledge of historical evolution of aging policies and services in the U.S.
6. Students will demonstrate familiarity with social, organizational and political theories and principles for service delivery systems to older adults that guide federal, state and local policy making and service delivery.

Child Welfare Focus

The Child Welfare focus prepares students to promote and empower children and their families' safety, permanency and their well-being in public and private child welfare agencies settings including welfare/protective services, health care, mental health public social services, schools, community-based outpatient agencies, corrections/juvenile justice, residential

treatment, programs for persons with developmental disabilities, domestic violence shelters and other specialized programs.

Objectives:

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving children and families.
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in public child welfare settings.
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multicultural sensitive assessment and intervention frameworks.
4. Students will learn and apply research, evaluation and evidenced-based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies.
5. Students will gain the information and understanding necessary to conduct a direct practice that meets legal and ethical standards within the context of the values of the social work profession and accepted child welfare practice models.

Community Mental Health Focus

The Community Mental Health focus prepares students to work with various client populations across the mental health care system including children, families, adults, and older adults.

Objectives:

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving community mental health clients.
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in community mental health settings.
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multiculturally sensitive assessment and intervention frameworks.
4. Students will learn and apply research, evaluation and evidenced based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies.
5. Students will gain the information and understanding necessary to conduct direct practice that meets legal and ethical standards within the context of the values of the social work profession and within guidelines for appropriate mental health practices.

PROGRAM OVERVIEW

Master of Social Work (MSW) Curriculum

The MSW at CSUF requires completion of **60 semester unit hours** over two years of **full time** study or three years of **part time** study. Foundation coursework is based on a generalist social

work practice curriculum that prepares students for advanced generalist practice in one of three focus areas, **Aging, Child Welfare, or Community Mental Health**. While these focus areas are designed to allow students to specialize on a particular population, the student's education will contain sufficient generalist practice information to allow them to transfer this knowledge to any population or service setting. The program will emphasize a **Direct Practice** method. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies serving children, youth, older adults, and families and in those providing community mental health services to the chronically and seriously mentally ill.

Generalist Practice Curriculum

The generalist practice curriculum courses provide students with knowledge of critical thinking within the social work context, and an understanding of the values of the profession and its ethical standards and principles. All generalist practice courses address the issue of social work practice without discrimination and focus on the value of respect for clients regardless of age, class, race, ethnicity, gender, religion, sexual orientation, family structure or disability.

The generalist practice courses provide students with:

- Knowledge of the history of the social work profession and its contemporary structures and issues
- Understanding of how to apply generalist practice skills within systems of all sizes
- How to function within the structure of organizations and service delivery systems
- How to seek necessary organizational change.

The multicultural perspective is a key component of the California State University, Fullerton, Master of Social Work Program. The key goal in emphasizing the multicultural perspective is to prepare students to practice social work effectively in an increasingly complex and diverse society. Therefore, all courses in the MSW program incorporate a multicultural perspective in the curriculum, with the goal of increasing students' sensitivity to the specific needs of all social and cultural groups.

MSW 501: Social Work Perspectives on Human Behavior I (3)
MSW 502: Social Work Perspectives on Human Behavior II (3)
MSW 503: Social Work Perspectives on Human Behavior III (3)
MSW 510: Social Work Practice I (3)
MSW 511: Social Work Practice II (3)
MSW 520: Social Welfare Policy and Services I (3)
MSW 521: Social Welfare Policy and Services II (3)
MSW 530: Applied Social Work Research Methods I (3)
MSW 540: Social Work Field Instruction I (3)
MSW 541: Social Work Field Instruction II (3)
MSW 550: Social Work Practice with Diverse Populations (3)

Advanced Generalist Practice Curriculum

The advanced generalist practice curriculum builds upon the generalist practice courses and are more focused in nature, preparing students for autonomous professional social work practice in the areas of aging, child welfare, or community mental health. At the advanced generalist practice level, students are expected to understand theory, analyze it for its contextual properties and implement culturally competent practice in one of the focus areas. Additionally students will be prepared to evaluate their practice and programs, and create research questions that demonstrate advancement of ideas with specific populations. Furthermore, students are expected to understand the connection between personal troubles and social issues and realize that social change is a natural extension of social work practice at all levels. They will be prepared to advocate and organize to this end. Under the supervision of program approved field instructors, students will complete internship hours that allow them to carry out advanced generalist practice curriculum objectives. At the conclusion of their study, students will prepare a capstone project that reflects their knowledge, skills and values as professional social workers.

Aging Focus

The California State University, Fullerton, Master of Social Work Program aims to prepare advanced gerontological social work professionals as change agents who have a current knowledge of theories related to aging process, policy, and practice.

MSW 516: Aging and the Life Course: Advanced Social Work Practice (3)
MSW 524: Aging: A Multigenerational Perspective Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Macro Social Work in Communities and Organizations (3)
MSW 596: Master's Project Development (3)
MSW 597: Master's Project (3)

Electives: May be taken outside of the MSW program (6)

MSW 570: Social Work Practice with Addiction Disorders (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work Practice (3)
MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
MSW 575: International Social Work (3)
COUN 522: Techniques of Brief Treatment and Assessment (3)
COUN 525: Psychopharmacology for Counselors (3)
COUN 535: Addictions Counseling (3)
PUBH 520: Advanced Topics in Community Health (3)

PSYC 545: Advanced Psychopathology (3)
AGNG 503: Aging and Public Policy (3)

Child Welfare Focus

The California State University, Fullerton Master of Social Work Program aims to prepare advanced child welfare professionals as change agents who have a current knowledge of theories related to children, youth, and family services.

MSW 512: Child Welfare: Advanced Practice I (3)
MSW 522: Child Welfare Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Macro Social Work in Communities and Organizations (3)
MSW 596: Master's Project Development (3)
MSW 597: Master's Project (3)
Electives: May be taken outside of the MSW program (6)
MSW 570: Social Work Practice with Addiction Disorders (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work Practice (3)
MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
MSW 575: International Social Work (3)
COUN 522: Techniques of Brief Treatment and Assessment (3)
COUN 525: Psychopharmacology for Counselors (3)
COUN 535: Addictions Counseling (3)
PUBH 520: Advanced Topics in Community Health (3)
PSYC 545: Advanced Psychopathology (3)
AGNG 503: Aging and Public Policy (3)

Community Mental Health Focus

The California State University, Fullerton, Master of Social Work Program aims to prepare advanced mental health practitioners with a current knowledge of theories related to care, support and activism in the community mental health arena.

MSW 514: Community Mental Health: Advanced Practice I (3)
MSW 523: Mental Health Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Macro Social Work in Communities and Organizations (3)
MSW 596: Master's Project Development (3)
MSW 597: Master's Project (3)

Electives: May be taken outside of the MSW program (6)
MSW 570: Social Work Practice with Addiction Disorders (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work Practice (3)
MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
MSW 575: International Social Work (3)
COUN 522: Techniques of Brief Treatment and Assessment (3)
COUN 525: Psychopharmacology for Counselors (3)
COUN 535: Addictions Counseling (3)
PUBH 520: Advanced Topics in Community Health (3)
PSYC 545: Advanced Psychopathology (3)
AGNG 503: Aging and Public Policy (3)

Field Instruction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend sixteen to twenty hours each week in a field placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning contract that students develop with their field instructors. They meet with a field instructor or agency task supervisor for a minimum of 1½ hours per week. As part of the Field instruction, students also participate in a weekly two-hour seminar each week.

Students will take MSW 540 and MSW 541 during the first year of the program. These are the Field Seminars and provide students with opportunities to process the experience gained in the field placement agency, gain insight into themselves and direct practice modalities, and explore alternative approaches. During the second year of the program, students will take MSW 542 and MSW 543. These Advanced Year Field Seminars will be specific to the chosen focus of Aging, Child Welfare, or Community Mental Health and will help the student process the experience gained in the specific field placement and to further expand their direct practice skills. By the end of the program, students will have logged 1050 clock hours in field placement.

The program places students in agencies in Orange and other selected counties. A selected group of highly qualified field faculty members supervise students placed in those agencies. Field placement assignments are collaborative decisions of the Director of Field Education, field faculty, faculty supervisor, student, and, in some cases, the Program Director. Please read Student Field Education Manual for more details.

Master's Project

The CSU system requires a culminating experience for graduate education in the form of a thesis or a project. The MSW program requires students to participate in the Master's Project

as the culminating experience and as a prerequisite to graduation and awarding of the MSW degree.

ETHICAL CONDUCT

Preamble of the National Association of Social Workers (NASW) Code of Ethics
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the well-being of society. Fundamental to social work is attending to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities.

Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organization, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. The core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Read the NASW Code of Ethics.

Purpose of the NASW Code of Ethics

Professional ethics are the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these

values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

NASW Code of Ethics as Applied to MSW Program

It is the expectation of the California State University, Fullerton. Social Work Department that students will uphold the NASW Code of Ethics in the classroom and during the field practicum experiences. Student behavior that is contrary to the guidelines for professional conduct for social workers as specified in the NASW Code of Ethics will be reviewed by the Student Status Review Committee (SSRC) and could result in dismissal of student from program.

DEGREE REQUIREMENTS

The University confers the MSW degree upon fulfillment of the following requirements:

Credit Requirements

For the program, completion of 60 hours of graduate credit is required.

Completion of Field Practicum

A student in the program must successfully complete the generalist practice field practicum to be eligible to enter the advanced generalist practice field practicum. To be eligible for graduation the student must complete the advanced generalist field practicum.

Transfer of Courses

Graduate course work from another CSWE-accredited social work program may be allowed as transfer credit toward the MSW degree if the course work meets specified criteria below:

1. Coursework must have been taken within three years prior to enrollment in the MSW program at CSUF. Only "A" and "B" grades are granted credit at California State University, Fullerton.
2. If the course is to substitute for a foundation course, it must have equivalent content taken at an accredited social work program.
3. Generally, no course transfers are permitted for advanced generalist practice curriculum courses.
4. Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Department Curriculum Committee is responsible for making decisions on transfer of credits.
5. All coursework that counts for the master's degree must have been completed within the five-year period immediately preceding the approved application for graduation.

Life or Work Experience

In accordance with the standards of the accrediting body, the Council on Social Work Education, it is the policy of the Program not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

Specified Study Plan

Each graduate student, in consultation with the student's academic advisor, will complete a Plan of Study appropriate for the master's degree and the student's academic and/or professional goals. The advisor will certify the completion of the student's Plan of Study. (Full-Time Plan; Part-Time Plan)

Academic Performance Requirements

All graduate students must maintain a grade point average of 3.0, or an average grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average.

Time Limit for Completing the Program

Full-time students normally complete the program in two years, and part-time students will normally complete the program in three years. Courses are offered to allow students to complete the program within those times. CSUF Graduate Studies specifies that a master's degree shall be completed within a five-year period. When individual circumstances warrant, this time limit may be extended for up to two years. A student may request an extension by filing a petition with the Office of Graduate Studies prior to the expiration of the five-year limit.

Leave of Absence

Leave of absence is handled in accordance with University regulations as stated in the University Catalog. Students may request a leave of absence for up to one year. Graduate students qualify for a leave if they have completed at least six units of work in residence at California State University, Fullerton. toward the degree. Visit CSUF Graduate Studies for more details.

Advancement to Second Year of Program

Full-time students will be evaluated for advancement to second year by the faculty as a whole prior to the beginning of the second year course of study. Students with a cumulative grade-point average below 3.0 will automatically be placed on Academic Notice (formerly Academic Probation). Students who do not raise their GPA within two semesters of being placed on

academic notice will be subject to disqualification from the University. Students with a GPA of 3.0 or better, who have fulfilled all conditions of admission, and who receive a positive recommendation from the field evaluation process will be advanced.

Continuous Enrollment for Graduate Candidacy Standing

Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program but who have not completed the culminating experience (Master's Project) may enroll in GRAD 700 through the Graduate Studies Office for the purpose of maintaining continuous enrollment at CSUF. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed, within the 5-year limit specified by Graduate Studies.

Application for Graduation

A student becomes a candidate for graduation after a graduation check request is submitted and the fee is paid for graduation by the student and an affirmative recommendation is made by the Graduate Program Adviser. An overall minimum graduate grade-point average of 3.0 (B) for all Study Plan coursework is required. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a Change of Graduation Date form.

ADVISEMENT

Advisement as a Tool to Students

Every student is assigned to an academic advisor before they are invited to the program orientation. These faculty advisers assist the students in assessing their particular strengths and help them select their areas of study. Students are helped to assess their objectives in relation to their future career goals and learning needs. They also help to evaluate what practicum setting will best meet their interests and learning needs.

Faculty advisers meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors are required to fill out the relevant columns of the student's Plan of Study kept in the Social Work office. The students are strongly advised to meet their advisors at least once every semester.

The student is automatically placed on academic notice whenever the GPA falls below 3.0. The Graduate Studies Liaison notifies the respective academic advisor as soon as this happens.

Purposes of Advisement

Student advisement is an integral part of the educational experience and a major faculty responsibility. The advisement system has the following purposes: 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the Program with a clear channel through which to carry out certain administrative functions in reference to each student.

Duties and Responsibilities of the Advisor

The advisor has primary responsibility for helping the student make maximum use of learning opportunities and, in general, acts to advance the student's best interests.

Specifically, the advisor:

1. Works closely with the student at the beginning of the educational experience to complete the Plan of Study. The student keeps a copy of the plan and the academic advisor places the original in the Department's Plan of Study file to be updated each semester as needed;
2. Assists with registration when needed;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing their area of focus, during the student's first semester, and choosing electives to meet his/her goals; (Area of Focus Declaration Form: Full-Time; Part-Time)
5. Directs the student to the Field Director for field placement;
6. In the event it is deemed useful/necessary, will initiate an Academic Support Meeting for the student and chair the meeting, working with the student to implement the recommendations that ensue; and
7. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.
8. The student must meet with the advisor at least once every semester to review academic progress.

Change of Advisors

When students select their areas of focus, they may change advisors to a faculty member who teaches in the focus area they have selected, if this has not coincided with the initial assignment. Students may request a change of advisors to the Department Chair. Such changes will take into consideration the student's preferences to the degree possible. Reassignment is based on faculty workload and agreement from involved faculty members.

UNIVERSITY POLICIES AND PROCEDURES

Non-Discrimination Policy

California State University, Fullerton. is comprised of individuals from diverse backgrounds. The University takes pride in being a culturally diverse campus that promotes equal opportunity. It is essential that the entire University community recognize the need for an awareness of, sensitivity to and respect for the cultural heritage, gender and sexual orientation of others. Individual(s) or group(s) actions or activities that promote degrading or demeaning social stereotypes based on age, disability, ethnicity, gender, gender expression, gender identity, national origin, race, religion, sexual orientation or veteran status will not be tolerated. Students who behave abusively toward members of the University community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of discrimination, harassment or retaliation manifested by acts or threats of physical abuse, verbal abuse and/or hazing activities may be subject to suspension or expulsion from the University. View CSUF's Nondiscrimination Policy and Complaint Procedures

Sexual Harassment

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Fullerton is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible. Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

At CSUF, all matters of harassment are referred to the Title IX and Gender Equity Office. Title IX requires the university to designate a Title IX Coordinator to monitor

and oversee overall Title IX compliance. The campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint; the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.

Any student believing to be harassed should report incident(s) to the Department Chair, their advisor, or other faculty member. Title IX policies will be adhered to in terms of reporting structure. Substantiated charges of harassment by a student may result in dismissal from the program. In addition, Chair, advisor, or faculty member may assist student with reporting the alleged misconduct/violation of the Student Conduct Code to the Dean of Students.

In the event that you choose to write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUF student, federal and state education laws require that your instructor notifies the Campus Title IX Coordinator. You will be contacted to let you know about your rights and options as a survivor and support services at CSUF, including possibilities for holding accountable the person who harmed you.

- If You Believe You Have Been Sexually Harassed and/or Harassed: Understand that it is not your fault
- Do not be intimidated by a threat of retaliation to you or a family member

Read the CSU Chancellor's Office Title IX policies.

Read CSUF's Sexual Harassment Reporting Options and Process.

Academic Dishonesty

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and are not to give unauthorized assistance. Faculty members have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **Plagiarism** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases

written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Department Chair, and the Dean of Students.

The Social Work Program strictly adheres to the University's policy on Academic Dishonesty and Title 5 Student Code of Conduct. Students should become familiar with this policy, and address any questions to their advisor. Failure to comply with the policy may lead to suspension or expulsion from the University.

Student Conduct Code

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community and contribute positively to student and university life. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Classroom Misconduct

Instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the Student Conduct Code. Students who display disruptive, threatening, or abusive behavior in class are subject to discipline and may be referred for a Student Status Review Committee (SSRC) and/or to the Dean of Students Office. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported to the appropriate campus officials.

Students with Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Disability Support Services (DSS). Students with documented disabilities are advised to register with DSS upon entering the program so that they may take full advantage of the support and services offered by CSUF. These services include, but are not limited to, note taking/transcribing services, exam proctoring, and mobility assistance.

Students who may need an accommodation for their field placement experience should identify this need on the MSW Field Education Application and with their Field Director so that reasonable accommodations can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if reasonable accommodations are required.

Alcohol and Illicit Drug Policy Information

Consistent with its mission of enabling students to reach their educational goals, CSUF is committed to creating a campus environment that is free from both the illegal and harmful use of alcohol and drugs.

It is the policy of CSUF that the manufacture, possession, distribution, sale, or use of alcohol or illicit drugs on-campus, or off-campus while on University business or participating in university sponsored functions, is prohibited.

The purpose of this policy is to delineate University regulations concerning alcohol and drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources.

View CSUF's Policy on Alcohol and Drug Use.

Smoke, and Tobacco-Free Campus Policy Information

CSUF became the first CSU smoke-free campus in August 2013. CSUF implemented this policy so as to promote the health, wellbeing, and safety of our employees, students, and visitors, to establish a smoke and tobacco-free environment and to encourage non-smoking and tobacco-free lifestyles.

View CSU's Smoke-and Tobacco-Free Policies

Cancellation of Registration or Withdrawal from the Institution/ Medical Withdrawals

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. For more information on canceling registration and withdrawal procedures, visit the Registration and Records website.

A medical withdrawal usually constitutes complete withdrawal from the university for the academic period in question. Requests for complete medical withdrawals should be submitted as soon as possible after the medical condition impairs the student's ability to complete the coursework for which the student is registered.

To request a withdrawal for a medical reason, refer to the CSUF Withdrawal Policy and complete the Withdrawal Form.

Enrollment in Classes

Students must be enrolled in all required courses prior to the first day of the semester. Please adhere to all Admissions and Records tuition payment deadlines to avoid being dis-enrolled in classes. Students that do not enroll in their classes prior to the first day of the semester may not be able to attend classes and/or internship and may be terminated from the program.

Grade Appeals

The University considers all grades reported at the end of each semester to be final. Students are responsible for reviewing their grades for accuracy before the end of the subsequent semester. Students who believe they have received a grade in error should promptly ask the instructor to verify and, if appropriate, correct the grade. For more information, please refer to the University Grade Changes Policy.

Grades of Incomplete

Students may be granted an incomplete grade "I" when a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons, and that a substantial portion of the course requirement has been completed with a passing grade and that there is still a possibility of earning credit. The work that is incomplete normally should be of such a nature that can be completed independently by the student for later evaluation by the instructor.

An Incomplete shall not be assigned when a student would be required to attend a major portion of the class when it is next offered.

It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the agreed-upon work has been completed and evaluated. An "I" must normally be made up within 1 calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Students who believe they meet the

necessary conditions to be assigned an Incomplete should contact their instructor. The instructor can then fill out a Statement of Requirements of Completion of Coursework from the Department office.

View CSUF's Policy on Incomplete Grade.

STUDENT STATUS REVIEW

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; engaging in appropriate, professional behavior in both academic and clinical settings; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the National Association of Social Workers (NASW) Code of Ethics.

The Student Status Review is the process by which the Social Work Program addresses student performance and conduct problems. The process consists of the Academic Support Meeting and the Student Status Review Hearing.

Academic Support Meeting

An Academic Support Meeting (ASM) is designed to facilitate student success whereby students who are academically or behaviorally at risk are linked with valuable campus support networks through meeting with their academic advisor. Faculty members may request an academic support meeting when a student demonstrates a pattern of difficulty with timeliness or completeness of assignments, evidences risk of academic failure, exhibits behavioral difficulties within the classroom/learning environment, outside the classroom, or with their field placement. An ASM may also be called when students demonstrate the need for additional campus resources.

Faculty members may formally initiate a request for an Academic Support Meeting (ASM) by informing the student and their academic advisor in writing through electronic mail. The ASM request should clearly state the instructor's specific area(s) of concern so that these may be addressed during the ASM. Once the ASM request has been made, the student is allotted seven calendar days in which they need to contact their advisor and set a meeting time. Meeting times are to be scheduled at the convenience of the academic advisor. Failure on the part of the student to contact their advisor within this time frame will result in referral of the student to the Student Status Review Committee for hearing. Attendance at the ASM is required.

During the ASM, the student and academic advisor will develop a *plan of action* to address the faculty member's concern(s). While each student's plan of action is individualized, components of the plan of action may include such action steps as referral to campus academic support

resources, attending academic skill building workshops, referral to a campus librarian for assistance as well as a variety of other options as indicated by the student's areas of difficulty. Once the plan of action is complete, it is the student's responsibility to inform their instructor of the contents of this plan and to implement the plan of action according to their agreement with the academic advisor. Both the instructor and academic advisor may monitor the student's progress on the plan of action as they deem appropriate. Failure on the part of the student to adhere to the steps outlined in the action plan may result in referral to the Student Status Review Committee for a formal hearing.

Student Status Review Hearing

The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic activities, clinical performance, or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics and/or expectations of the profession.

The Student Status Review Committee is a standing committee of the Department of Social Work. To properly discharge its responsibilities and authority, the Student Status Review Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members (and alternates). Members of the faculty shall elect the Chair of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Department Chair within 10 working days of the hearing. Students may obtain copies of the meeting minutes by making a formal request to the Committee Chair in writing. Copies will be made available to the student to pick up from the Social Work Department Office.

The student may appeal the SSRC's decision to the Department Chair. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Department Chair will act upon the matter and implement the decision. The Department Chair will communicate this decision to the student and the SSRC. More details about the SSR procedure can be found here.

ON-CAMPUS RESOURCES

Resource	Website	Contact Number
African American Resource Center (AARC)	www.fullerton.edu/aarc	(657) 278 – 3230
Asian Pacific American Resource Center (APARC)	www.fullerton.edu/aparc	(657) 278 – 3742
Career Center	www.fullerton.edu/career	(657) 278 – 3121

Counseling and Psychological Services (CAPS)	www.fullerton.edu/caps	(657) 278 – 3040
Disability Support Services (DSS)	www.fullerton.edu/dss	(657) 278 – 3112
Housing and Residential Engagement	www.fullerton.edu/housing	(657) 278 – 2168
Latinx Community Resource Center (LCRC)	www.fullerton.edu/lcrc	(657) 278 – 2537
LGBT Queer Resource Center (LGBTQ)	www.fullerton.edu/lgbtq	(657) 278 – 4218
Office of Financial Aid	www.fullerton.edu/financialaid	(657) 278 – 3125
Office of Graduate Studies	www.fullerton.edu/graduate	(657) 278 – 2618
Pollak Library	www.library.fullerton.edu	(657) 278 – 2633
Student Health Center	www.fullerton.edu/health	(657) 278 – 2800
Titan Dreamers Resources Center	www.fullerton.edu/tdrc	(657) 278 – 3234
Titan Recreation Center	www.asi.fullerton.edu/titan-recreation	(657) 278 – 7529
Titan Well	www.fullerton.edu/titanwell	(657) 278 – 2800
Titan IX	www.fullerton.edu/titleix	(657) 278 – 2121
Tuffy's Basic Needs Services Center	www.fullerton.edu/deanofstudents/basic_needs	(657) 278 – 3583
Veterans Resource Center	www.fullerton.edu/veterans	(657) 278 – 8660