

### Reflections from the Field Director

by Kimberly Setterlund, MSW LCSW



**Kim Setterlund, LCSW, Director of Field Education and Cathy Fisher, LCSW**

As another academic year draws to a close, it has been a great time of reflection for the field faculty, particularly on the highlights and accomplishments of our students in field education. In doing so, we acknowledge our field agencies, field instructors, and preceptors, all of whom have been instrumental in the students' growth and development in their journeys to become professional social workers.

We invite you take a moment to reflect upon your experience this past year. In your role as field instructor or preceptor. In doing so, how would you evaluate your commitment level to your students, particularly in regard to training and supervision? Did your level of satisfaction in your work as supervisor result in greater investment in the student's professional development? In your supervisory role, from a job commitment standpoint, which is an important part of the Investment Model (Rusbult & Farrell, 1983), four essential components should be considered: rewards, costs, the degree of investment, and the quality of the alternative (Peleg-Oren, Macgowan, Even-Zahav, 2007). "According to the Investment Model, one's commitment to student supervision is expected to grow with an increase in reward and in investment, and decrease with costs and the quality of the alternative job" (Peleg-Oren et al.). In summary, one's satisfaction level increases with the greater the reward, and lower the costs.

As you evaluate your experience as field instructor or preceptor, our hope is that you find the rewards outweigh the costs. In the past, field instructors have shared their motivations for supervising students, and responses have included: a sense of personal satisfaction in "giving back" to the profession; staying "in touch" with the social work profession; a perception that the role of field instructor or preceptor is significant and valued; an opportunity to impart knowledge and expertise; and most importantly, witnessing student's growth and introduction in the profession. (Continued on p.4).

### Health & Aging Update: Major Efforts Underway to Implement the Affordable Care Act in California

By Adria E. Navarro, PhD, LCSW, Faculty

Social workers have long been concerned about the fragmentation in services for those clients having ongoing chronic care needs. The Patient Protection and Affordable Care Act (ACA), signed into law by President Obama in 2010, is moving federal agencies—such as the Center for Medicare & Medicaid Services (CMS)—to work with states on expanded health care coverage. California is one of 15 states participating in the CMS Demonstration project, which will impact California's 1.1 million older adults and adults with disabilities insured with both Medicare and Medi-Cal; a population commonly referred to as dual eligibles.

Despite review underway at the Supreme Court on ACA reforms, California is preparing the Medi-Cal infrastructure for anticipated program expansion. Social work professionals and students preparing to enter healthcare settings will need to stay current on the implementation of these changes. While family members provide the bulk of long term care, Medi-Cal is the primary public funder (62%) of such care (California Department of Aging, 2012). ACA legislation has become the bridge for the reform of Medi-Cal funded long term supports and services (LTSS) [see slide]. SB 208 has authorized a four county pilot program to begin managed healthcare services for dual eligibles. The Duals Implementation Project calls for providers that offer a vision for coordinated care that provides seamless access to the full continuum of medical, social, long-term and behavioral supports and services that dual (Medi-Cal/Medicare) eligible beneficiaries need to maintain good health and a high quality of life. (Continued on p. 2)

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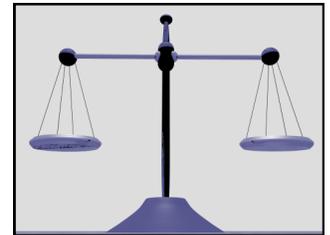
CA Bridge to Reform  
Medi-Cal Waiver

CA Dual Eligibles Pilot

## Integrating the Concept of Social Justice in Social Work Training

by Cathy Fisher, MSW, LCSW

While social justice is a concept that is frequently described in social work and psychology literature, there is a lack of case studies that describe how social workers actually implement social justice activities with clients or groups. Crethar, Torres Rivera, and Nash (2008) concluded that social justice work is defined by four principles: *equity* (fair and equitable distribution of resources), *access* (the right of individuals to access services, information and power), *participation* (empowering individuals to make decisions that directly impact their lives) and *harmony* (the idea that we all have value in society). As a Christian institution, Azusa Pacific University would also define social justice through the lens of Judeo-Christian faith. Jewish and Christian scriptures teach the value of welcoming the stranger (hospitality), defending the needy and oppressed (solidarity & justice) and loving your neighbor (charity), particularly neighbors who are vulnerable and marginalized. As we prepare social work students for professional practice, it is important that to reclaim this founding principle in the social work profession. Aspects of social justice can be integrated into classroom and field discussions related to our clients, communities and organizations. (Continued on p. 3).



“Social worker professionals and students need to stay informed on the CMS developments in California, as input will shape the future delivery of healthcare services for dual eligibles.”  
(Navarro, 2012)

## Health & Aging Update, (cont'd) Adria Navarro, LCSW PhD.

(Cont. from p. 1) Selected managed care plans are responsible for managing all health and long term care service delivery. Social work positions will be needed within these managed care provider systems. Those working in complementary positions will also want to learn the providers' eligibility criteria for various types of care, including supportive services and supports, such as medical equipment. Skills in resource coordination are critical to maximizing clients' quality of life. Changes in healthcare providers, as well as benefits and services will require careful facilitation and probable advocacy.

Social worker professionals and students need to stay informed on the CMS developments in California, as input will shape the future delivery of healthcare services for dual eligibles. For social work field instructors, it is an opportunity to help students learn how implementing legislation and providing advocacy are a part of social work practice. Models of care that invest in preventive and primary care, as well as rehabilitation and assistive technology have the ability to enhance client wellness, by better aligning with independent living. Overall goals of the ACA demonstrations are to improve health outcomes, promote a more efficient health care system and allow more beneficiaries to stay in their homes and communities for as long as possible.

A statewide advocacy coalition, California Elder Justice Coalition (CEJC), points to the importance of the ACA quality assurance initiatives: nursing home reform, elder justice act, and criminal background checks. Social workers will want to advocate for the most responsive care delivery system. The CEJC points out four key considerations for dual eligibles: 1) They must be capable of exercising choice and informed consent; those that lack capacity must have trustworthy decision-makers to act on their behalf; 2) They must have information and assistance to help them exercise choice. This includes information about the quality of services, the qualifications and backgrounds of service providers, and assistance in evaluating services and workers; 3) They need an adequate supply of qualified, trustworthy, and trained service providers from which to choose; and 4) The State and local communities must provide adequate oversight and consumer protections.

These web sites are suggested to follow development of the Dual Eligible Demonstration:  
<http://www.dhcs.ca.gov/provgovpart/Pages/DualIntegrationDemonstration.aspx>  
[http://www.thescanfoundation.org/sites/scan.lmp03.lucidus.net/files/LTSSBrief12\\_11.pdf](http://www.thescanfoundation.org/sites/scan.lmp03.lucidus.net/files/LTSSBrief12_11.pdf)

## Integrating the Concept of Social Justice, (Cont'd)

(Cont. from p. 2) Critical questions may include, how are we empowering clients to change their situation and surrounding systems? How is the current distribution of resources, whether education, mental health, medical, or economic benefits being allocated? How can we as social workers engage in client advocacy and empowerment? Are social workers creating an inclusive treatment environment where clients feel affirmed and are a part of the decision-making process in their treatment, in the program, and in the organization as a whole?

How can we equip marginalized groups and at-risk populations to have greater participation in civic and political activities? According to Singh & Salazar (2010), social workers seeking to engage in social justice need to expand their cultural competency so as to overcome their own biases and assumptions that might interfere with client empowerment. They must also embrace community and organizational interventions, not just individual interventions. Social work most commonly defines social justice as "...the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need" (NASW Policy Statements, 2011). Carol Swenson (1998) goes one step further, and argues that "...not only are we concerned about redistributing economic resources but social resources." Social workers can also re-address inequalities by helping clients gain access to psychological goods such as self esteem, human dignity, a sense of belonging, and other social and psychological goods that we often forget come with status and privilege.

**References:**

Crethar, H.C., Torres Rivera, E. & Nash, S. (2008). In search of common threads linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling & Development*, 86, 269-278.  
 Singh, A. A., & Salazar, C. F. (2010). Six considerations for social justice group work. *Journal for Specialist in Group Work*, 35(3), 308-319. doi:10.1080/01933922.2010.49290.  
 Swenson, C. R. (1998). Clinical social work's contribution to social justice perspective. *Social Work*, 43, 527-736.

## Graduating MSW Students Showcase Capstone Projects

On April 26, 2012 over 65 graduating MSW students showcased their Capstone Projects, each of whom implemented a leadership project at their field agency or community organization that would benefit the agency and client population. Examples of project titles included: "The Benefits of Massage Therapy with Cancer Patients;" "Visitation is at the Heart of Reunification;" and

"Streamlining Mental Health & Early Education Services: A Collaborative Effort."

**GOALS OF CAPSTONE LEADERSHIP PROJECT:**

- Students identify an existing problem at their placement agency, and develop communication and intervention strategies to address the problem
- Students conduct a literature review that allows research to inform practice
- Students develop relationships with agency and community leaders intended to produce meaningful change.
- Student takes on a leadership role throughout the project implementation and problem resolution.
- Students develops and enhances professional presentation skills through the creation and delivery of a poster presentation



Student Hannah Morrison showcases her project for Orange County Social Services



"..not only are we concerned about redistributing economic resources but social resources."  
  
(Swenson, 1998).



## Field Highlights: Welcome to New Field Site West Covina Unified School District

Azusa Pacific's MSW Program is pleased to partner with a new field internship training program at the West Covina Unified School District, spearheaded by Kimberly Alexander, Director of Special Education, Nancy Freihaut, LCSW and Bonnie Marker, Clinical School Psychologist. Field Instructor Nancy Freihaut has over 12 years experience in school-based mental health services and was a collaborative member in the development of the district-wide Mental Health Services Assistance Team (MHAT). When asked to describe her intern supervision style, Nancy shared, "role modeling and coaching are my primary techniques, and I use a high structure /high support style." The West Covina Unified School District is home to nine elementary schools, three middle schools, one high school, and one continuation high school.



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## Field Education: Reflections (Cont'd from p.1)

What is your motivation for supervising? What are the rewards for you?

Our students also shared some of their experiences in field. Here are some of their end-of-year reflections:

- "My internship helped me grow in the areas of decision making and judgment. I learned that there are always two sides to the story and I gained insight into the complexities of being a manager and a leader. "
- "I feel I have learned to meet the clients where they are and that it is ok for there to be silence, or for me to just listen to the client. I don't have all of the answers."
- "I have learned to overcome my feelings of insecurity from experience and interacting with my supervisor."
- "I was stretched to overcome my biases and simply view individuals different from myself as human beings who deserve to pursue their dreams. "

References:

Peleg-Oren, N., McGowan, M.J., Even-Zahav, R. (2007). Field instructors' commitment to student supervision: testing the investment model. *Social Work Education*, 26(7), 684-696.

Rusbult, C.E. & Farrell, D. (1983). 'A longitudinal test of the investment model: the impact on job satisfaction, job commitment and turnover of variations in rewards, costs, alternatives and investments', *Journal of Applied Psychology*, 68(3) 429-438.

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