



Social work students are held accountable to all policies, procedures, and guidelines contained within Fresno Pacific University's student handbook <http://handbook.fresno.edu>

Contextual Overview: Region, University, and Program

Regional Context

Fresno Pacific University is a Christian liberal arts institution located in the Central San Joaquin Valley of California. The Central Valley is a region characterized by enormous demographic diversity, widespread poverty, population growth, changing and growing service needs, and the presence of oppressed groups, including women and growing ethnic populations (particularly Latinos/Hispanics, African Americans, and Southeast Asians [Hmong, Laotian, and Vietnamese]). The region has the largest population of Hmong people in the country except for Minnesota. Hmong is the third most commonly spoken language in the area after English and Spanish. The context for practice is a unique urban-rural configuration of people, agribusiness, social-political institutions in transition, and a host of social service needs.

The primary industry in the Central Valley is agribusiness. Large corporate farms have gradually replaced smaller family farms, changing the way produce is grown and distributed, increasing the demand for farm labor. Farm laborers are largely immigrant workers who come from Mexico and Central America. Salaries are depressed. Health care and social services are spread thin, trying to cover the needs in an area that encompasses approximately 22,500 square miles. Correlated businesses provide service and transportation for farm products. Despite being one of the largest agricultural producers (the Central Valley grows 8% of the nation's food on only 1% of the total farmland in the US) the region has a very high percentage of food insecurity.

Despite the hardships in the area, the Central Valley offers bountiful opportunities for recreation, housing affordability, and the arts. The climate, although hot in the summer, is moderate during the rest of the year. The diversity of the area provides a wealth of opportunities for shared commonalities among people and offers a global context for understanding human behavior in the social environment. The area has a rich history and a legacy of creating local agencies and programs to address social problems.

University Context

Fresno Pacific University is the Valley's only accredited Christian university, connecting every student's untapped potential with unlimited opportunity for professional, personal and ethical growth. Nonprofit and independent, FPU offers more than 100 areas of study to over 3,000 traditional undergraduate, adult degree completion, graduate, and seminary students at the main campus in Southeast Fresno and throughout the Valley at regional campuses in North Fresno, Visalia, Bakersfield and Merced as well as online.

Here's what you need to know about FPU:

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Program Goals/Learning Objectives

The social work program is committed to excellence in education and has established program goals/learning objectives which reflect the intent to have all students meet the standards for CSWE accredited programs. These program goals further elaborate the program's mission statement and correlation with section 1.1 of the CSWE educational policy:

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

These ten program goals align with the CSWE 2015 Educational Policies and Accreditation Standards (EPAS). Below are the programs ten goals with the corresponding CSWE EPAS.

PSLO 1/EP 2.1.1: Students will demonstrate ethical and professional behavior.

PSLO 2/EPAS 2.1.2: Students will engage diversity and difference in practice.

PSLO 3/EPAS 2.1.3: Students will advance human rights and social, economic, and environmental justice.

PSLO 4/EPAS 2.1.4: Students will engage in research-informed practice and practice-informed research.

PSLO 5/EPAS 2.1.5: Students will engage in policy practice.

PSLO 6/EPAS 2.1.6: Students will engage with individuals, families, groups, organizations, and communities.

PSLO 7: EPAS 2.1.7: Students will assess individuals, families, groups, organizations, and communities.

PSLO 8: EPAS 2.1.8: Students will intervene with individuals, families, groups, organizations, and communities.

PSLO 9/EPAS 2.1.9: Students will evaluate individuals, families, groups, organizations, and communities.

PSLO 10/EPAS 2.1.10: Students will ethically integrate faith in social work practice.

The program's ten educational goals are intended to meet the professional standards and core values of the social work profession set out by the Council on Social Work Education: " (1) Service to others;e)

When an incomplete is granted for traditional undergraduate courses, the maximum deadline for completing course requirements is the end of the next sequential term (spring, summer, fall). Degree completion students have a maximum of 30 calendar days from the last day of class to finish incomplete coursework.

Registration Status (DC)

If a student is not officially enrolled or on the class roster, they cannot continue. This may be due to financial holds or other areas that need to be resolved before they can be in class. Any questions regarding registrations status can be directed to students' assigned academic advisors to resolve any issues that may hinder their enrollment.

Major Sequence and Degree Requirements

Table 2.1 shows the course descriptions for all social work program classes with the course numbering for the two formats: Traditional, 15 week, face-to-face courses on the left and degree completion, six week, blended format courses on the right. The course content is identical with exception of the manner of delivery of the material. Students have similar assignments and summative assessment is the same.

Table 1 Course Descriptions

Traditional UG Format	Course Title and Description	Degree Completion Format
SW 120	<p>Helping People: An Introduction to Social Work (3 units) By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory, and value base of the servant model of helping, students explore a number of fields of social work practice, as well as micro and macro social work methods. The course introduces social work values and ethics.</p>	SW 122
SW 300	<p>Human Behavior in the Social Environment (3 units) This course provides a basic understanding of the nature of human behavior from a life-span perspective, using systems theory. It enables the student to explore the interrelationship of biological, psychological, social/cultural, and spiritual systems to discover how they affect human growth, development, and behavior throughout the life cycle. Course content is designed to help students integrate the various developmental theories, understand diversity, and consider their implications for social</p>	

Traditional UG Format	Course Title and Description	Degree Completion Format
	As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state, welcomed by some, resisted by others. This course promotes understanding of the polices that direct the societal response to human need, social and economic justice, and oppression.	
SW 360	Social Problems and Public Policy (3 units) This course acquaints students with the major social problems that have emerged over time and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society. It is designed to prepare social work students for working in the community, with individuals and groups affected by the social problems and public policies established to deal with them.	SW 361
SW 400	Foundations of Social Work Practice (3 units) This course introduces the basic concepts of the generalist and ecological approaches to social work practice and familiarizes students with specific social work models, theories, and techniques. Additionally, students learn the knowledge and skills upon which helping relationships are founded. It provides advanced practice training in case management and interviewing. Reinforces an understanding and awareness of diversity in all its aspects.	SW 401
SW 410	Working with Groups (3 units) Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises, and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment, and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.	SW 411
SW 420	Becoming a Change Agent (3 units) Using a task-group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore and plan a change project. Interspersed with the project are a series of readings, lectures, and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community	SW 421

Traditional UG Format	Course Title and Description	Degree Completion Format
	development, social planning, social action, organization development, social administration, social research, and social policy.	
SW 431	Cultural Competence in Social Work Practice (3 units) Cultural competence in social work practice requires that social workers be aware of and sensitive to the breadth of diversity found in the world. This course offers students an opportunity to obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.	SW 430
SOC 461	Introduction to Social Science Research (3 units) Familiarizes students with the methods and processes of conducting social science research, including the identification of problems, review of literature, collection and analysis of data and presentation of findings. The major focus is to integrate the theoretical and practical knowledge necessary to understand and engage in research. In addition, students are expected to become knowledgeable consumers of research.	SW 462
SW 480	Senior Seminar in Social Work Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnoses and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals, as well as the presentation of at least one case, are required.	SW 492-495
SW 482	Senior Thesis Students must have successfully completed Introduction to Social Science Research in which they created their research proposal before taking this course. Having completed their research proposal students learn how to complete their research project and write their senior thesis. Students learn to conduct qualitative and quantitative research projects. They obtain IRB approval if necessary. They then conduct the chosen research, analyze their findings, and write their results and discussion	SW 496-499

Traditional UG Format	Course Title and Description	Degree Completion Format
	sections. After completing those sections, they combine all the elements of their thesis paper from the fall and spring semesters into an integrated whole with references, appendices, and acknowledgments. The final project is turned in as a culminating experience in conjunction with an oral presentation.	
SW 481	<p>Field Instruction in Social Work</p> <p>Field instruction is the culmination of a student's social work education. Each student is placed in an agency mutually agreed upon by the student, Field Director, and field agency. The student works in the agency as a social work intern for 414 total hours in the semester. Student performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments and managing a small caseload under the supervision of an MSW social worker.</p>	

Field Education Requirements

Traditional Undergraduate Program (TUG)

Students in the TUG program begin field instruction on the first day of the spring semester in their senior year. Students and field instructors meet for a joint orientation at Fresno Pacific University and following this meeting, students report to their respective agencies to begin field placement. Traditional undergraduate students (TUG) are in 26 hour a week block placement which will continue throughout the 15-week spring semester. 414 total hours are required for completion of the field placement. Seminar courses contribute to overall field hours.

Degree Completion Program (DC)

Students in the DC program begin field instruction on the first day of their last semester of their Senior Year. Students meet for a virtual orientation and arrange to report to their respective agencies to begin placement. Degree completion students (DC) will be in the field 16 hours a week over the course of the 24 weeks that coincides with cohort timelines. Field instruction in the DC program occurs year-round, as incoming senior students are entering into field placement every 6 months at all DC Social Work FPU Regional Campuses (North Fresno, Visalia, Merced). 414 total hours are required for the completion of the field placement. Seminar courses contribute to overall field hours.

PSY-120 General Psychology (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (15 COURSES, 51 UNITS)

Foundational Courses

SW-120 Helping People: An Introduction to Social Work (3)

Advanced Courses

PSY-410 Abnormal Psychology (4)

SW-300 Human Behavior in the Social Environment (3)

SW-320 Theory and Practice with Families (3)

SW-350 Urban Society and the Welfare State (3)

SW-360 Social Problems and Public Policy (3)

SW-400 Foundations of Social Work Practice (3)

(Must be passed with a C- or better in order to proceed to SW 480, SW 481, and SW 482)

SW-410 Working with Groups (3)

Traditional Undergraduate Required Courses: Social Work Minor

Overview

This minor is an introduction to the field of social work. It is desirable as supplemental preparation for

While high school applicants are not required to complete a specific pattern of coursework, the following high school courses are strongly recommended as minimum preparation for college level study at Fresno Pacific University:

Four years of college preparatory English

Three years of college preparatory math

Two years of social studies

One year of laboratory science

One year of visual and/ or performing arts

In addition, three years of the same foreign language with a C- or better is recommended.

International students are not subject to the above requirements but must complete the required courses for secondary education in their country. Proof of completion and/or results of exiting exams must be submitted to the International Programs and Services Office before the student can be considered for admission.

Transfer Admission Requirements

Acceptance for admission as a transfer student is determined by the evaluation of all required documents. To be granted admission solely on college-level academic work, students must complete a

internship and at the end of their internship (second site visit), then again in the formal midterm and final field evaluation that is completed by the field instructor and shared with the student. The *Social Work Field Manual* describes procedures in evaluating social work professionalism and practice while out in the field internship. The program also requires an overall GPA of 2.0 to remain in good standing within the program. The program director and associate program director review student academics at the end of each semester to determine student academic status above a GPA of 2.0.

In addition to the University graduation requirements listed in the University Catalog, students must meet the following criteria must be met to graduate with a social work degree:

1. Earn a grade of C- or better in each social work core course.
2. Maintain a cumulative GPA of at least 2.0
- 3.

The following areas may affect a student’s eligibility to continue attending the university.

- Satisfactory academic progress
- Program standards
- Registration processes
- Veterans affairs standards
- Academic integrity
- Standards on disruption to the educational environment
- Standards on harassment and sexual harassment
- Illegal and Criminal offenses
- Degree completion community expectations

Failure to Meet Standards

When one or more of the above standards are not met, the following actions may be taken: warning status, probation, mandatory leave of absence, or termination.

Students’ Rights and Responsibilities

Traditional Undergraduate students have a right and responsibility to participate in formulating and modifying policies affecting academic and student affairs by involvement in student government and as participants on specified committees and clubs on campus.

Student government by-laws specify student rights and responsibilities:

Section D. Powers and Duties, *Clauses 10(a) through 15) of the Student Government By-Laws*

Social Work Club

The program has supported a social work club for fifteen years, which serves as an opportunity for traditional undergraduate social work students to plan special events, perform service for the community, hear professional guest speakers, and organize to make their needs known. The club is considered an official campus organization by the student government and receives some funding from that body annually.

Access to Services for Students with Disabilities

Fresno Pacific University values the diversity of students with disabilities and is committed to providing equal access and opportunity for all students. Students with documented disabilities can expect to have their privacy protected while being assured of reasonable and appropriate accommodations for all educational experiences. The Academic Support Center serves as the liaison between faculty and students in the coordination of academic accommodations and services.

The Academic Support Center offers many services to students who require assistance to meet their educational potential. Any student who requests services is asked to submit information about their specific disability. They meet with the Director of Academic Support Services, who designs plans for accommodations for eligible students. The office then notifies the students' professors of the plan on file and requests specific accommodations for the students. The students' privacy is safeguarded at all times. The Americans with Disabilities Act guidelines are adhered to always to assure full and equal participation in the services and activities of the university.

The types of services available include: adaptive PE, assistive technology, audio text, braille text, breaks during exams, calculator use during exams, carbonless paper for note takers, CCTV magnifier, closed/open captioning, assistive listening devices, computer screen readers, distraction reducing settings, electronic texts, enlarged print, extended due dates, extended time on exams, ground floor room (housing), handicapped accessible (housing), lab assistants, leniency with attendance, mobility orientation, need to-go box (dietary), non-shared bathroom (housing), note-takers, on-campus transportation, oral description of whiteboard, oral interpreter, permission to stand/move/leave during class, preferential seating, priority registration, quiet room (housing), readers for exams, real time captioning, reduced full-time course load, registration assistance, scribes for exams, separate table and chairs, shared notes, sign language interpreters, single room (housing), speech to text software (exams), spell checker (exams), tape/digital recorders, text to speech software (exams), emotional support animals (housing), personal attendants (housing), meal plan exemption (dietary), and meal plan reduction (dietary). The Center for Online Learning on campus has the capacity to create closed captioning for videos as required.

Types of disabilities accommodated include: ADHD, autism spectrum disorder, chronic illness, hearing impairment, learning disability, mobility impairment, speech/language disorder, traumatic brain injury (including concussion), and psychological

Faculty/Staff

The social work program currently has seven full-time faculty members and one staff member.

Jon Clark, DSW, is the program director of the social work program. Dr. Clark received his BA in Sociology from California State University, San Marcos; his MSW from California State University, Fresno; and his DSW from Capella University. His dissertation was on foster youth attending college. Interest Areas: Child Welfare, Adoptions, Immigration Issues, Community Organizing, Integration of Faith and Practice.

Major Teaching Areas: Urban Society and the Welfare State, Social Problems and Public Policy, Cultural Competency in Social Work Practice, and Becoming a Change Agent.

Jon.Clark@fresno.edu

Sonia Medina Pranger, LCSW, is the associate program director, focusing on the traditional undergraduate program. BSW and MSW, California State University, Fresno. Pupil Personnel Services Credential from the California Commission on Teacher Credentialing, with an emphasis on School Social Work, School Counseling, and Child Welfare and Attendance. Professor Pranger is a licensed clinical social worker from the California Board of Behavioral Sciences. She is currently a Ph.D. candidate.

Interest Areas: child welfare, mental health, research, and integration of faith and practice.

Major Teaching Areas: research, field experience and social work practice.

Sonia.Pranger@fresno.edu

Rebekah Gutierrez, B.A., is the program administrative assistant. Ms. Gutierrez helps with Moodle implementation of classes, work study verification for students, communication to adjuncts and students, and a host of other tasks that makes her a valuable member of the social work team.

Rebekah.Gutierrez@fresno.edu

Kizzy Lopez, Ed.D., is an Assistant Professor in the Social Work Degree Completion Program. She has earned her B.A. in Interdisciplinary Studies and M.S. in Educational Counseling and Pupil Personnel Services Credential from National University and her E.d.D., in Higher Education Leadership from Azusa Pacific University.

Interest Areas: Postsecondary educational attainment for students with foster care histories, equity for minoritized communities, qualitative methods

Major Teaching Areas: Introduction to Social Science Research Methods and Senior Thesis

Kizzy.Lopez@fresno.edu

Kim Lehner, MSW ASW, is the Faculty Field Liaison for the Visalia Campus. Her BSW and MSW are from California State University, Fresno.

Interest Areas: Adoptions, Geriatrics, Medical Social Work, School Counseling, and Faith Based Social Work.

Major Teaching Areas: Integrative Seminar, Human Behavior and the Social Environment, Foundations of Social Work Practice, Working with Groups

Kimberly.Lehner@fresno.edu

Edgar Manriquez, DSW, is the Clinical Assistant Professor and Field Liaison for the BSW undergraduate Degree Completion / TUG programs. He earned his BSW and MSW at California State University, Fresno. His internships were in Advanced Child Welfare, Title IV-E and Central Valley Regional Center. He earned his Doctorate of Social Work from the University of Southern California. Focused on social innovation,

management, leadership and the American Academy of the 12 Grand Challenges of Social Work, Welfare and Society. Dissertation ending homelessness, for the homeless patients with mental illnesses and chronic diseases.

Interests Areas: Healthcare Medical Social Work, Ending Homelessness, Child Welfare, Rural Communities, Immigration, Children and Families and People with disabilities.

Major Teaching Areas: Integrative Seminar, Social Workers Working with Groups, Introduction to Social Work, Urban Society and the Welfare State, Mexican Folklorico Dance in the Latin American Studies.

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Sai Mouanoutoua, MSW, is an instructor in the social work program. Ms. Mouanoutoua received her BA in Sociology and Masters of Social Work from California State University, Fresno. She graduated with honorable distinctions and published a thesis on perinatal adolescent depression amongst teen mothers in Fresno County. Ms. Mouanoutoua advises the Phi Alpha Honor Society.

Interest Areas: Child Welfare, Social Justice, Interfaith and Social Work Practice, Medical Social Work

Major Teaching Areas: Social Problems and Public Policy, Cultural Competency, Group Work, Theoretical Framework, and Marriage and Family

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Patricia Salas, MSW, is the Field Director for all campuses. Her BSW and MSW are from California State University, Fresno.

Interest Areas: At-risk Youth, Child Welfare, Adoptions, School Counseling,

Major Teaching Areas: Integrative Seminar, Foundations of Social Work Practice, Social Problems and Public Policy.

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Emeritus Professor: Donna M. Callahan, MSW, MA, PPSC

Donna Callahan was the social work program director for 20 years, appointed to the position in 1998. She developed a reputation of excellence in social work education and for graduating students who go on to be successful leaders in the Central Valley. Prior to teaching, she had twenty years of experience as a social worker, program director, and nonprofit agency executive director. She has experience in working with children and families, medical social work, and school social work in addition to providing community leadership to commissions addressing the needs of youth. She has also been a board member for local agencies and the California State Council on Children and Youth. Most recently she has served on the Boards of Directors of Older Adult Social Services and Valley Teen Ranch. Ms. Callahan retired from her position as Program Director (TUG) in May 2018 and was appointed as Emeritus Professor of Social Work. Students on the main campus continue to glean from her knowledge and experiences as Ms. Callahan continues to teach varied courses.

Adjunct Instructors

Christina Agda, MSW, PPSC; Specialty: Mental Health Services

Jason Boatwright, MSW; Specialty: Behavioral Treatment Programs, Military Social Work

Meagan Boersma, LCSW; Specialty: Medical Social Work, Mental Health Services

I, _____, have read and understand the Fresno Pacific

Print Name

University BSW Student Handbook.

Signature

Date