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Chapter 1: Program Mission and Goals

Accreditation Standard 1.0: The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

Introduction

The University of Wisconsin Green Bay (UW-Green Bay) Professional Programs in Social Work include a Collaborative MSW Program and a Bachelor of Social Work Program (hereinafter referred to as the "Program"). The BSW Program is requesting reaccreditation at this time. The Program has been continuously accredited since 1987. Since its inception, the Program has embraced a competency-based approach. The Program has extensive experience identifying relevant generalist practice competencies and practice behaviors and measuring student acquisition of these competencies through their course work and field experiences. This background has facilitated the transition to incorporation of the competencies and practice behaviors designated for use in the 2008 EPAS document.

The BSW Program at UW-Green Bay is widely respected within the University and the local community, in the region, and beyond. One indicator of this is the University's nomination of the Program for the 2012 Regents Teaching Excellence Award for an academic program (see Appendix 1-1). Another important indicator is the number of Program graduates who obtain social services employment in the area. Data on Program graduates obtained from the annual UW-Green Bay Graduate Follow-up Survey shows a consistent pattern of employment among social work students across a variety of human service settings (see Table 1-1 below). On average, approximately 71.1% of social work students who responded to the survey were employed within one year of graduation. Although a greater portion of all UW-Green Bay graduates (about 77%) were employed, the social work students were much more likely to be employed in a field related to their degree. Data collected as part of the UW-Green Bay alumni survey for 2007-2011 found that 80% of BSW graduates rated their current job as "very related" to their major; 96% rated their jobs as "very" or "somewhat related." This is much higher than the 53% of undergraduates across the University rating their jobs as "very related" (82% rated their jobs as "very" or "somewhat related"). This provides further evidence that there is a strong market for BSW graduates in the region, and that our major continues to be practical and marketable.

Table 1-1:
Post-Graduate Status of BSW Students vs. All UW-Green Bay Graduates*

	2011 Graduates		2010 Graduates		2009 Graduates		2008 Graduates	
	UWGB	SW (n=17/27)	UWGB	SW (n=33/42)	UWGB	SW (n=13/28)	UWGB	SW (n=25/33)
Currently employed	75%	76.5%	79.2%	93.9%	78.7%	46%	75.7%	68%
Pursuing graduate school/continuing education	13.2%	29.4%	13.1%	6.1%	16.3%	46%	18.0%	32%

*The Graduate Follow-Up Surveys is conducted annually by the Career Services Office to determine post-graduate status of Bachelor's degree graduates: http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp.

We are especially proud of the graduates who subsequently enroll in the Collaborative MSW Program and go on to "give back" to the BSW Program by serving as field instructors for new generations of students. Over the past two years, BSW/MSW graduates of UW-Green Bay have served as field instructors for 39 students.

Program Mission

The BSW Program at UW-Green Bay recently celebrated 25 years of service to the professional community in preparing qualified and capable graduates who go on to serve clients, primarily in the northeast Wisconsin region. The Program's mission, approved by the faculty on February 1, 2012, reflects this purpose:

> Grounded in the values of the Social Work Profession, the BSW Program at the University of Wisconsin-Green Bay provides a regionally responsive, competency-based, interdisciplinary program which prepares baccalaureate-level social workers to promote social justice in a multicultural and evolving world by engaging in strengths-based generalist practice that enhances human and community well-being.

Purpose and Values of the Profession

The Program's mission is consistent with the purpose of the social work profession. As outlined in the Program's *BSW Student Handbook* (see pp. 5-6 of Volume II of reaffirmation documents), graduates of the Program carry out the stated purpose of the Profession derived from the National Association of Social Workers' "Working Statement on Purpose" as follows:

> The National Association of Social Workers' "Working Statement on Purpose" (1981) defines the unifying purpose or mission of social work as "promot[ing] or restor[ing] a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone" (p. 6). Social work is known for its integrated view, which focuses on persons in the context of their physical and social environments. In response to the mission of the profession, social workers strengthen human functioning and enhance the effectiveness of structures in society that provide resources and opportunities for citizens.[1]

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[1] Miley, K.,& DuBois, B. (2008). *Social work: An empowering profession.* (6th ed., p. 10). Boston: Allyn & Bacon.

NASW's purpose statement closely parallels the profession's purpose as outlined in the 2008 EPAS:

> The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.
>
> Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. (p. 1)

In accordance with the profession's purpose, the BSW Program mission statement reflects the purpose and values of the social work profession in its emphasis on 1) a competency-based program in which students must demonstrate their performance of essential social work tasks, 2) its emphasis on social justice, which sits at the core of social work responsibilities and social work values, and promotion of responsibility to recognize, advocate for, and empower those who have been discriminated against and disenfranchised in our community, 3) its insistence that students recognize the diverse, global and changing world in which they live and function as professionals, and 4) its recognition that strengths-based generalist practice is the educational focus for entry-level practice in the social work field. The interface between the Program's mission and the profession's purpose and values is summarized in Table 1-2.

Table 1-2:
Interface Between Program Mission and Purpose and Values of the Profession

Elements of BSW Mission	Link To Purpose of the Social Work Profession	Link To Values of the Social Work Profession
Program is grounded in the values of the Social Work Profession.	Entire purpose statement applies.	Service, social justice, dignity and worth of the person; importance of human relationships; integrity; competence.
Program is regionally responsive.	The purpose of the social work profession is to promote human and community well-being. Social work educators serve the profession through their teaching, scholarship, and service.	Dignity and worth of the person; service.
Program is competency-based.	Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals.	Integrity; competence.
Program is interdisciplinary.	Guided by a person and environment construct…and knowledge based on scientific inquiry,	Competence.
[Program] prepares baccalaureate-level social workers to promote social justice.	Social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty,	Social justice; dignity and worth of the person.
[Program] prepares BSW workers who will function in a multicultural and evolving world.	[Guided by] a global perspective, respect for human diversity,	Social justice; dignity and worth of the person.
[Program] prepares BSW workers who will engage in strengths-based generalist practice.	Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.	Service; integrity; competence.
[Program] prepares BSW graduates who will work to enhance human and community well-being.	[Social work's purpose is actualized through] the enhancement of the quality of life for all persons.	Social justice; dignity and worth of the person.

Program Context: University of Wisconsin System and the University of Wisconsin-Green Bay

The University of Wisconsin-Green Bay defines its institutional mission as follows:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.[2]

The UW-Green Bay mission resonates well with the Program's commitment to diversity and a global perspective and incorporates a number of practice behaviors the Program recognizes as essential for entry level practice including: critical thinking, responsibility to use and develop relevant knowledge in the field, and field-based practice performance.

Critical thinking involves "reasoned discernment" (EPAS 2.1.3), and is "generally regarded as purposeful thinking, involves careful examination and evaluation of beliefs, assumptions, and actions to arrive at a well-reasoned decision."[3] Employing this skill is essential in helping students use good judgment, in making client and community assessments, in effective case planning, and in intervention at the generalist practice level. These efforts rely on reliable and valid data which students learn to search out, evaluate, and utilize in the Social Work Program via various technological venues including access to scholarly journals within University library services. When students take this knowledge beyond the University's walls, they serve as "intellectual resources" for clients and communities as directed by the University of Wisconsin-Green Bay mission. "Engaged citizenship," another UW-Green Bay objective, is actuated for students in community agencies during their field internships.

Program Context: The Northeast Wisconsin Region

Most of the BSW students in our Program come from, and plan to remain in, northeast Wisconsin after graduation. Therefore, the characteristics and needs of this region provide important contextual elements for understanding the background and attitudes of students, and the needs of clients and communities in which they will work. These factors, in turn, influence course content and field opportunities for the Program.

The BSW Program serves primarily the northeast Wisconsin region which is comprised of 18 counties commonly referred to as the "New North" region, identified as such by the non-profit New North development organization whose primary purpose is to foster collaboration between public and private leaders in northeast Wisconsin; the promotion of educational attainment is one of its primary goals.[4] This northeast Wisconsin region includes one major

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[2] http://www.uwgb.edu/univcomm/about-campus/mission.htm
[3] Miller, S., C. Tice & D. Harnek Hall. (2011) Bridging the explicit and implicit curricula: Critically thoughtful critical thinking. *Journal of Baccalaureate Social Work*,16(1), p. 34.
[4] http://www.thenewnorth.com/what-we-do/about-us

metropolitan community comprised of a quarter-million residents located in Brown County; this includes our Program's location in Green Bay, the state's third largest city; three moderately sized cities, several moderately small cities, three very small cities, numerous small towns and villages, and extensive rural areas (see Table 1-3 below). These population characteristics suggest that our Program graduates must be prepared to evaluate and enhance service availability and delivery across a wide range of community sizes and circumstances, as the communities vary widely in the range and depth of services and available resources, in ease of access to services, and in the demands on worker effort and time to reach out to and serve clients, particularly in their homes.

Table 1-3:
Northeast Wisconsin Counties by Population Size

Size	County
Large For The Region: Approximately 250,000	Brown
Moderately Large for the Region: 100,000-175,000	Outagamie Sheboygan Winnebago
Moderate for the Region: Approx. 50,000-99,000	Manitowoc
Moderately Small for the Region: 25,000-49,000	Calumet Door Marinette Oconto Shawano Waupaca
Small for the Region: 10,000-24,000	Green Lake Kewaunee Marquette Waushara
Very Small: Under 10,000	Florence Forest Menominee

In addition to variation by population size, communities served by our Program vary widely in the extent of racial and ethnic diversity. Table 1-4 below, derived from 2010 U. S. Census data[5], illustrates the racial composition within northeast Wisconsin. Four federally recognized tribes reside in the area, including the Menominee Indian Tribe of Wisconsin, Oneida Nation of Wisconsin, Forest County Potawatomi, and Stockbridge-Munsee Community Band of Mohican Indians. While Latino, Hmong, Tribal and African American families reside throughout northeast Wisconsin, students may be working in settings where few families are Caucasian (11% in Menominee County) or in settings where almost all community members are Caucasian (over 95% in five northeast Wisconsin counties).

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[5] Census data for 2010 taken from http://quickfacts.census.gov/qfd/states/55000.html and searching by county.

Table 1-4:
Northeast Wisconsin Counties by Racial Composition

Racial Distribution	County	Largest Non-Dominant Racial/Ethnic Groups in County
Low Proportion of White Non-Hispanic: Less Than 80%	Menominee	County is primarily Native American
Moderate Proportion of White Non-Hispanic: 80-90%	Brown* Forest* Outagamie* Shawano* Sheboygan Winnebago	Latino Native American Latino and Asian Native American Latino and Asian Latino and Asian
Moderate High Proportion of White Non-Hispanic: 91-95%	Calumet Door Green Lake Manitowoc Marquette Waushara	Latino Latino Latino Latino Latino Latino
High Proportion of White Non-Hispanic: More Than 95%	Florence Kewaunee Marinette Oconto Waupaca	Primarily evenly distributed among Latino, Asian, and Native American

* Counties with Federally Recognized Tribal Lands

Income levels vary throughout the northeast Wisconsin region as well (see Table 1-5 below). In five counties served by our Program (Brown, Fond du Lac, Outagamie, Sheboygan, and Kewaunee), median incomes are relatively high ($51,000-55,000) and poverty levels range from 8-11 percent. Other areas reflect limited income (e.g., $31,000 median in Menominee County) and alarming poverty rates (e.g., 32% in Menominee County).

Table 1-5:
Northeast Wisconsin Counties by Income and Poverty Levels

Median Household Income	Percent Below Poverty Level	County
High: $56,000 +	High: 12% or Greater	---
	Average: 9-11%	---
	Lower: 8% or Less	Calumet
Medium High: $51,000-$55,000	High: 12% or Greater	---
	Average: 9-11%	Brown Outagamie Sheboygan
	Lower: 8% or Less	Kewaunee
Medium: $46,000-$50,000	High: 12% or Greater	Winnebago
	Average: 9-11%	Green Lake Manitowoc Oconto Waupaca
	Lower: 8% or Less	Door
Medium Low: $41,000-$45,000	High: 12% or Greater	Florence Marquette Waushara
	Average: 9-11%	Shawano
	Lower: 8% or Less	---
Low: $36,000-$40,000	High: 12% or Greater	Forest Marinette
	Average: 9-11%	---
	Lower: 8% or Less	---
Very Low: $35,000 Or Less	High: 12% or Greater	Menominee
	Average: 9-11%	---
	Lower: 8% or Less	---

The widespread differences in population density, racial and ethnic makeup, and financial resources indicate some of the factors the Program evaluates within the context of our "multicultural and evolving world." In turn, our Program prepares graduates who will engage in "strengths-based generalist practice that enhances human and community well-being" (see Program Mission). These factors are also addressed and evaluated in policy and practice courses where students are challenged to examine the ways these influence their efforts to strengthen human and community well-being, particularly in their field settings. The region's demographic characteristics make clear the need for Program graduates to recognize the importance of diversity, to address oppression, and to advocate for vulnerable community members.

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

Our BSW Program has five goals that reflect the Program's mission and summarize how the Program aspires to meet these goals.

1. Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.

2. Curriculum. Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession.

3. Community Partnerships. Support the community by analyzing and responding to the dynamic needs of this region.

4. Interdisciplinarity. Promote critical thinking in the BSW Program, which requires students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.

5. Professional Development. Foster students' abilities to assess and strengthen their ongoing professional growth, development, and competence.

Program faculty developed Goal 1, *Social Justice*, as an indicator of the central importance of addressing diversity and social justice concerns in the Program's curriculum. Highlighting social justice as such is in keeping with Hodge's definition of social justice as "the profession's foundational 'organizing value'."[6] Attention to social justice issues requires a thorough understanding of diversity and the dynamics of oppression and a commitment to helping clients and communities redress the negative consequences of oppression. The Program is committed to infusing this content throughout the curriculum, throughout the Program's interface with the community, and via the Program's efforts to create a non-oppressive learning environment within the University.

Goal 2, *Curriculum*, reflects the Program's commitment to upholding the practice standards reflected in the Program competencies. Since its inception, our BSW Program has employed competencies as the foundation of our curriculum, building upon the seminal work of Baer and Federico[7] which outlined practice competencies for the generalist practitioner. Our Program strongly supports competency-based social work education as it provides a well-established framework upon which the knowledge, values and skills necessary to professional practice can be implemented. Every aspect of our curriculum is tied to the Program competencies and associated practice behaviors now established by CSWE in the Educational and Policy Accreditation Standards (EPAS).

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[6]Hodges, D. (2010). Social justice as a unifying theme in social work education: Principles to realize the promise of a new pedagogical model. *Journal of Comparative Social Welfare, 26,* p. 201.

[7] Baer, B. L., & Federico, R. (Eds.). (1979). *Educating the baccalaureate social worker: Report of the Undergraduate Social Work Curriculum Development Project.* Cambridge, MA: Ballinger.

Goal 3, *Community Partnerships*, articulates the Program's recognition of the importance of the regional context in which it operates and its commitment to sustaining a collaborative relationship with community and social service agency partners. This goal reflects the Program's recognition of the central importance of the broader community environment in which it is embedded and its recognition of the faculty's responsibility for nurturing strong ties to this community.

One of the particular strengths in this area relates to a regional concern by community practitioners regarding meeting the needs of children and families in northeast Wisconsin. These concerns are addressed via the Program's long-standing partnership with the regional child welfare practice community through our Title IV-E child welfare training grant, administered via the Northeast Wisconsin (NEW) Partnership for Children and Families housed at UW-Green Bay. The Program, in partnership with the NEW Partnership, helps agencies across 26 Wisconsin counties meet their workforce needs by preparing baccalaureate-level social work students for employment in the region's public, tribal and community partner agencies that provide child welfare services. To this end, the Program combines specialized child welfare coursework with a supervised field practicum in a public or tribal child welfare agency. This endeavor will be detailed in Chapter 2.

Goal 4, *Interdisciplinarity*, reflects the broader mission of the University and recognizes the Program's reliance on an interdisciplinary knowledge base, use of critical thinking skills, and use of research-reflective practice. An essential aspect of this decision-making process is reliance on thoroughly-researched assessment and intervention approaches. Additionally, essential components of effective critical thinking are reliance on a broad interdisciplinary knowledge base, and use of evidence-based data drawn from fields of sociology, psychology, economics, human development, and the political sciences. Achieving this Program goal requires ongoing development of curriculum components that challenge students to use their interdisciplinary research-based knowledge in their work with clients and communities. To enhance opportunities for students to broaden their interdisciplinary knowledge, and obtain a breadth of understanding of individual, group and community functioning, the Program requires students to complete 33-40 credits of supporting course work in addition to the Program's required courses in the major. These supporting courses encompass a wide-range of interdisciplinary topics and are drawn from the areas of psychology, human development, political science, sociology, ethnic studies, and women and gender studies, to name a few.

Finally, Goal 5, *Professional Development*, encompasses the Program's emphasis on continued self-assessment and professional growth, commitments embedded in the profession's value base. This goal reflects two of NASW's core values: integrity and competence. NASW defines integrity in terms of social workers' continual awareness of "the profession's mission, values, ethical principles, and ethical standards"[8] in their practice, and competence in terms of social workers' efforts to increase their knowledge and skills throughout their career. The Program is committed to helping students understand and embrace these values.

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[8] NASW (2008) *Code of ethics* Retrieved from: http://www.socialworkers.org/pubs/code/code.asp

As described above, the Program's goals are derived from its mission. Table 1-6 below provides a visual representation of the interrelationship.

Table 1-6:
Interrelationship Between Program Mission and Goals

Elements of the BSW Mission	Program Goals
The Program is grounded in the values of the Social Work Profession.	Goal 5: Professional Development: Foster students' abilities to assess and strengthen their ongoing professional growth, development, and competence.
The Program is regionally responsive.	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations. Goal 3: Community Partnerships: Support the community by analyzing and responding to the dynamic needs of this region.
The Program is competency-based.	Goal 2: Curriculum: Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession. Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.
The Program is interdisciplinary.	Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.
The Program prepares baccalaureate-level social workers to promote social justice.	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.
The Program prepares BSW workers who will function in a multicultural and evolving world.	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.
The Program prepares BSW workers to engage in strengths-based generalist practice.	Goal 2: Curriculum: Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession.
The Program prepares BSW graduates who will work to enhance human and community well-being.	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations. Goal 3: Community Partnerships: Support the community by analyzing and responding to the dynamic needs of this region.

In summary, the Program's mission, grounded in the NASW *Code of Ethics*, and embedded within the broader UW-Green Bay mission, provides the foundation for the primary goals to which the Program aspires. The Program's core competencies and practice behaviors, in turn, provide the curricular avenue through which – and in concert with our community providers and social work practitioners – we prepare knowledgeable, ethical, and competent entry-level baccalaureate social workers for practice in increasingly diverse regional, national, and global communities.

Chapter 2: Explicit Curriculum

Accreditation Standard B2.0 Curriculum: The 10 core competencies are used to design the professional curriculum. The program:

B2.0.1 The program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

The multi-faceted responsibility of the BSW Program to prepare competent social workers for entry-level practice is captured by Kirst-Ashman and Hull (2012), who define generalist practice as:

> The application of *an eclectic knowledge base*, *professional values*, and a *wide range of skills* to *target systems of any size*, for change within the context of four primary processes. First, generalist practice emphasizes client *empowerment.* Second, it involves working effectively within an *organizational structure.* Third, it requires the assumption of a *wide range of professional roles.* Fourth, generalist practice involves the application of *critical thinking skills* to the *planned change process.*[9]

This definition emphasizes the responsibility of generalist practitioners to draw on skills as advocates and facilitators to strengthen individual and community well-being.

Utilizing this framework, the faculty employ the following conceptual model to present generalist social work practice to students:

Eclectic knowledge base	+	Professional values and ethics	+	Wide range of skills	Applied at	All levels of practice: micro, mezzo, macro, and at the level of the social work profession
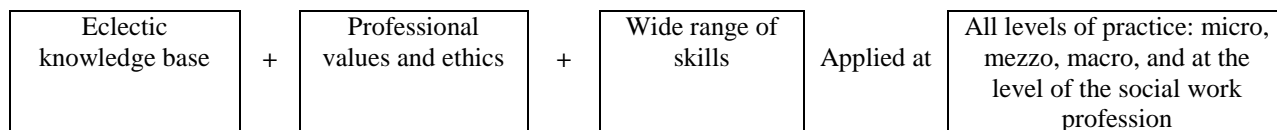
This framework provides a graphic representation of the definition of generalist practice provided in EP B2.2, and includes similar components as embodied in Kirst-Ashman and Hull's definition. The congruence among the Program's mission and goals, the definition of generalist practice defined in EP B2.2, and the practice competencies that define generalist practice is depicted in Table 2-1, below. While aspects of the generalist practice definition are applicable to multiple elements of the Program's mission, efforts were made to link an aspect of the definition to the element of the mission it primarily encompasses. Given the interrelated nature of the generalist practice competencies, they are duplicated in the table and linked to the respective elements of the mission.

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[1] Kirst-Ashman, K. & Hull, G. (2012). *Understanding generalist practice* (5th ed., p. 7). Belmont, CA: Brooks/Cole.

Table 2-1:
Connection Between Program Mission & Goals and Definition of Generalist Practice

Program Mission	Program Goals	Link to EP B2.2Definition of Generalist Practice	Link to Competencies
Program is grounded in the values of the Social Work Profession	Goal 5: Professional Development: Foster students' abilities to assess and strengthen their ongoing professional growth, development, and competence.	The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice.	C1 Professional Self C2 Standards and Ethics
Program is regionally responsive	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations. Goal 3: Community Partnerships: Support the community by analyzing and responding to the dynamic needs of this region.	[Generalist practitioners] are proactive in responding to the impact of context on professional practice.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C6 Research C8 Policy C9 Service Delivery C10 Change Process
Program is competency-based	Goal 2: Curriculum: Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession. Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.	BSW practice incorporates all of the core competencies.	C3 Critical Thinking C4 Diversity C5 Social Justice C6 Research C7 Interdisciplinary Knowledge C8 Social Policy C10 Change Process
Program is interdisciplinary	Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence based knowledge from multiple perspectives to inform social work practice.	Generalist practice is grounded in the liberal arts and the person and environment construct. [Generalist practitioners] engage in research-informed practice.	C4 Diversity C5 Social Justice C6 Research C7 Interdisciplinary Knowledge C8 Social Policy
[Program] prepares Baccalaureate-level social workers to promote social justice	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.	[Generalist practitioners] advocate for human rights and social and economic justice.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C10 Change Process
[Program] prepares BSW workers who will function in a multicultural and evolving world	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.	Generalist practitioners incorporate diversity in their practice.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C10 Change Process
[Program] prepares BSW workers who will engage in strengths-based generalist practice	Goal 2: Curriculum: Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession.	[Generalist practitioners] recognize, support, and build on the strengths and resiliency of all human beings.	C4 Diversity C5 Social Justice C6 Research C8 Social Policy
[Program] prepares BSW graduates who will work to enhance human and community well-being	Goal 1: Social Justice: Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations. Goal 3: Community Partnerships: Support the community by analyzing and responding to the dynamic needs of this region.	To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C6 Research C8 Policy C9 Service Delivery C10 Change Process

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

Since its inception, the BSW Program at UW-Green Bay has embraced a competency-based approach. In 2008 the CSWE's Educational Policy and Accreditation Standards (EPAS) mandated the incorporation of 10 practice competencies, or student learning outcomes, for all accredited Social Work Programs. This mandate required the Program to replace its 14 existing competencies with CSWE's 10 competencies. Program compliance efforts began in Spring 2010, and the 10 practice competencies listed below have subsequently been adopted by the BSW Program at UW-Green Bay. The competencies have been sequentially numbered, and assigned a brief title (e.g., "Professional Self") to aid in referencing them in classroom discussions. The 10 practice competencies were first introduced into the curriculum in Fall of 2011. Our background in competency-based education and evaluation has facilitated the transition to incorporating the CSWE competencies. These competencies, and their corresponding practice behaviors, are noted in the *BSW Student Handbook* (see pp. 7-10 in Volume II of reaffirmation documents).

Competency 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Competency 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Competency 3— Critical Thinking. Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Competency 4— Diversity. Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

Competency 5—Social Justice. Advance human rights and social and economic justice.
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. Social workers

recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Competency 6—Research. Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Competency 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live with an emphasis on rural and small communities; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Competency 8—Social Policy .Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

Competency 9—Service Delivery. Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Competency 10(a)–(d)—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

Competency documents include both a description of the context of the competency as well as practice behaviors that are used to identify competence; these together form a definition of the competencies that has been used for curriculum design as well as for ongoing implementation and assessment.

Over the course of the Fall 2010 and Spring 2011 semesters, our faculty evaluated the suggested practice behaviors and together developed language that maintained the spirit of the competency while attending to its operationalization and measurement. Attention to the consistency with the Program's mission, and relationship to the previous Program competencies were included as part of the decisional process. Faculty voted to accept the language proposed for 39 practice behaviors on May 18, 2011.

After approving the practice behaviors, the Program Chair and BSW Field Coordinator presented the competencies and practice behaviors to our Program Advisory Committee. The Committee is composed of service providers in the region and "provides a forum for the exchange of ideas, information and advice among community practitioners and faculty members" (see p. 22 of the *BSW Student Handbook* in Volume II of reaffirmation documents; details concerning Committee composition and functions are detailed there as well). One function of the Committee is to "provide input and consultation regarding the manner in which the curriculum maintains ongoing relevance to social work practice" (p. 22). Discussions with the Committee outlined a need for learning, within the context of practice, to enable students to become proficient in articulating policies and regulations within practice settings. Based on these discussions, an additional practice behavior was added under Competency 9 (see practice behavior 9.4) in order to ensure student proficiency related to practice-based policies and regulations, bringing the total practice behaviors to 40.

The practice behaviors are numbered to maintain consistency, and for inclusion in all syllabi of the program. The competencies and the practice behaviors established to operationalize each competency follow; as the descriptions of the context were included in section B2.0.2, they are not re-produced here.

Competency 1: Professional Self. Identify as a professional social worker and conduct oneself accordingly.
      1.1 Utilize personal reflection to evaluate strengths and learning needs related to professional development.
      1.2 Attend to professional roles and boundaries.
      1.3 Demonstrate professional demeanor in behavior, appearance, and communication.
      1.4 Use supervision and consultation appropriately.
      1.5 Contribute to and effectively participate in team discussions and activities.

Competency 2: Standards and Ethics. Apply social work ethical principles to guide professional practice.

2.1 Recognize and manage personal values in a way that allows professional values to guide practice.
2.2 Apply standards of the National Association of Social Workers Code of Ethics and other applicable standards and regulations to inform professional behaviors.
2.3 Recognize and accept ambiguity in resolving ethical conflicts.
2.4 Employ strategies of ethical reasoning to inform decision-making.

Competency 3: Critical Thinking. Apply critical thinking to inform and communicate professional judgments.

3.1 Critique and integrate multiple sources of knowledge, including research and practice wisdom.
3.2 Analyze models of assessment, prevention, intervention, and evaluation.
3.3 Demonstrate effective oral communication skills in professional settings.
3.4 Demonstrate effective written communication skills in professional settings.

Competency 4: Diversity. Engage diversity and difference in practice.

4.1 Gain sufficient self-awareness to manage personal biases and values in working with diverse groups.
4.2 Recognize and communicate understanding of the importance of difference in shaping life experiences.
4.3 Articulate a view of self as learner and engage those with whom they work as cultural informants.

Competency 5: Social Justice. Advance human rights and social and economic justice.

5.1 Understand the forms and mechanisms of privilege, oppression, and discrimination and their impacts on clients/systems.
5.2 Engage in practices that advance human rights and social and economic justice.

Competency 6: Research. Engage in research-informed practice and practice-informed research.

6.1 Use practice experience to inform research.
6.2 Use research evidence to inform practice.

Competency 7: Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.

7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
7.2 Critique and apply knowledge to understand person and environment.

Competency 8: Social Policy .Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1 Analyze social policies and identify opportunities for advancing social well-being.
8.2 Collaborate with colleagues and clients for effective policy action.

Competency 9: Service Delivery. Respond to contexts that shape practice.
      9.1   Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.
      9.2   Identify opportunities to improve the quality of social services.
      9.3   Advocate for client access to services.
      9.4   Articulate the role of local, state, and federal policies in shaping service delivery systems.

Competency 10(a)-(d): Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    (a): Engagement
    10.1 Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration.
    10.2 Strengthen alliances by conveying acceptance, empathy, and respect.
    10.3 Develop a mutually agreed-on focus of work and desired outcomes.

    (b): Assessment
    10.4 Collect, organize, and interpret client data.
    10.5 Assess client strengths and limitations.
    10.6 Develop mutually agreed-on intervention goals and objectives.
    10.7 Select appropriate intervention strategies.

    (c): Intervention
    10.8 Initiate actions to achieve agreed-on goals and objectives.
    10.9 Enhance client capacities through prevention and intervention efforts.
    10.10 Negotiate, mediate, and advocate for clients.

    (d): Evaluation/Termination
    10.11 Critically analyze, monitor, and evaluate interventions.
    10.12 Facilitate transitions and endings.

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

      The 2012-2013 Undergraduate Catalog accurately reflects the current curriculum requirements for a bachelor of social work degree. The curriculum design for the Social Work Program builds on the liberal arts through the mission of interdisciplinarity embedded within the broader University context. Supporting courses required for the major insure that social work students have a strong interdisciplinary background and obtain a breadth of understanding of individual, group and community functioning and of the nature of individual and community challenges and the ways these can change. To accomplish this, the Program accesses content available in courses taught within other interdisciplinary units of the University to supply much of the necessary knowledge base in policy analysis and practice; human behavior and the social environment; human diversity; and social research production and consumption. These knowledge bases are integrated and elaborated within the Program's core courses. The students

carry an appreciation of interdisciplinarity into the field, where they apply and learn skills of working in interdisciplinary agencies and within interdisciplinary teams.

The degree requirements for the social work major are presented in the UW-Green Bay 2012-2013 Undergraduate Catalog (see Appendix 2-1) and in Table 2-2 and Table 2-3, below. The 120 credit degree requirement includes 37 to 48 credits of general education courses that provide the liberal arts foundation for the major, a minimum of 33 credits of supporting courses for the major (Table 2-2), and 38 credits of the Social Work Foundation courses (Table 2-3). With careful planning and advising, 18 general education credits (designated in Table 2-2 as: Human Behavior (HB-1 or HB-2), Social Sciences (SS-1 or SS-2), World Cultures (WC), or Ethnic Studies (ES)) can be satisfied within the Social Work curriculum leaving up to 27 credits for elective courses to complete the degree. Some students elect to pursue the 12 credit Child Welfare Sequence (detailed at the end of this section) and/or a minor. Those students who choose a minor most frequently elect Human Development, as they could take up to nine credits in the interdisciplinary unit of Human Development to meet the 33 credits of required support courses for the Social Work major. Each area will be discussed briefly below.

General Education Requirements

Students are required to fulfill the University's General Undergraduate Requirements. Typically the general education requirements and lower division supporting course requirements for the major are completed in the freshman and sophomore years.

The University of Wisconsin-Green Bay prides itself on being a distinctive, innovative liberal arts institution. The founders of the University envisioned an institution that would bring disciplines together in units focused on specific problems of concern to humankind. Thus, the broad focus and educational organization of the University is on the student developing an understanding of western civilization from the perspective of several disciplines. In essence, this educational institution reflects a strong emphasis on interdisciplinary education with the expectation that graduates will effectively function as interdisciplinary team members in their respective future careers.

The general education program gives students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning. In addition to providing breadth of knowledge, the general education program is designed to enhance students' abilities to solve problems, think critically and communicate effectively. The general education requirements include writing and mathematics competency (through testing or course work), four writing emphasis courses (two are offered in the social work major), and 37 to 39 credits to meet the breadth requirements in the following areas: fine arts (3 credits), humanities (9 credits), social sciences (9 credits), the natural sciences (10 to 12 credits), ethnic studies (3 credits), and world culture (3 credits).

Social Work Support Courses

Students in the social work major are required to take 12 support courses for 37 credits (see Table 2-2). These credits can also meet the student's general education requirements. Five required support courses are: COMM SCI 301: Foundations for Social Research, ENG COMP 105: Expository Writing, HUM BIO 102: Introduction to Human Biology, HUM DEV 210: Introduction to Human Development, and SOC WORK 275: American Social Welfare. In addition, students choose a course within seven areas: family development, statistics, government, human behavior, social environmental challenges, social theory, women's and gender studies, and ethnic studies. Except for women's and gender studies and ethnic studies (categories with course selections identified by the University), social work faculty have identified courses for students to choose within these areas. Copies of syllabi for all support courses are available in Volume III of the reaffirmation documents.

Pre-social work majors are advised to enroll in supporting courses prior to admission to the major. Students must complete at least four of the required support courses before applying to the social work major. Most of these courses are prerequisites for upper division social work courses. A liberal arts foundation provides critical underpinnings for effective social work practice. A broad background in the arts, sciences, and social sciences prepares students to examine issues at both the micro (person) and macro (environmental) levels and to understand the nature of micro-macro level transactions. A broad liberal arts foundation also prepares students to examine issues from multiple perspectives, to think critically about "answers" to critical social problems, and to recognize the significance of diversity and oppression for people and their communities.

While it may appear that the combined general education and supporting courses required of social work majors is unduly heavy, leaving little room for electives, Program faculty are of the unanimous opinion that the designated educational outcomes cannot be achieved without a solid and rigorous theoretical base. This provides some assurance that the Program will not place undue focus on technique and "how-to's," with a resultant lesser concern with cognitive content. Moreover, with careful planning and advising, students can have up to 27 credits for elective courses to complete the degree.

Table 2-2:
Required Support Courses

ALL OF THESE		
COMM SCI 301	**Foundations of Social Research**	3 cr.
ENG COMP 105	**Expository Writing** (or ACT score of 32+)	3 cr.
HUM BIOL 102	**Introduction to Human Biology** (HB-1)	3 cr.
HUM DEV 210	**Intro to HD** (or HD 331, 332, & 343) (SS-1)	3 cr.
SOC WORK 275	**American Social Welfare** (SS-2)	3 cr.
FAMILY – 1 course:		
ANTHRO 304	Family/Kin/Comm. (SS-2, WC)	3 cr.
HUM DEV 353	Family Development	3 cr.
SOCIOL 308	Sociology of the Family	3 cr.
STATISTICS – 1 course:		
BUS ADM 216 [a]	Business Statistics	4 cr.
COMM SCI 205	Social Science Statistics	4 cr.
MATH 260	Introductory Statistics	4 cr.
GOVERNMENT – 1 course:		
POL SCI 101	American Government & Politics (SS-1)	3 cr.
POL SCI 202	Introduction to Public Policy (SS-2)	3 cr.
A. HUMAN BEHAVIOR – 1 course:		
*HUM BIOL 206	Fertility, Reproduction, Family Plan. (HB-2)	3 cr.
*HUM BIOL 324	The Biology of Women	3 cr.
**HUM DEV 331	Infancy & Early Childhood	3 cr.
**HUM DEV 332	Middle Childhood & Adolescence	3 cr.
*HUM DEV 336	Gender Dev. Across the Lifespan (SS-2)	3 cr.
HUM DEV 342	Cross-Cultural Human Dev. (SS-2, WC)	3 cr.
HUM DEV 343	Adulthood and Aging	3 cr.
HUM DEV 346	Culture, Development & Health (ES)	3 cr.
*PSYCH 401	Psychology of Women	3 cr.
PSYCH 417	Psychology of Cognitive Processes	3 cr.
PSYCH 435	Abnormal Psychology	3 cr.
SOC WORK 250	You and Your Future (SS-2)	3 cr.
B. SOCIAL ENVIRONMENT – 1 course:		
DJS 251	Sustainable Develop. (SS-2, WC)	3 cr.
*DJS 348	Gender & the Law	3 cr.
POL SCI 305/UR RE ST 305	Urban Politics and Policy	3 cr.
PSYCH 390	Environmental Psychology	3 cr.
SOC WORK 490	International Social Work in Guatemala	4 cr.
SOCIOL 310	Urban Sociology	3 cr.
UR RE ST 205	Urban Social Problems (SS-2)	3 cr.
UR RE ST 312	Community Politics	3 cr.
UR RE ST 341	The City and Its Regional Context	3 cr.
C. SOCIAL THEORY – 1 course:		
DJS 204	Freedom and Social Control (SS-2)	3 cr.
*DJS 241	Introduction to Women's Studies (SS-1)	3 cr.
DJS 325	Law and Society	3 cr.
*DJS 340	Women, Work & Family (SS-2, WC)	3 cr.
DJS 362	Power & Change in America	3 cr.
*DJS 437	Feminist Theory	3 cr.
PSYCH 330	Social Psychology	3 cr.
SOCIOL 202	Introduction to Sociology (SS-1)	3 cr.
WOMENS AND GENDER STUDIES COURSE – 1 course – may include one of * courses above		
ETHNIC STUDIES COURSE – 1 course		

Required Social Work Courses

Once admitted to the major, the Program uses a cohort model within which students complete 38 social work credits during their junior and senior years. Table 2-3 documents students' progression through the BSW Program (copies of syllabi for all Social Work courses are available in Volume II of the reaffirmation documents):

Table 2-3:
Required Social Work Courses by Cohort

Junior Year
Fall Semester: 4 Credits
• SOC WORK 305: The Profession of Social work (3 cr.)
• SOC WORK 313: Skills Lab I (1 cr.)
Spring Semester: 8 Credits
• SOC WORK 371: Human Behavior and the Social Environment (3 cr.)
• SOC WORK 300: Field Experience (1 cr.)
• SOC WORK 323: Skills Lab II (1 cr.)
• SOC WORK 370: Methods I (3 cr.)
Senior Year
Fall Semester: 13 Credits
• SOC WORK 402: Field Practicum I (5 cr.)
• SOC WORK 411: Methods II (3 cr.)
• SOC WORK 413: Skills Lab III (1 cr.)
• SOC WORK 431: Social Policy I (2 cr.)
• SOC WORK 461: Program Evaluation I (2 cr.)
Spring Semester: 13 Credits
• SOC WORK 403: Field Practicum II (5 cr.)
• SOC WORK 420: Methods III (3 cr.)
• SOC WORK 423: Skills Lab IV (1 cr.)
• SOC WORK 433: Social Policy II (2 cr.)
• SOC WORK 463: Program Evaluation II (2 cr.)

The Fall semester junior year curriculum was intentionally designed to introduce students newly admitted to the major to the nature, purpose, and values of the profession. These objectives are achieved in SOC WORK 305, The Profession of Social Work. This course introduces students to the profession's conception of generalist practice, and to the competencies that articulate effective generalist practice. At the same time, students are also introduced to basic listening, attending, and responding skills in SOC WORK 313, Skills Lab I, where they have weekly opportunities to practice these engagement skills as well. Students' performance in these classes provides an opportunity for the Program to obtain a baseline evaluation of their suitability for the profession before allowing them to move on in the field.

Building upon this groundwork, the emphasis shifts during the second semester of the Junior year to two additional themes: the theoretical underpinnings of the Profession and macro-level practice (organizations and communities). SOC WORK 371, Human Behavior and the Social Environment (HBSE), strengthens students' abilities to "apply knowledge of human

behavior and the social environment." Emphasis in this course is on reinforcing critical thinking and diversity considerations.

Over the last 25 years of educating students at the bachelor's level, Program faculty have determined that students find it more difficult to grasp the nature of macro-level practice as they initially see their role as helping individuals, rather than institutions and communities. To challenge this perspective, the Program introduces material on assessment, intervention and evaluation at the level of organizations and communities in the junior year. Students are then introduced to this material at the level of individuals and groups in the senior year. Three courses provide the necessary structure for student learning in this arena: SOC WORK 370 (Social Work Methods I), SOC WORK 323 (Skills Lab II), and SOC WORK 300, a four-hour-per-week agency field experience. Using this combination of classroom teaching, skills development, and field exposure allows faculty to consistently and comprehensively emphasize "big picture" issues in the areas of policy practice, social justice, and human rights, the contexts that shape practice.

The senior year curriculum was constructed to provide an opportunity for in-depth attention to all components of generalist practice, to provide opportunities for students to engage in research-informed practice and practice-informed research, and to reintroduce and reinforce macro-level themes. As with the junior year methods courses, the senior year methods classes (SOC WORK 411 and 420) are taught in combination with practice-related skills courses (SOC WORK 413 and 423) that draw on and are integrated with associated field experiences (SOC WORK 402 and 403). During the senior year, students spend 16 hours per week for 15 weeks each semester in their field agencies. This sequence provides students with an opportunity to fully enact the assessment/intervention/evaluation sequence in social work in practice with individuals, groups, communities, and organizations.

Macro-level themes (policy, practice, social justice, and human rights explored in various contexts of practice) are once again fully explored in a year-long integrated Program Evaluation-Social Policy sequence (SOC WORK 431 and 461 in the Fall semester and SOC WORK 433 and 463 in the Spring semester) in which students develop a research project at the request of a community agency, explore the social policy issues surrounding that project, examine the meaning of research findings for clients, programs, and communities, and develop advocacy projects related to their research findings). The student work in this sequence also requires intensive engagement in research-informed practice and practice-informed research. These combined courses are a capstone for student demonstration of their knowledge and skills as professionals in the community, adding to the knowledge base of the social work profession. Each year these courses address a different social problem and policy. Areas from past years include:

- 2006-2007: Transportation Needs in Door County
- 2007-2008: Social Work Perspectives on the Mental Health Parity Act
- 2008-2009: Food Security in Brown County
- 2009-2010: Greater Green Bay Habitat for Humanity Affiliate Survey on Owning a Home
- 2010-2011: Fort Howard Neighborhood Needs Survey

- 2011-2012: Probation and Parole Agents' Perceptions of Community Resources in Brown County

As can be seen by this overview, the BSW curriculum offers students opportunities to study, practice, and evaluate their own performance in all of the generalist practice competency areas. The curriculum provides an integrated framework for students to develop skills across all levels of practice with an emphasis on diversity, social justice, critical thinking, and professionalism. "Competency-based learning" occurs in the classroom, in the field, and at the interface between classroom and field. Participation in the curriculum helps students become effective entry-level practitioners in generalist practice.

Child Welfare Emphasis and IV-E Training Program

The Program offers a sequence of elective courses for students interested in working professionally with vulnerable children and families. The Child Welfare Emphasis consists of four courses. Two are Human Development courses that focus upon child development from infancy through adolescence and two are Social Work courses that focus upon child welfare services and practice:

- HUM DEV 331: Infancy and Early Childhood (3 cr.)
- HUM DEV 332: Middle Childhood and Adolescence (3 cr.)
- SOC WORK 351: Child Welfare Services and Programs (3 cr.)
- SOC WORK 451: Child Welfare Practice (3 cr.)

In conjunction with a two-semester senior field placement, these courses provide students with a theoretical and practical foundation for professional BSW-level practice in agencies serving children, youth and families.

For students specifically interested in working in public child welfare, the Program provides grant-funded educational support to BSW students preparing for employment in regional public and tribal child welfare agencies. This support, known as the Long-Term Child Welfare Training Program, is funded through UW-Green Bay's contract with the State of Wisconsin, Department of Children and Family Services (DCFS), for the pass through of federal Title IV-E funds. The Training Program provides funding equivalent to full-time in-state tuition for the senior year for students who make a commitment to seek and accept employment in a northeast Wisconsin public or tribal child welfare agency after graduation. Title IV-E students complete a field placement in a public child welfare agency as well as the Child Welfare Emphasis courses.

A set of 15 child welfare-specific practice behaviors provide an organizing framework for the two child welfare elective course syllabi. The child welfare practice behaviors are linked to course objectives similar to those in the required social work curriculum. Field learning plans for Child Welfare Emphasis and Title V-E stipend students contain child welfare-specific learning activities. Appendix 2-2 presents the child welfare-specific practice behaviors and maps their integration into the child welfare course syllabi. The syllabi, themselves, are in Volume III of the reaffirmation documents (see "Non-required Social Work Courses" section). To date, the

Program is working on developing an evaluation plan for the assessment of the child welfare-specific practice behaviors.

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

The mission and goals of the Social Work Program includes systematic attention to the competencies students are expected to master. These goals focus on social justice, community partnerships, interdisciplinarity, and professional development. The curriculum has been developed to strengthen generalist practice competence by attending to the core knowledge, values, and skills of the profession.

The curriculum for the Program allows students the opportunity for sequential development in the competencies. The junior-level courses provide an overview of the history of the profession, connection of theories to social work generalist practice, and introductory helping skills. In addition, students complete a junior-level field practicum focused on the application of knowledge, values, and skills at a macro level. Course assignments have been developed to provide assessment of the competencies at the junior-level that are then combined with measures of senior-level development. Field, Methods and Skills courses are concurrent at the senior-level in order to integrate knowledge, values, and skills through application of the practice behaviors. In addition, students are enrolled in a two-course Program Evaluation sequence that fosters the concepts of research as applied in practice.

Each of the courses within the curriculum was assessed for goodness -of-fit in the assessment and teaching of the core competencies and their corresponding practice behaviors. More details regarding this process are discussed in Chapter 4; Appendix 2-3 depicts allocations of practice behaviors to courses.

The direct application of each of the 10 core competencies and their associated practice behaviors within the curriculum can be viewed in Appendix 2-4: Curriculum Content by Course. This document is arranged by competency. It identifies which courses are responsible for teaching and assessing student achievement of each of the practice behaviors. The Appendix depicts which course objectives are linked to each practice behavior; the knowledge, values, and skills conveyed through course content; and the location in the syllabus of when specific content will be taught and evaluated. This document was developed for the purpose of highlighting the specific integration of the core competencies and practice behaviors to insure that a variety of learning opportunities are provided and assessed in competency development. This document is used, in tandem, with course syllabi, which utilize a coding scheme to more readily facilitate students' abilities to link course content to their mastery of the competencies. Syllabi for all required social work courses explicitly map course objectives to specific competencies and practice behaviors. For example, here is an excerpt from the syllabus for SOC WORK 305: The Profession of Social Work (see p. 3 of its syllabus in Volume III of reaffirmation documents):

III.   Course Objectives

The following course objectives flow from and relate to one or more of the ten core competencies on which the social work curriculum is based. Each objective is listed below, followed by the relevant competency/competencies and practice behavior(s) it is intended to measure. At the conclusion of this course you will be able to:

1. Identify the basic premises of the systems model, strengths perspective, and empowerment approach.

   Competency 7—Interdisciplinary Knowledge. Apply theories and knowledge from multiple disciplines to understand human behavior and development.

   7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation .

2. Describe the purpose of the NASW *Code of Ethics* for social workers and the six core social work values it defines.

   Competency 2—Standards and Ethics: Interpret, support, evaluate, and uphold the standards and ethics of the profession.

   2.2 Apply standards of the National Association of Social Workers Code of Ethics and other applicable standards and regulations to inform professional behaviors.

   Competency 5—Social Justice: Advance human rights and social and economic justice.

   5.2 Engage in practices that advance human rights and social and economic justice.

At the conclusion of the course objectives, a statement is included in all syllabi:

Course outcomes, competencies, and practice behaviors related to particular learning units and assignments are designated in parentheses throughout the syllabus to help you identify how they are integrated into this course. For example, "(O2-1.1)" would refer to the second course **O**bjective and practice behavior 1.1 (which is associated with Competency 1).

This coding system is used throughout syllabi to reinforce how courses are teaching and evaluating each of the practice behaviors (see Social Work syllabi in Volume III of reaffirmation documents). Appendix 2-4 maps out this entire system across the curriculum to demonstrate how courses build on each other as students progress through the curriculum.

A subset of course assignments has been selected as "embedded assessment assignments," for the purpose of evaluating student learning outcomes. Embedded assessment assignments have been established as measures for the applicable practice behaviors to operationalize each competency. The assignments used within the assessment process help students build proficiency in specific competencies and practice behaviors. Details regarding the allocation and measurement of embedded assessment assignments are located in Chapter 4.

Narrative Discussion of Program Competencies and Practice Behaviors Across the Curriculum

The following narrative identifies the program's 10 competencies and highlights the operationalization of each of the associated practice behaviors in the core curriculum. The narrative is organized according to Program competencies and includes an overview that demonstrates implementation of competencies and practice behaviors in specific courses. Given the comprehensive nature of Appendix 2-4, this narrative is not meant to replicate all of the information provided within; rather the emphasis here is on the interrelationship between courses.

Within the Program, curriculum decisions are made by the full faculty. Implementation of the new competencies and practice behaviors was determined through assessment of existing courses and any anticipated development needs. The faculty intentionally decided to ensure that all upper-level (300+) required social work courses included the following competencies: Professional Self (Competency 1), Standards and Ethics (Competency 2), Critical Thinking (Competency 3), and Diversity (Competency 4). The first two were selected as they are viewed as critical for developing social work professionalism and differentiating social work from other helping professions. Critical Thinking was selected primarily because faculty and the BSW Program Advisory Committee identified effective communication, particularly written communication, as skills sets with which many of our students struggle. Therefore, it was agreed that oral and written communication would be heavily emphasized throughout the curriculum. Finally, the reason for selecting Diversity is twofold. First, because of the current demographics of UW-Green Bay, students have limited opportunity to immerse themselves in other cultures. Therefore, faculty considered it extremely important to infuse diversity content across the curriculum. Second, the inclusion of diverse cultures and people permeates the missions of the Program and University; instruction and evaluation of students' skills in this area is a natural extension of these missions. Faculty also decided the senior field sequence (SOC WORK 402 and 403) would include all of the competencies to advance our goal that students attain practical familiarity with each of the practice behaviors, as applied in a practice setting, prior to graduation.

The curriculum provides a foundational base toward development of competencies for generalist social work practice. Graduates of the BSW program are well prepared with the competencies necessary to succeed professionally as entry-level BSW practitioners and within MSW programs should students choose to further their educational pursuits.

The following section outlines the manner in which each of the competencies is addressed within the BSW Program's course sequences as identified through practice behaviors. As previously indicated, a chart version of this information is located in Appendix 2-4.

Competency 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.

Generalist social work practitioners are familiar with the knowledge, values, and skills of the profession. They are aware of the history and dynamic development of the field of social

work. Their behavior is representative of the profession, its mission, and its core values. Professional conduct and growth reflects a commitment to self-awareness, as well as the profession itself.

Competency 1 Practice Behaviors

1.1   Utilize personal reflection to evaluate strengths and learning needs related to professional development.

Personal reflection and self-awareness of strengths and challenges in professional practice is a key skill for competent social work practice. Students reflect on their own values, skills, awareness of diversity, and reactions to specific populations for their development as social workers. Knowledge is applied across the curriculum. The curriculum addresses the need for personal reflection specifically within the field logs for both the junior and senior placements (SOC WORK 300, SOC WORK 402 and SOC WORK 403). In their junior year, students are required to evaluate their experiences and identify strengths and areas for growth in relationship to their mastery of the competencies when in the Profession of Social Work course (SOC WORK 305), and in Methods I (SOC WORK 370), students complete an end of semester self-evaluation of their progress using the 10 competencies and practice behaviors. In HBSE (SOC WORK 371), students participate in a diversity exercise and reflect on their learning as well as complete a Developmental and Environmental Influences Reflection Paper, which includes development of a specific plan for further skill development. During the senior year, a self-evaluation of skills is completed in Skills III (SOC WORK 413) as well as in reflection papers in Skills IV. A final self-assessment is completed in Methods III (SOC WORK 420), which provides the basis for discussion during the final senior field evaluation meeting between the student, Field Instructor, and faculty liaison.

1.2   Attend to professional roles and boundaries.

The need for social workers to be cognizant of their boundaries in practice is a critical element in professional practice and is reinforced through the requirement for continuing education in the State of Wisconsin. The ability to effectively demonstrate competence in social work roles across practice domains is a demonstration of professional conduct and identity as a social worker. Knowledge relative to an understanding of professional roles and boundaries is addressed through a variety of means across the curriculum. In the Profession of Social Work course (SOC WORK 305) students must sign a code of conduct that outlines professional expectations. Students learn to critique their own skills and adhere to expected standards in Skills I and II (SOC WORK 313 and SOC WORK 323). Knowledge of the role of social workers across the continuum is reinforced in Methods I (SOC WORK 370) and further expanded to individual practice within the field setting in Methods II (SOC WORK 411) and classroom in Skills III and IV (SOC WORK 413 and 423). The Program Evaluation courses (SOC WORK 461 and SOC WORK 463) include attention to professional roles and boundaries in working with community partners and during interactions in the course of the research.

1.3   Demonstrate professional demeanor in behavior, appearance, and communication.

As social workers, individuals are expected to be able to communicate effectively and understand the implications of demeanor and appearance on professionalism. These concepts are reinforced within field practicums (SOC WORK 300, 402, and 403) and evaluated during the field evaluation process. The Profession of Social Work course (SOC WORK 305) provides an introduction to social work professionalism and uses the classroom as a means of evaluation. Structured interviews are practiced and critiqued in Skills I (SOC WORK 313). An evaluation of student response to conflict and ability to react effectively is addressed in Skills II (SOC WORK 323). Skills IV (SOC WORK 423) evaluates application of these skills at a micro level via mock family group sessions, as well as the application of micro-skills across the client and family change process. Methods II (SOC WORK 411) sets the framework for student expectations, and for the remainder of the Program's curriculum, and learned skills are reinforced in the classroom throughout Skills III and IV (SOC WORK 413 and SOC WORK 423). In Methods I (SOC WORK 370), the assessment focuses on effective advocacy at a macro level. Social work professional responsibilities in policy development and advocacy work are highlighted in Policy I and II (SOC WORK 431 and SOC WORK 433). The active community involvement in Program Evaluation I and II (SOC WORK 461 and SOC WORK 463) further reinforces the application of knowledge, skills and values related to social work professionalism in professional practice.

1.4   Use supervision and consultation appropriately.

Use of supervision includes an appropriate level of independence as well as the ability to ascertain when consultation is needed. The use of field logs (and response to recommendations and comments) is an indicator of a student's success in this practice behavior. Logs are required for each field course (SOC WORK 300, SOC WORK 402, and SOC WORK 403). Appropriate use of supervision and consultation are evaluated in all field practicum evaluations as well. The integration of the courses allows for enhanced opportunities for discussion and further expansion of knowledge and skills within Methods courses (SOC WORK 411 and SOC WORK 420) in the senior year. This process provides extensive feedback and assists in the student's growth toward more independence in practice.

1.5   Contribute to and effectively participate in team discussions and activities.

Teamwork has been a central tenet of the UW-Green Bay Social Work Program since its inception. Students' abilities to work within a team framework are developed across the curriculum and fostered through the concept of interdisciplinarity as outlined in the Program's mission. American Social Welfare (SOC WORK 275) requires small group work throughout the course. In Skills I (SOC WORK 313), students work in small groups and their skill development and ability to work effectively in small groups is critiqued. The Skills II (SOC WORK 323) course emphasizes this teamwork in the community assessment group project. Methods II and III (SOC WORK 411 and 420) utilize small groups across the course and Skills IV (SOC WORK 423) applies teamwork within family and small group role plays. The course work in the Policy Analysis sequence (SOC WORK 431 and SOC WORK 433), as well as Program Evaluation

(SOC WORK 461 and SOC WORK 463), is all done in a small group format. Students learn to evaluate their own behavior as well as that of peers within the process.

Competency 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.

The NASW *Code of Ethics* is a foundation for practicing social workers in Wisconsin. In addition to adherence to the values of the profession, the Code outlines standards of behavior in order for social workers to conduct themselves ethically. The ability to engage in ethical decision making is a skill that develops as part of the critical thinking process and individual development. Knowledge of ethical practice standards, adherence to the values, and the skill of self-awareness are reinforced through the curriculum.

Competency 2 Practice Behaviors

2.1   Recognize and manage personal values in a way that allows professional values to guide practice.

When students enter their junior year, the Profession of Social Work (SOC WORK 305) assists students to examine their personal values for congruence with the values of the profession. Further application within journaling assignments is highlighted in Skills I (SOC WORK 313). While concurrently enrolled in Skills II (SOC WORK 323) and Methods I (SOC WORK 370) students examine ethics case scenarios within organizations. Students are expected to use their weekly field logs as a self-assessment tool for Methods II and Methods III (SOC WORK 411 and SOC WORK 420). The field experiences allow students to evaluate their adherence to social work values in practice and deal with challenges in a safe, structured environment. Use of the field logs as a supervisory tool and feedback mechanism assists with this process (SOC WORK 300, SOC WORK 402, and SOC WORK 403). Ethical dilemmas are evaluated in Skills III and Skills IV (SOC WORK 413 and SOC WORK 423) as a portion of the participation grade. From a macro perspective, in the Policy courses (SOC WORK 431 and SOC WORK 433) students evaluate biases and values in policy development and demonstrate this knowledge through policies related to current events and a social advocacy project. In the Program Evaluation courses (SOC WORK 461 and SOC WORK 463), the evaluation includes an assessment of the values relative to the programs being evaluated.

2.2   Apply standards of the National Association of Social Workers *Code of Ethics* and other applicable standards and regulations to inform professional behaviors.

The curriculum provides students with knowledge of the *Code of Ethics* across practice domains and levels. Student skill is demonstrated in application and values in self-reflective activities. Students are introduced to the *Code of Ethics* in the Profession of Social Work (SOC WORK 305) course and must complete a values and assumptions paper that, along with practice models and case scenarios, assists student to learn *Code* requirements and inform their own perspectives relative to social work principles. Skills I and II (SOC WORK 313 and SOC WORK 323) use the *Code of Ethics* in applications to practice situations and in journaling student reactions. Methods courses integrate the *Code of Ethics* within course discussions and

activities. Methods I (SOC WORK 370) examines ethics at the community level, while Methods II and III (SOC WORK 411 and SOC WORK 420) requires that students apply the *Code* within their agency placements. In HBSE (SOC WORK 371), students evaluate their personal values through a diversity experience as well as the individual development paper. Social Policy Analysis (SOC WORK 431) uses case scenarios to apply the *Code of Ethics* to social policy issues, and this learning is later reflected in the social advocacy project from Policy II (SOC WORK 433).

2.3   Recognize and accept ambiguity in resolving ethical conflicts.

Since codes of ethics are guidelines of behavior and ethical situations are complex, it is crucial for students to understand there is often ambiguity involved in ethical situations, and thus be able to apply reasoned decisions in practice. Cases in macro-level practice are evaluated in Methods I (SOC WORK 370) and in micro-level practice for Methods II and III (SOC WORK 411 and SOC WORK420). Students are expected to be able to identify ethical challenges within their field practicums and these are discussed within their field logs. Students' skills in relation to ethics are also assessed during the senior field evaluation process.

2.4   Employ strategies of ethical reasoning to inform decision-making.

Use of formal models of ethical decision-making and analysis are reinforced through materials used and discussed within the classroom setting. The field practicum provides further opportunities for student application of ethical decision making. The Profession of Social Work (SOC WORK 305) identifies models of ethical decision making and students must apply them within the classroom and on examination. The Skills II (SOC WORK 323) course fosters knowledge within the group and agency framework. Methods II (SOC WORK 411) focuses on the informed consent process, as well as other dilemmas, using case studies; students continue developing these areas in Methods III (SOC WORK 420). Within the practice of Skills IV (SOC WORK 423), students must work to resolve an ethical dilemma across family and small group settings.

Competency 3— Critical Thinking. Apply critical thinking to inform and communicate professional judgments.

The concept of critical thinking is infused within the social work curriculum. Students are encouraged to use the skills of application, analysis, synthesis, and evaluation in the understanding of social work knowledge, values, and skills. Development of critical thinking skills allows creativity in resolution of challenging situations in practice and is a foundation for effective generalist practice.

Competency 3 Practice Behaviors

3.1   Critique and integrate multiple sources of knowledge, including research and practice wisdom.

        Beginning with the first social work core course, Profession of Social Work (SOC WORK 305), students assess the sources of knowledge they bring to the Program that provide a foundation for mastering the competencies. Students are required to apply the competencies to their own experiences within the framework of a self-assessment; they also complete a values and assumptions paper which requires a synthesis of personal and social work values. In Skills I (SOC WORK 313), students use journaling as a tool for applying critical thinking to their developing social work skills. Students demonstrate application of critical thinking within the Methods I course (SOC WORK 370), linking competencies and macro-level practice. Through a variety of course activities, HBSE (SOC WORK 371) addresses application of theory and social work knowledge to critique and synthesize within the social work framework. Students demonstrate the ability to think critically in Methods II (SOC WORK 411) through completion of a comprehensive biopsychosocial-spiritual assessment, and in Methods III (SOC WORK 420) apply this practice behavior to various evaluation models. Completion of the research proposal and analysis of data in the Program Evaluation sequence (SOC WORK 461 and SOC WORK 461) allows for practical application of critical thinking, which is reinforced through individualized field experiences identified within student learning plans for Field II and III (SOC WORK 402 and 403).

3.2   Analyze models of assessment, prevention, intervention, and evaluation.

        Throughout the curriculum, case studies and examples are utilized to evaluate models across the change process continuum. Assessment of student ability occurs within the senior course sequence. Methods II and III (SOC WORK 411 and SOC WORK 420) include analysis and synthesis of models applicable to various levels of the change process, and integration of relevant research perspectives to each model. Student led discussions in Skills III (SOC WORK 413) require that students critique the theories and approaches outlined within assigned readings. The Program Evaluation sequence (SOC WORK 461 and SOC WORK 463) requires a literature review and application of models used in the evaluation process.

3.3   Demonstrate effective oral communication skills in professional settings.

        Students are assessed throughout the curriculum on the ability to adequately communicate the knowledge, values, and skills of the profession. Beginning in a lower-level course, American Social Welfare (SOC WORK 275), students' abilities to actively participate in class discussions provides a framework for future expectations. As a required component for successful completion of the program, Skills I and II (SOC WORK 313 and SOC WORK 323) measure oral communication within class presentations by student groups. Presentations in Methods I and II are utilized to articulate a macro-level change project (SOC WORK 370) and individual practice (SOC WORK 411), while Methods III (SOC WORK 420) requires students provide an oral critique of practice models. Role-plays are utilized to demonstrate advanced interviewing skills in Skills III (SOC WORK 413) and expanded in Skills IV (SOC WORK 423)

through a process recording assignment. The policy sequence (SOC WORK 431 and SOC WORK 433) requires students to articulate ideas relative to policy issues, including presentations to peers. The Program Evaluation sequence requires students to conduct interviews relative to the research question (SOC WORK 461) and participate in oral presentations of results to a community forum (SOC WORK 463).

3.4   Demonstrate effective written communication skills in professional settings.

The ability to write effectively relative to professional practice was a highlighted area of emphasis suggested by our BSW Program Advisory Committee; consequently, efforts to develop writing skills are heavily infused across the curriculum. Additionally, the University requires each program to offer advanced-level writing emphasis courses. The Profession of Social Work (SOC WORK 305) is the first course that includes writing emphasis. In the class students participate in a "Writing Workshop" that reviews application of the APA citation guidelines required by the program. They complete an open-book exam pertaining to the APA *Publication Manual*; the exam is designed to help them learn to navigate the *Manual* when writing papers for the Program. Writing skills are demonstrated through journaling in Skills I (SOC WORK 313), the completion of a community assessment paper in Skills II (SOC WORK 323), a process recording in Skills III (SOC WORK 413), and reflection papers and a professional resume in Skills IV (SOC WORK 423). Such assignments are designed to provide students practice with professional writing to advance both their personal careers and job search efforts. All written assignments across the curriculum include a portion of the grade dedicated to assessing student writing. Some examples across the curriculum include: a macro-level change proposal in Methods I (SOC WORK 370), a client assessment project in Methods II (SOC WORK 411), a social issues opinion paper in Policy II (SOC WORK 433), and the research proposal and results for Program Evaluation I and II (SOC WORK 431 and 433). The written components evaluated across the curriculum highlight the various forms of writing required within social work professional settings.

Competency 4— Diversity. Engage diversity and difference in practice.

Diversity concepts are interspersed throughout the curriculum. Application of social work knowledge, values, and skills across a range of diverse identities as well as practice areas, since much of the region is very rural, is crucial for future effective generalist practice. A focus on understanding the implications of diversity on poverty, oppression, power, privilege, and marginalization are applied across the practice continuum. As most students in the BSW Program are members of the dominant cultural group, it is important to emphasize the impact of diversity experiences on the formation of identity as it shapes the human experience both locally and throughout the broader society.

Competency 4 Practice Behaviors

4.1   Gain sufficient self-awareness to manage personal biases and values in working with diverse groups.

Students are required through their ethnic studies and world cultures general education courses to have exposure to diversity issues. Students are then introduced to diversity concerns that influence social work knowledge, values, and skills within the Profession of Social Work course (SOC WORK 305). Students are exposed to concepts of discrimination and oppression and complete an attitude survey in order to develop self-awareness. This self-awareness is reinforced through a diversity experience in HBSE (SOC WORK 371). Direct application to poverty and oppressive practices is also measured in HBSE through examinations which emphasize social justice concepts. Skills I and II focus first on macro skills relative to alleviation of oppression and marginalization (SOC WORK 313) and then within application to personal biases (SOC WORK 323). Methods II (SOC WORK 411) focuses on developing cultural competence. Assessment assignments, in part, focus on developing self-awareness and viewing the client as expert and "teacher" on his or her culture while the Personal Identity Worksheet directs students to reflect on how their own identity statuses influence their personal perspectives. Skills III (SOC WORK 413) uses a process recording format to assess this developing awareness and its practice implications. Skills IV (SOC WORK 423) then utilizes reflection papers to highlight emerging skills for engaging diverse client populations. In addition, the field logs for Field I and II (SOC WORK 402 and SOC WORK 403) require students to reflect on personal strengths and challenges related to their evolving cultural competency development. Presentations of social issues in Policy I (SOC WORK 431) address personal values and feelings relative to diversity and Policy II (SOC WORK 433) further articulates action within a social advocacy project. Program Evaluation I (SOC WORK 461) assesses tools and research methods that reflect the needs of diverse groups. Program Evaluation II (SOC WORK 463) further develops students' application of skills through evaluation of tools for bias in measurement.

4.2   Recognize and communicate understanding of the importance of difference in shaping life experiences.

The abilities to see difference and understand the dynamics involved in shaping student lives, as well as the clients they serve, are important for generalist social work practice. Within American Social Welfare (SOC WORK 275), students begin the process of understanding difference by first articulating how environmental and cultural influences have shaped their own development. This is further expanded upon in HBSE (SOC WORK 371) when students complete a diversity experience and analyze their reactions to immersion in the culture of another. In addition, the concepts are reinforced on examination responses, one of which uses a case study. Methods I (SOC WORK 370) also uses a case study approach to evaluating differences from a macro perspective. Development within micro experience is reinforced with Methods II (SOC WORK 411) assessment and Skills III process recording. Guest speakers share perspectives on strengths and challenges of diverse people and communities during Methods III (SOC WORK 413) class sessions; students must also attend to cultural differences in special topics presentations. Finally, the integration of diversity understanding into one's professional

practice is measured through reflection papers in Skills IV (SOC WORK 423) and the field logs in each of the field experiences (SOC WORK 300, SOC WORK 402 and SOC WORK 403) where students are expected to address diversity topics and concerns.

4.3   Articulate a view of self as learner and engage those with whom they work as cultural informants.

The idea that social workers learn from the individuals they serve is important within effective generalist practice. This is reinforced within journaling exercises in Skills I (SOC WORK 313), and assessments in Methods II (SOC WORK 411). HBSE (SOC WORK 371) addresses self as learner through group presentations on topics of poverty with diverse groups, and a variety of class sections that focus on self-identification of additional learning needs. Methods III (SOC WORK 420) applies this concept to the special topics presentations. Program Evaluation I (SOC WORK 461) examines the development of this skill through refining data collections procedures and in Program Evaluation II (SOC WORK 463) requires students to articulate their learning on the final exam. Field logs require students to initiate discussions about diversity and apply social work knowledge, values, and skills within increasing levels of competence throughout their Field Placements (SOC WORK 300, SOC WORK 402 and SOC WORK 403).

Competency 5—Social Justice. Advance human rights and social and economic justice.

The Social Work Program has always incorporated the protection of human rights as an ethical obligation of generalist social work practice. Identifying the interconnectedness of oppressions nationally, and even globally, requires social workers to be knowledgeable about strategies to promote human and civil rights and social justice. Within the curriculum, these concepts are articulated across practice continuums including those in organizations, institutions, and society.

Competency 5 Practice Behaviors

5.1   Understand the forms and mechanisms of privilege, oppression, and discrimination and their impacts on clients/systems.

The American Social Welfare course (SOC WORK 275) begins discussion of the interplay between social policy and oppression, which is then reinforced in the Profession of Social Work course (SOC WORK 305) through study of social work policy as articulated in NASW's *Social Work Speaks*[10]. Students reinforce their understanding in HBSE and demonstrate this through their diversity experience paper, exams, and group presentations. In Methods I (SOC WORK 370), students focus on the process of organizational change through case studies. Advocacy efforts are included in Policy II (SOC WORK 433) after students have evaluated policy issues in Policy I (SOC WORK 431). The importance of utilizing a social justice perspective in research is further developed through completion of the National Institute of

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[10] National Association of Social Workers. (2012). *Social work speaks: NASW policy statements* (9th ed.). Washington DC: NASW Press.

Health's Training on Protecting Human Research Participants in the Program Evaluation I (SOC WORK 461) course.

5.2   Engage in practices that advance human rights and social and economic justice.

        Social justice considerations permeate social work knowledge, values, and skills and are important components in the Program's curriculum. Self-awareness is the initial step in engaging in practices that advance human rights and social justice. The Profession of Social Work course (SOC WORK 305) requires students to evaluate their assumptions, values, and biases. These are then applied within the diversity experiences reflection paper in HBSE (SOC WORK 371) and social justice practices are later incorporated within group presentations. Policy II (SOC WORK 433) requires students to participate in an advocacy project and Program Evaluation II (SOC WORK 463) requires students to engage in advocacy within the context of their community evaluation project.

Competency 6—Research. Engage in research-informed practice and practice-informed research.

        The need to understand and utilize research to improve practice and promote effective policy and service delivery has been a little addressed component within the field. With growing attention to efficiency and effectiveness, students must be able to employ evidence-based interventions, evaluate their own practice, and use research findings to inform their work with clients. Understanding ethical practice and implementing it from a research informed perspective is addressed through the curriculum.

Competency 6 Practice Behaviors

6.1   Use practice experience to inform research.

        Direct application of practice to inform research is addressed in the senior-level Methods courses as well as field. Methods III (SOC WORK 420) requires students to investigate evidenced-based practices and apply these using a framework of inquiry. Students develop individualized learning activities within the Field II and III (SOC WORK 402 and SOC WORK 403) and must reflect upon these within field logs and demonstrate competence at the completion of the field experiences. Program Evaluation I (SOC WORK 461) highlights the linkage between social work knowledge, goal development, and implementation, using research to inform the practice. Students develop a research project that is later implemented in Program Evaluation II (SOC WORK 463), which demonstrates the students' initial analysis of previous research and the application of practice that is informed by research.

6.2   Use research evidence to inform practice.

        Required support courses include a statistics course and a research course (see syllabi in Volume III of reaffirmation documents) which provide students foundational knowledge of this practice behavior. Students' understanding of the research in the approach to social problems and application to knowledge and skill development is further fostered through use of literature

review and analysis assignments across the curriculum. In HBSE (SOC WORK 371) students are required to use peer-reviewed research literature to inform their group presentations. The same concept is reinforced in Methods III through special topics presentations (SOC WORK 420) and end-of-semester generalist practice presentations. Direct application of the knowledge and skills in using research to inform practice is highlighted in Program Evaluation II (SOC WORK 463) through completed program assessments.

Competency 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.

The University of Wisconsin-Green Bay mission includes interdisciplinarity. As such, students are required to take a range of courses across knowledge areas. Support courses required for individuals within the Social Work Program include Foundations of Social Research, Expository Writing, Human Biology, Introduction to Human Development, and the American Social Welfare Course (SOC WORK 275), among others. Information obtained from support courses is integrated into the social work curriculum and students are expected to demonstrate their abilities to apply such material in varying contexts.

Competency 7 Practice Behaviors

7.1   Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

In the Profession of Social Work course (SOC WORK 305), students are introduced to the systems model, the strengths perspective, and the empowerment approach and apply their understandings of these concepts within a self-assessment. These concepts are further reinforced in HBSE (SOC WORK 371) and articulated through the diversity experience and the developmental influences assignments. The assessment in Methods II (SOC WORK 411) utilizes frameworks for assessment with implications at the micro, mezzo and macro levels. The Methods and Skills sequences detail components of the change process. In Methods II, students are re-introduced to various contexts of social work practice including the challenge-resolution model as a framework for assessment, and discuss varying assessment tools used in practice. Competence is then demonstrated through the field experiences in Field I and II (SOC WORK 402 and SOC WORK 403), in assessment assignments in Methods II (SOC WORK 411) and reflected in field logs and evaluations. Program Evaluation I (SOC WORK 461) grounds the community program evaluation in an analysis of previous research.

7.2   Critique and apply knowledge to understand person and environment.

The Heritage Assignment in American Social Welfare (SOC WORK 275) requires students to apply knowledge of person and environment from a personal perspective while HBSE (SOC WORK 371) exposes students to multiple theories that attempt to predict and explain behaviors. Students apply their understanding of these theories in their group presentations. The Methods II course (SOC WORK 411) utilizes the assessment assignment to reinforce person and environment in practice, asking students to critically examine multiple aspects of the person-in-environment model as related to client assessment. Policy I and II (SOC

WORK 431 and SOC WORK 433) focus on the impact of the macro environment on behavior. Program Evaluation I (SOC WORK 461) focuses on person-in-environment through the community partnership project and potential implications of the various aspects of this partnership on the research design.

Competency 8—Social Policy .Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Effective generalist social work practice requires an understanding of the social service delivery system, the dynamics influencing the system, and how social policy affects service delivery. Student involvement in policy practice promotes ongoing engagement after completion of the program. The American Social Welfare (SOC WORK 275) and the Social Work Profession (SOC WORK 305) courses highlight the history and current structures of social policies and services. The policy sequence (SOC WORK 431 and 433) was established to further develop students' knowledge and skills for effective policy development and advocacy for vulnerable populations.

Competency 8 Practice Behaviors

8.1   Analyze social policies and identify opportunities for advancing social well-being.

Attention to social policies is first addressed through the American Social Welfare course (SOC WORK 275) whereby students are expected to articulate the impact of policies on the development of the social welfare system. Further development of policy awareness is learned within Policy I and II. Students evaluate policies in current events and develop a mock policy outline for a proposed program (SOC WORK 431) as well as complete policy analyses. Students integrate their first semester learning within their legislative activity and attendance at policy making meetings (SOC WORK 433). Students are able to articulate social policy issues relative to social work at the completion of the policy sequence.

8.2   Collaborate with colleagues and clients for effective policy action.

The core curriculum courses emphasize the integration of policy action within generalist practice. The Policy I and II courses (SOC WORK 431 and SOC WORK 433), however, provide an integrative framework within which students incorporate prior learning and develop the skills with which to participate effectively in policy action. Students complete social issue papers in Policy I and II (SOC WORK 431 and SOC WORK 433) which they share in presentation format that includes a peer evaluation component. Involvement in a self-chosen legislative activity (SOC WORK 433) allows students to apply policy interventions in a particular area of interest. As a component of the Field courses (SOC WORK 402 and SOC WORK 403), students evaluate policies as they impact their field agencies, which is a required component of their individualized learning plans and reflected upon in field logs.

Competency 9—Service Delivery. Respond to contexts that shape practice.

Understanding and adapting to the dynamic contexts within the practice arena are crucial for effective generalist social work practice. The need to examine evolving organizational, community, and societal contexts at all levels of practice is reinforced across the curriculum. Discussions and input from the Program Advisory Committee highlight trends within the local community that can then be included within course discussion. The dynamic nature of practice is reflected in the need for social workers to respond proactively in order to most effectively serve clients.

Competency 9 Practice Behaviors

9.1   Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.

American Social Welfare (SOC WORK 275) helps students understand collective responses to poverty over time; its poverty assignment then highlights the role of social workers in policy implementation and practice. The macro change project in Methods I (SOC WORK 370) assists students in applying the knowledge and values of the profession in a policy change effort as they are required to demonstrate the impact of values in policies that affect community level practice. Direct practice within assessment of strengths and limitations of the delivery system is emphasized through the legislative activity and participation in advocacy projects in Policy II (SOC WORK 433). The program assessments completed in Program Evaluation II (SOC WORK 463) integrate strengths, limitations, and context of agency evaluation methods. Students apply the knowledge, values, and skills learned within their field sites, addressing the practice behaviors within their field logs for the Field Experience (SOC WORK 300) as well as Field I and II (SOC WORK 402 and SOC WORK 403).

9.2   Identify opportunities to improve the quality of social services.

The macro change project required in Methods I (SOC WORK 370) culminates learning relative to advocating for policies that are consistent with the values of profession, and which are ultimately reflected in programs and policies that benefit clients. The policy analysis within Policy II (SOC WORK 433) further develops student skills in policy action that concludes with advocacy efforts and legislative activity required in the course. In completion of the data analysis in Program Evaluation II (SOC WORK 433), students are required to articulate how programs could use the data to enhance the quality of service, thus providing a linkage from theory to practice.

9.3   Advocate for client access to services.

Social work knowledge, values, and skills relative to client access and social justice are incorporated in courses across the curriculum. From examining oppression and its implications for diverse populations, as outlined in Competency 4, to integration within the change process, as outlined in Competency 10, students are expected to actively engage in social justice efforts that include client access to services. Within the program assessment assignment, access to service is

promoted through advocacy efforts within the Policy II (SOC WORK 433) course but also concurrently within field sites as a learning outcome from the experiences (SOC WORK 402 and SOC WORK 403).

9.4   Articulate the role of local, state, and federal policies in shaping service delivery systems.

The application of policies within a social justice framework is highlighted in American Social Welfare (SOC WORK 275) and students must demonstrate knowledge of this on the exams. Policy I (SOC WORK 431) examines current policies impacting practice, which is then reinforced through investigation of legislative actions and decisions relative to the policy (SOC WORK 433). Direct application occurs in Program Evaluation II (SOC WORK 463) when students complete the program assessments, which include identification of linkage from a macro perspective. Students also develop skills in quality improvement within their field sites per individualized learning plans and in collaboration with their Field Instructors in Field I and II (SOC WORK 402 and SOC WORK 403). These are noted within the field logs as well as in the evaluation of the field experience.

Competency 10(a)–(d)—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Possession of the knowledge, values, and skills within all components of the change process is an integral skill for generalist social work practitioners. As such, students must show competence in the interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Implementation of knowledge and skills in practice with individuals, families, groups, organizations, and communities is reinforced throughout the curriculum. Incorporation of the skills outlined with previous competency practice behaviors, particularly those related to critical thinking, promote effective practice.

Competency 10 Practice Behaviors

(a)—Engagement.

10.1   Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration.

Initial understanding of respect for and partnering with clients is promoted in Skills I (SOC WORK 313); videotaped interviews are utilized for skill development. Skills III (SOC WORK 413) reinforces skills in empowerment through completion of the process recording and Skills IV (SOC WORK 423) through structured participatory activities in the classroom setting. Incorporation of the skills in assessment is a component for Methods II (SOC WORK 411). Within the research setting, Program Evaluation I (SOC WORK 461) focuses on partnerships within community collaboration. Thus, students are required to demonstrate the practice behavior across multiple levels.

10.2   Strengthen alliances by conveying acceptance, empathy, and respect.

Skills I (SOC WORK 313) uses videotaped interviews to demonstrate conveyance of acceptance, worker empathy, and respect. Involvement in role play experiences and completion of the process recording demonstrate alliance development both in one-to-one and small group settings in Skills III (SOC WORK 413). These skills are reinforced in Skills IV (SOC WORK 423) through problem-solving activities and small group work. The Methods II course (SOC WORK 411) requires students to demonstrate their knowledge of social work practice in developing partnerships across practice levels as demonstrated by course examination.

10.3   Develop a mutually agreed-on focus of work and desired outcomes.

The skills sequence remains the focus for demonstration of this practice behavior. Assessment of strengths, overcoming barriers, and prioritizing goals is assessed in Skills I (SOC WORK 313), while Skills III (SOC WORK 413) highlights assessment of intervention skills. In Methods III (SOC WORK 420), students learn to develop service plans in collaboration with clients to ensure they are provided the opportunity to articulate their own desired outcomes.

(b)—Assessment

10.4   Collect, organize, and interpret client data.

The primary focus for Methods II (SOC WORK 411) is on assessment. Students must demonstrate their abilities through three assessment assignments. The first assignment requires students to identify and assess the focal system and its development over time, roles of the worker and client in the change process, and agency expectations of clients and workers. The second assignment asks students to identify and assess challenges and strengths of the focal system as well as the impact of various factors in the environment that impact client functioning, e.g., elements of power, aspects of neighborhood, spiritual and cultural identity. Assignment three requires students to develop a plan in partnership with the client that focuses on client-directed goals and targets of change that go beyond the individual client as the target for change. Skills III (SOC WORK 413), which is concurrent with Methods II, further develops skills in this area through the application of advanced skills via role plays to further enhance movement toward client-directed goals; students then complete a process recording assignment where they must reflect use of these advanced skills with clients and critique the process. Methods III (SOC WORK 420) teaches methods of Goal Attainment Scaling (GAS), which are utilized in a client evaluation. At a larger systems level, Program Evaluation I and II (SOC WORK 461 and 463) require students to collect data and then organize it within the Statistical Package for the Social Sciences (SPSS), evaluating for trends and gaps.

10.5   Assess client strengths and limitations.

Students are required to demonstrate understanding of strengths-based intervention models in Methods II (SOC WORK 411); they then apply this knowledge in the process recording for Skills III (SOC WORK 413). The evaluation component is addressed in Methods III (SOC WORK 420) at the client level and Program Evaluation II (SOC WORK 463) at a

programmatic level. Evaluations of measures for success in reaching targeted are required outcomes for both of those courses.

10.6   Develop mutually agreed-on intervention goals and objectives.

Methods II (SOC WORK 411) uses in-class exercises to illustrate the process of goal development, which is then reinforced in Methods III (SOC WORK 420) in the client evaluation assignment where students must complete an evaluation of client goals and outcomes based on one or more evaluation models. In the field setting, experience in this practice behavior is critical. Therefore, individual learning goals are developed as part of the learning contract development (application of the practice behavior between student and Field Instructor) and later evaluated on a client level through implementation of the objective. These are measured in Field I and II (SOC WORK 402 and SOC WORK 403).

10.7   Select appropriate intervention strategies.

The third assessment paper for Methods II (SOC WORK 411) demonstrates student knowledge and skill in identifying and determining interventions which emphasize client-focused goals and plans developed in partnership with clients. Reinforcement of the skills occurs in Methods III (SOC WORK 420) where students participate in a team-based, special topics assignment via the generalist practice presentations, a semester-long assignment, which addresses various intervention strategies at micro, mezzo, and macro levels to address the challenges presented. This assignment works closely with Field II (SOC WORK 403) as assignments are connected to agencies in which students are currently placed.

(c)—Intervention

10.8   Initiate actions to achieve agreed-on goals and objectives.

The assignments for Methods II and III (SOC WORK 411 and SOC WORK 420) referred to earlier in the assessment section are utilized in skill development for this practice behavior as well. Students build on the assessment in order to identify objectives and client-centered goals for Methods II (SOC WORK 411), and the client evaluation assignment includes how students would implement interventions for change in Methods III (SOC WORK 420). In Skills IV (SOC WORK 423), in-class activities are structured in order for students to demonstrate the ability to initiate actions.

10.9   Enhance client capacities through prevention and intervention efforts.

Intervention activities are developed in Methods II (SOC WORK 411) through the assessment activities. In assessment assignments, which include in-class case studies, students apply various assessment models and information gathered to the development of prevention and intervention strategies. This is then enhanced in Methods III (SOC WORK 420) through incorporation of learning relative to the stages of change and written examples of prevention and intervention strategies prepared by the students in class. Team-based generalist practice special

topics presentations, discussed earlier in practice behavior 10.7, serve as a venue to reflect student learning in this important area of practice.

10.10 Negotiate, mediate, and advocate for clients.

This practice behavior is observed across all levels of social work practice. The macro-level change project in Methods I (SOC WORK 370) highlights the importance of advocacy for clients within organizations and communities. In Methods II and III (SOC WORK 411 and SOC WORK 420), this practice behavior is applied at the individual level through goal development in partnership with clients, and advocacy efforts via interventions aimed at broader system levels. Policy II (SOC WORK 433) emphasizes advocacy as a means of interacting on behalf of clients to improve and enhance client well-being. Advocacy for change on broader system levels, as highlighted in the Policy II course (SOC WORK 433), serves to promote prevention efforts aimed ultimately at affecting client and community well-being.

(d)—Evaluation/Termination

10.11 Critically analyze, monitor, and evaluate interventions.

Methods I (SOC WORK 370) focuses on change at the macro-level and students learn assessment and intervention for organizational and community change, demonstrated through completion of a macro change project. An important component of this project requires students to critically examine existing interventions, and propose new interventions based on the identified organizational and/or community need. Methods III (SOC WORK 420) requires students to evaluate intervention models utilized in their field practice settings within the context of best practice research. This critique is further demonstrated within the special topics in generalist practice group projects presented at the end of the semester, just before completion of the Program. The inclusion of feedback from field agencies in the critique demonstrates the connection of theory to practice and application of the knowledge, values, and skills of intervention evaluation within the practice arena. In-class activities highlight student abilities within this practice behavior in Skills IV (SOC WORK 423) demonstrated in part via family group work role plays that require students to examine their application of group work skills in the mock family setting. Linkage of research to practice, as is done in Program Evaluation II (SOC WORK 463), through students' evaluation of the research project itself, assists students in becoming critical consumers of evidence-based practice research.

10.12 Facilitate transitions and endings.

The ability to effectively address transitions and endings in social work, including that of both clients and students in their conclusion of the Social Work Program, is a critical practice skill. The conclusion of the Field experience of Field II (SOC WORK 403) assesses students' capability in this regard at both the individual client and agency level. Preparation for "endings" is discussed in Skills IV (SOC WORK 423) concurrent with Field II. The Methods III course (SOC WORK 420) uses a process recording to highlight students' skill development in their ability to facilitate endings and transitions, and Skills IV (SOC WORK 423) processes via class discussions and role plays learning from field within the context of terminations. The

completion of the Program Evaluation project (SOC WORK 463) allows students to present the research project for further actions by the community partners. Using this structure, students are able to evaluate transitions and endings from a micro to macro perspective.

Accreditation Standard 2.1—Field Education: The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

The relationship of field as the signature pedagogy and a central form of instruction is reinforced through the linkage of classroom learning and assignments to the field experience through an integrated curriculum. Students within their field practicums are concurrently enrolled in courses that support the connection of theory to practice. As is noted in the course descriptions for all Methods courses, "Integrative written assignments are designed to link classroom (cognitive) and experiential (practice oriented) learning." While concurrently enrolled in the Field Experience in a Human Service Agency, students must also participate in SOC WORK 323 (Skills lab II) and SOC WORK 370 (Methods I). Discussion and assignments within those courses assist students in applying the macro perspective to their field learning. In Methods I, students complete a "macro change project" targeted toward their field agency. Within this project, multiple assigned papers connect organizational theory and assessment to the field site. This project additionally focuses on advocacy concepts and program and policy change. Within Skills Lab II, students are able to discuss field practicum experiences relative to skill development within an organizational context.

While enrolled in Field Practicum I and II (SOC WORK 402 and 403), students are concurrently enrolled in Methods II and III (SOC WORK 411 and 420) and Skills III and IV (SOC WORK 413 and 423). Students complete weekly logs of their field experiences, which are graded assignments in the Methods course. Logs are required to reflect activities completed toward competence in the ten core areas, as well as demonstrate students' abilities to link course discussions and topics to their field experiences. Best practices for all components of the change process are covered throughout the two-semester Methods sequence, and students apply this process, through formal written papers, to a case study from their field practicum site. During the Skills Lab III course, class discussion focuses on integration of skills and uses the field practicum as a focus; the portion of course readings/discussion related to counseling theory addresses those theories that research supports for use in practice. Additionally, one of the written assignments (the process recording) is derived from experiences within the field site. In Methods III, students evaluate practice using research-informed models; a written paper using one of the models is a required assignment.

The integration of course content, which includes emphasis on research-informed and best practice models, with the field experiences provides a tangible demonstration of the linkage of theory, conceptual guidelines, and research-informed practices beyond the classroom. Classroom and practice setting are connected through teaching and assessment of generalist practice, resulting in graduates who are competent across a range of generalist practice settings.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

To insure opportunities are provided for all students to meet the core competencies within the field setting, the Program takes a two-fold approach. First, in recruitment and approval of new field sites, the Field Coordinator explains and discusses competency-based learning with the agency contact person at the potential field site. Possible student activities and the focus of field learning are also discussed. In order for a site to be approved, it must be able to provide adequate generalist practice opportunities for students in the areas of all ten competencies areas. Second, a learning plan is established jointly between the student, agency Field Instructor, and Faculty Field Liaison early in the Fall semester that outlines activities a student will complete in order to insure competence in the ten core areas (see Appendix 2-5 for a copy of the learning plan). The learning plan allows students to mindfully plan activities in the field setting that will allow them to demonstrate their mastery of each of the competencies. The learning plan and progress toward meeting the outcomes identified in the plan are reviewed at mid-semester and again at the end of the Fall semester of the field practicum. Should there prove to be difficulty providing opportunities for learning in any of the competency areas, additional plans are created at that time to arrange opportunities for development of competence in other program areas within the placement setting. In rare instances, learning opportunities are explored in other areas to provide the needed experiences to ensure student success.

To enhance understanding and integration of the competencies within the field experience, the Program hosts annual orientations for Field Instructors and students prior to the start of the field placement. In the spring, the Program holds a Junior Field Orientation and in the fall a, "Welcome to the New Year" event for senior-level Field Instructors. Both events include opportunities for small group discussions among agencies in similar practice areas to discuss the learning opportunities/activities that have been successful in assisting students to attain competency in each of the core areas. Careful recruitment of field settings, along with attention to early development of the learning plan help limit challenges in the field.

Child Welfare Emphasis and IV-E Training Program

Students in the Child Welfare Emphasis, including Title IV-E stipend grantees, must meet the same core competencies as other BSW students. The field learning plans for these students contains child welfare-specific learning activities that support their mastery of the core curriculum competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

At the completion of the BSW Program, students have completed a total of 532 hours of field education; this exceeds the standard 400 hours by 132 hours, constituting one-third more than the minimum. The junior field experience consists of four hours per week for 13 weeks, beginning in the second week of the semester, providing a total of 52 hours. The senior-level

field experience of sixteen hours per week over a 30 week period (15 weeks each semester), provides an additional 480 hours of field education.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

Participation in the Program's field courses requires that students meet the specified criteria outlined in the admission standards (see Chapter 2, section B3.2.1). In addition, students must maintain academic and non-academic retention standards which require demonstration of adequate performance in the classroom and field. Specific details regarding academic and non-academic retention standards are discussed in Chapter 3. Students must also be concurrently enrolled in corresponding courses. As juniors, students must be enrolled in Methods I while enrolled in the Field Service in a Human Service Agency course. During the senior practicum, students must be concurrently enrolled in Methods II and Methods III. As seniors, students must perform adequately in Field Practicum I and Methods II, as well as other required social work courses, to proceed to the final semester of field, and the Field Practicum II course.

Child Welfare Emphasis and IV-E Training Program

Enrollment in Child Welfare Emphasis courses is available to all BSW students who seek academic preparation for BSW-level practice with children, youth and families. Participation in the Title IV-E Training Program is by application and selection. Students in the junior year of the BSW Program who demonstrate a commitment to working in public/tribal child welfare are eligible to apply. Applicants must meet and/or agree to these general requirements:

- BSW student in good standing;
- Enrollment in Child Welfare Emphasis courses;
- Willingness to complete Senior field placement in public/tribal child welfare agency; and,
- Commitment to work full-time for one calendar year in a Wisconsin public or tribal child welfare agency upon graduation.

Title IV-E stipend applications are screened and rated by an ad hoc committee composed of Program instructors and NEW Partnership staff. Prospective grantees are referred to field placement interviews with county child welfare agencies. Once placement is confirmed, a list of grantees is presented to the Faculty for approval. Stipend payments are dependent upon the Program's successful award of the Title IV-E Child Welfare Training Grant from the Wisconsin Department of Children and Families. The Title IV-E stipend program guidelines and application materials are included in Appendix 2-6.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining Field Liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

The *BSW Field Education Handbook* (see Volume II of the reaffirmation documents) presents in detail all policies, criteria, and procedures governing the selection of field agencies, selection of Field Instructors, placement and monitoring of students, maintenance of Field Liaison contacts with agencies, and evaluation of both student and agency performance. Students are required to purchase a copy of the *Field Education Handbook* upon acceptance into the major which is also available also available on the Program's website (http://www.uwgb.edu/socwork/bsw/field.asp). Program field policies are summarized below.

Procedures for Approval of Field Agencies (see p. 17 of *Field Education Handbook* in Volume II)

1. An agency expresses interest in becoming a field agency; Field Coordinator outlines placement policies and procedures and also ensures placement meets the CSWE requirements.

2. The Field Coordinator and agency identify a prospective Field Instructor.

3. As needed, the Program Advisory Committee is consulted regarding the establishment of field placement sites, utilizing the Committee's knowledge of experience in the practice community.

4. The Field Coordinator presents proposed new field agencies to the BSW full faculty to provide input into strengths or challenges related to the placement that would impact student development and learning.

5. Approval of the field agency is based upon the selection criteria for agencies and Field Instructors described below.

6. Should a field site lack BSW or MSW credentialed staff, the Field Coordinator will present the agency information to the full faculty for discussion and review. With the approval of the full faculty, and the agreement of a faculty member to assume Field Liaison responsibilities, the site may be approved.

Criteria for the Selection of Field Agencies (see p. 18 of the *Field Education Handbook* in Volume II)

1. The presence of a qualified Field Instructor or a team of Field Instructors willing to provide students with educationally guided experiences appropriate to baccalaureate levels of social work practice.

2. The provision of services and training compatible with the program's objectives.

3. The acceptance, enthusiasm and support for BSW level of practice by the agency.

4. The recognition of affirmative action guidelines in the selection of students for placement (Affirmative action guidelines are located within the *BSW Field Education Handbook* on p. 30).

5. Promotion of the four purposes of the social work profession (enhancing capacities, linkage, improving service delivery network and promoting social justice) and promotion of the core values of social work (service, social justice, dignity and worth of persons, importance of human relationships, integrity and competence).

Criteria for Selection and Retention of Field Instructors (see p. 18 of the *Field Education Handbook* in Volume II of reaffirmation materials)

1. Acceptance of responsibilities for Field Instructors as outlined in the *BSW Field Education Handbook* (located on p. 15 of the *Handbook*).

2. Have a MSW or BSW earned from a CSWE accredited program or a related degree from another discipline with demonstrated understanding of and commitment to professional social work practice.

3. When the Field Instructor does not hold an MSW or a BSW degree, a qualified faculty member will sign on as a secondary Field Instructor to provide needed support. Any exceptions to this standard) for agency field educators is considered on a case by case basis and can include issues related to: a placement site that should be used because of strong student need; practitioners who are highly experienced and qualified and who understand the philosophical underpinnings of social work and the role(s) it has among the helping professions; and, agencies in remote, rural regions or highly diverse practice settings. In all such cases, placements are supported or complemented by increased faculty supervision or community practitioner oversight on a regular basis.

4. Have an interest, enthusiasm, and belief in BSW professional practice.

5. Have supervisory and/or teaching skills and experience.

6. Have a practice orientation which is compatible with the mission and educational objectives of the University of Wisconsin-Green Bay, Social Work Professional Programs.

7. Have knowledge of and demonstrated support of the profession's Code of Ethics.

Placement and Monitoring of Students

Junior Field

Placement procedures are described in depth in the *BSW Field Education Handbook* and summarized here (see p. 12 in Volume II of reaffirmation materials).

Early in the Fall semester, the Field Coordinator orients the students to objectives, guidelines and placement processes for the junior-level practicum. By the end of the Fall semester:

1. Selection of the sites for junior-level field placements are completed based on the following criteria:

   a) social service agency or agencies with a specific social service department;
   b) agencies with direct service social workers who are able to have students observe and accompany them;
   c) agency personnel available to instruct and supervise junior-level students.

2. Students complete an application describing interests, learning objectives, expectations for the field placement and prior employment history.

3. The Field Coordinator reviews all applications and makes referrals to appropriate agencies. At the junior level, in accordance with curriculum goals, the field experience is established to broaden the scope of experience for students. Prior to any assignment, the Field Coordinator discusses the referral with the proposed field agency supervisor.

4. Faculty will assign a student to a placement site based on the student's application and faculty's knowledge of the student. Students are required to inform the Field Coordinator or any potential conflict of interest or potential dual relationships with employees or clientele of the recommended agency. A student's request to work with a particular supervisor with whom they have a prior acquaintance will be denied.

5. Students contact and interview with the potential field supervisor to determine the appropriateness of the placement. If either the student or the field supervisor determines that a particular placement will serve neither the student's and/or the organization's best interest, the Field Coordinator arranges an alternative placement.

6. The placement is finalized upon completion of the Student Placement Confirmation form and receipt of the form by the Field Coordinator. The student is responsible for returning the completed form.

Senior Field

Arrangements for field practicum will occur during the second semester of the junior year. The placement site must be carefully selected for each student, matching the educational needs of the student with the type of learning experience which an agency and Field Instructor can provide. Placement procedures for all students include the following steps:

1. Early in the Spring semester of the junior year, the Field Coordinator will discuss with students field practicum procedures and opportunities.

2. Students will complete the Senior Field Practicum I and II - Student Application form and return to the Field Coordinator.

3. The Field Coordinator, after reviewing the students' completed applications, makes preliminary, suggested field placement assignments and consults with the Methods I instructor and the Profession of Social Work instructor to review the applications and assign prospective senior field placements as needed.

4. The Field Coordinator discussed prospective field placements with students. If receptive, the Field Coordinator makes a referral to the placement agency.

5. The Field Coordinator forwards a copy of the Senior Field Practicum I and II - Student Application form to the prospective Field Instructor of the selected site for review prior to the interview with the student. In addition, the Field Coordinator will acquaint the prospective Field Instructor with the educational needs of the student and the reason(s) for the selection of the field sites.

6. Once the placement agency has accepted the referral, students are instructed to contact the prospective Field Instructor to schedule a placement interview.

7. If at the end of the placement interview both Field Instructor and student are in agreement that this placement is a good mutual fit, the Field Instructor and student sign the Student Placement/gent Liability Coverage Confirmation form brought by the student to the interview indicating agreement to the placement. The signed form is then returned to the Field Coordinator by the student. If either the student or prospective Field Instructor has questions or concerns regarding the appropriateness of the placement, the Field Instructor and/or the student are to immediately contact the Field Coordinator.

8. The Field Coordinator will send a copy of the signed Student Placement/Agency Liability Coverage Confirmation form to the Field Instructor for his/her records as well as the Caregiver Background Check (for those agencies which require this).

9. The Student Placement/Agency Liability Coverage Confirmation form is housed with the student's file in the Social Work Professional Program.

10. Students will begin their field placements the first week of class each Fall and Spring semester.

Supervision and Evaluation of the Field Experience

The Introduction to the Field Experience course represents the student's first experience in a social service agency under the supervision of the Social Work Program and provides opportunity for students, faculty, and agency supervisors to assess the appropriateness and commitment of the student to the social work profession prior to the senior year. Hence, the supervisor's feedback to the student and faculty, along with the final evaluation, becomes critical to the student's self-awareness and development as well as to faculty's final assessment of the student. The process for assessment of the junior-level field placement is detailed in the *BSW Field Education Handbook* (see p. 13 of Volume II of reaffirmation materials), and is summarized below:

1. In accepting a junior student, the field supervisor makes a commitment to be available for regular supervision; about 30 minutes per week is recommended. The Program recommends that the student and supervisor work out a supervision schedule early in the semester.

2. Supervisors are encouraged to consult with the Faculty Field Liaisons whenever questions or concerns arise. This is vital when any potentially serious problems (e.g., failure to meet commitments, breaches of confidentiality, inappropriate behaviors or other ethical problems) are observed or reported. It is the responsibility of the Faculty Field Liaisons to deal with such issues and assess the appropriateness of continuing the placement.

3. Faculty Field Liaisons will make contact with agency Field Instructors by telephone or e-mail around mid-semester to discuss how the placement is proceeding. If there are concerns that the student is not aware of, the Field Instructor is expected to discuss these with the student. The Faculty Field Liaison will make a follow-up call to the supervisor to discuss how the concern is being resolved.

4. At the conclusion of the semester, the agency Field Instructor and student will complete the evaluation form and discuss their mutual evaluations; the completed form is then returned to the Social Work Program office. A copy of the junior field evaluation is in Appendix 2-7.

5. The feedback from the evaluation forms and phone contacts will provide data in determining the student's final grade. The Faculty Field Liaison is responsible for assigning the grade. Student concerns about grades should be referred to the faculty.

Senior Field

Within the *BSW Field Education Handbook*, the philosophy and responsibilities connected with awarding BSW degrees and the competence within field practicums is highlighted (see p. 22 of Volume II). The procedures for assessment are summarized here.

Assessment of Student Performance in the Senior Practicum

The assessment of student competence is carried out in partnership with the student and Field Instructor. The understanding and agreement of the Faculty Field Liaison(s), Field Instructors, and students as to assessment purposes, philosophy, criteria, structure, and format are critical to the process and an outcome that, insofar as possible, assures that graduates of the University of Wisconsin-Green Bay Social Work Professional Program are competent to practice as entry-level professional social workers. Thus, communication among Faculty Field Liaisons, Field Instructors and students is essential to identify issues raised in the field and classroom.

Overall, the purposes of the assessment process are:

1. To evaluate student progress in the development of the competency level deemed essential for entry into professional practice at the baccalaureate level.

2. To help students develop skills in assessing their own ongoing professional growth and functioning.

3. To provide direction for continued professional development.

4. To provide an ongoing mechanism for the evaluation, modification, and change in curriculum, as may be indicated.

The assessment of the student's professional growth and development of competence begins at the time the student enters the Program and continues until he or she leaves the Program. The assessment culminates in the senior practicum experience when students are expected to demonstrate the skills, knowledge, and values reflected in the 10 practice competencies.

The formal assessment conference is intended to be a constructive, non-intimidating experience, especially for the student, just as the whole of the supervising experience should be. This does not mean that problems and/or problematic situations are to be avoided or ignored. It does mean, however, that such situations are called to the attention of the student long before the final conference.

The ultimate objective of the University of Wisconsin-Green Bay Social Work Professional Program is to prepare a competent professional practitioner at the BSW entry level. Students are expected to develop the skills necessary to assume responsibility for their own professional behaviors and decisions. This means that students are active participants in the

assessment process, including assuming responsibility for preparing and presenting an assessment of their own professional achievements.

Assessment Process and Format

Field Instructor Supervision - Ongoing Assessment

Field Instructors are expected to meet regularly with students to review their progress, discuss future plans, and attend to any areas needing special attention. The student should be encouraged by both his or her Faculty Field Liaison and Field Instructor to raise any issues or concerns he or she may have in the practicum experience directly with the Field Instructor. Field Instructors are encouraged to provide regular, ongoing feedback to students regarding their performance in the practicum so that there are no surprises at the semester's end. Faculty Field Liaisons should be contacted immediately if issues arise which cannot be resolved by the Field Instructor and the student.

Mid-Semester Progress Assessment

Mid-semester progress assessments typically occur via telephone contact initiated by the Faculty Field Liaison with follow-up contact, when necessary. The purposes of this assessment are to gauge student performance to date and plan for any necessary adjustments to the learning plan.

End-of-Semester Formal Assessment

At the conclusion of the semester, a formal assessment of the student's progress and achievements during the semester takes place. The senior field assessment tool, "Evaluation of Mastery of the Competencies" (see Appendix 2-5), is used in carrying out the final assessment; the formal assessment results in a pass/fail grade assigned by the Faculty Field Liaison. To graduate from the Program, the student is required to achieve a minimum level of competency for each practice behavior in the assessment tool during the spring evaluation. The formal assessment process follows:

1. The assessment conference is arranged by the Faculty Field Liaison at a time convenient for the liaison, Field Instructor and student. Typically the conference will be held at the practicum site.

2. Prior to the conference, the student, Field Instructor, and the Faculty Field Liaison prepare for the conference. The student prepares a self-assessment relating to his or her evaluation of the learning contract and completes the Evaluation of Mastery of the Competencies material; the self-assessment includes the student's outcome objectives, the related experiences, and evidence of how the student measured and evaluated achievement of each objective. In completing the Evaluation of Mastery of the Competencies, the student and Field Instructor utilize the rating scale provided. The Field Instructor completes and shares his or her ratings with the student on the

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Evaluation of the Mastery of the Competencies. The Field Instructor also may make notes on these materials to share during the conference.

3. At the evaluation conference, the student presents the completed self-assessment and evaluation material. Both Field Instructor and the Faculty Field Liaison contribute to the student's assessment. The purpose of this session is to engage in an honest, open discussion about student progress, strengths, and areas for development. The roles of the Faculty Field Liaison and Field Instructor, functioning as a collegial team, are to facilitate and assist the student with the integration of content and its application to practice. Finally, in assuming major responsibility for the assessment, students have the opportunity to further develop skills through carefully and objectively assessing their own development and performance.

4. Learning activities for the second semester emerge during the formal assessment conference held at the conclusion of the first semester. At the conclusion of the second semester, and prior to leaving the program, students should have a clear sense of their professional strengths and skills, as well as limitations and areas which will need further attention as they enter professional practice.

5. The material utilized for this conference becomes part of the permanent record of the student's performance in the practicum.

Maintaining Field Liaison Contacts with Field Education Settings

Junior Field Experience

The Methods I instructor serves as the Faculty Field Liaison for students enrolled in the Field Experience in a Human Services Agency course (SOC WORK 300). The initial contact with the junior-level field supervisor occurs at the orientation to the junior field placement workshop; all junior-level field supervisors are required to attend this session. The workshop /orientation is held during the first week of the placement semester. The next scheduled contact between the Faculty Field Liaison and Field Instructor occurs by phone or e-mail during the mid-semester progress check. In addition, students complete reflective logs of their placement experience. The agency Field Instructor may choose to provide comments on the logs which are then forwarded to the Faculty Field Liaison; agency Field Instructors are required to acknowledge receipt and review of the logs via their signature on the logs. The final scheduled contact occurs at the end of the semester and is typically accomplished by e-mail reminding the Field Instructor of the final evaluation processes to be followed.

Field Instructors are encouraged at the beginning of the semester to contact the Faculty Field Liaison at any time during the semester to ask questions, to clarification concerns, seek direction and support, relay information or other matters. Faculty Field Liaisons likewise should contact the Field Instructors as necessary.

Senior Field Practicums I and II

There are a number of scheduled opportunities for contact between the Faculty Field Liaisons and Field Instructors over the course of Field Practicums I & II (SOC WORK 402 and 403). As in Methods I, the Faculty Field Liaisons for senior field placements are the Methods II and Methods III instructors (SOC WORK 411 and 420). The first scheduled contact between the Faculty Field Liaison and the agency Field Instructor occurs during the first week of the Fall semester at the Orientation and Welcome to the New Year workshops, scheduled during the first week of classes.

The next scheduled contact in Fall semester occurs at the time the faculty visits the field site for contracting purposes. At mid-semester, the Faculty Field Liaison initiates contact with the agency Field Instructor to perform the mid-semester check by phone or e-mail. In early December, the Field Liaison again visits the field site to engage in the end-of-semester evaluation with the student and Field Instructor. The end of semester evaluation also serves as a contracting meeting for the Spring semester wherein additional activities and outcomes to be attained by the student are identified. The scheduled contacts between the Field Instructor and the Faculty Field Liaison during the Spring semester occur during the mid-semester progress check and on-site, end-of-semester student evaluation. Contact is also encouraged at other times throughout the semester as the situation warrants. In addition, the BSW Program provides an annual spring workshop for field supervisors and Field Instructors, which allows for another scheduled opportunity for contact.

Assessment of Field Placement Sites and Field Instructors

The assessment of field placements has a two-fold purpose:

1. To enhance student learning opportunities, the professional growth of Field Instructors, and the BSW field education program.

2. To ensure a good and appropriate match between the student, the Field Instructor, and field site.

This process involves the input of students, Field Instructors, and faculty. However, the ultimate responsibility to assess field placements and solicit and provide feedback lies with the faculty.

Feedback for Field Instructors is expected to be provided by Faculty Field Liaisons and students on an ongoing basis. In addition, students are provided with an opportunity to communicate to their Field Instructors the strengths and concerns related to the learning environment during student assessment conferences. At the conclusion of the junior field experience and during the second semester of the senior practicum, students fill out complete evaluations of the placement and experience using the Evaluation of the Junior Field Experience (see Appendix 2-8) or Evaluation of the Senior Field Practicum (see Appendix 2-9). Any areas of concern arising from a student evaluation are typically communicated to field personnel by the Field Coordinator for attention and possible action.

Annually, an evaluation questionnaire, referred to as the Field Placement Assessment Survey (see Appendix 2-10), is completed by the Field Instructor and reviewed by faculty. This survey elicits the Field Instructor's comments, opinions, and suggestions regarding the field experience. Results are placed in the Social Work Professional Program's evaluation/assessment file. Any areas of concern are discussed by both parties resulting in appropriate follow up measures. This questionnaire will be explored in more detail in Chapter 3 (see section 3.5.2).

Child Welfare Emphasis and IV-E Training Program

Child Welfare Emphasis students complete their senior-year field placement in a community agency, typically a private non-profit which serves children, youth and families. Title IV-E stipend students complete their field placement solely in a public (county) child welfare agency that provides child protection, ongoing case management, and/or foster care services. Assignment of field placement sites is the primary responsibility of the BSW Field Coordinator.

2.1.6 Specifies the credentials and practice experience of its Field Instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field Instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a Field Instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

As articulated in the *BSW Field Education Handbook* (see p. 15 of Volume II of the reaccreditation documents), the BSW Program requires that the Field Instructor holds a CSWE-accredited baccalaureate or master's degree in social work. These credentials ensure that the Field Instructors are able to design and implement activities for students within the field settings that allow them to meet the practice competencies. In addition, the Program is assured that the social work perspective is reinforced. In situations where a Field Instructor does not hold a CSWE-accredited BSW or MSW degree, the Program assumes responsibility for reinforcing a social work perspective, and, when indicated, a faculty member is appointed to provide the necessary oversight.

Should a field site lack the CSWE-required BSW or MSW credentialed staff, the Field Coordinator presents the agency information to the full faculty for discussion and review. With the approval of the full faculty, and the agreement of a faculty member to assume Field Instructor responsibilities, the site may be approved.

Such exceptions for agency Field Instructors is considered on a case-by-case basis and may include issues related to: use of a placement site due to strong student need; highly experienced and qualified practitioners–who understand the philosophical underpinnings of social work and its role(s) in the helping professions; and, agencies in remote, rural regions or highly diverse practice settings. In all such cases, placements are supported or complemented via increased faculty supervision or community practitioner oversight on a regular basis.

Child Welfare Emphasis and IV-E Training Program

Field Instructors of students in the Title IV-E child welfare stipend program participate in field orientation meetings. The Child Welfare Coordinator holds a separate orientation meeting with Title IV-E Field Instructors and students to review IV-E program goals and expectations, including the requirement that students complete an online pre-service training program for new child welfare social workers offered by the Wisconsin Child Welfare Professional Development System.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and Field Instructors.

The Program provides opportunities for orientation, field instruction training, and continuing dialog with agencies and Field Instructors. At the beginning of the Spring semester, an orientation is provided for all junior-level field supervisors. Attendance is mandatory, but for those individuals who cannot attend, the Field Coordinator establishes contact to review the content of the orientation.

The orientation includes a curriculum overview and discussion of assignments with emphasis on the linkage of field experiences to the course objectives. Generalist social work practice and macro practice is reviewed as are the competencies emphasized during the junior-level field experience: 1) Professional Self, 2) Standards and Ethics, 3) Critical Thinking, 4) Diversity, 5) Social Justice, and 9) Service Delivery. Social work practice principles are discussed and the expectations of field supervisors, students and Social Work Program staff are articulated. Generally, an active participation exercise is utilized to highlight potential field directed toward the assigned competencies. Finally, the evaluation process and gatekeeper functions are outlined.

At the beginning of the Fall semester, there is a mandatory orientation for new senior-level Field Instructors and for Field Instructors who have not performed in this role for a period of time; this portion of the training is open to all others who wish to attend. In this orientation, the BSW Program philosophy and focus of the Social Work Professional Program are highlighted. The roles and responsibilities of the Field Coordinator, Faculty Field Liaisons, Field Instructors and the Program Advisory Committee are articulated. Review of the *BSW Field Education Manual* occurs with discussion of potential challenges that may occur within the field setting. Attendees are provided opportunities for clarifications and questions.

Following the orientation, the Welcome to the New Year event is attended by faculty, new and returning Field Instructors, and students. The "Welcome" is a time for introductions and networking, announcements regarding the Social Work Program, small group discussions, and review of activities to reinforce application of the competencies in the field experience. The event also highlights an overview of the senior curriculum, and issues and challenges relative to field placements, in general, that have not been discussed. As with the junior orientation, when a Field Instructor is unable to attend the orientation and/or Welcome to the New Year events, the Field Coordinator provides an individual training experience for the absent instructor.

Each spring, the Social Work Professional Program provides a training opportunity for current field supervisors and Field Instructors. The purpose of the spring workshop is to provide instruction/education that can be utilized as continuing education for licensure and certification purposes, and to promote community building among social work professionals in the region and members of the Social Work Professional Program. In attunement with the State of Wisconsin certification schedule, in alternate years, four-hour Boundaries and Ethics Training is offered at the spring workshop. Topics for the program represent those seen as emerging issues within the region. Training topics are solicited from Program Advisory Committee members and through the evaluation of the workshop.

Agency Field Instructors also serve on the Program Advisory Committee, which provides an additional opportunity to offer input that can strengthen the field education component of the program. The BSW Professional Program has a long history of strong, positive relationships with social service agency directors and staff in our region. Program faculty members serve on numerous agency boards and as members of interagency associations. These affiliations offer the opportunity for dialogue and feedback to the Program concerning its curriculum, field procedures, and graduate qualifications.

2.1.8 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.

The *BSW Field Education Handbook* outlines the following policy (see p. 29 in Volume II of the reaffirmation documents):

> It is the policy of the Social Work Professional Programs and the Council on Social Work Education not to grant academic credit for reimbursed work experience as the practicum is designed with the focus on learning. While it is expected that the agency will benefit in a variety of ways from the presence of students, the practicum requires a commitment of supervisory and instruction time from the agency as well as the provision of opportunities for varied, planned learning experiences. Since the student's learning takes priority over the agency's staffing needs, the practicum student should never be viewed as supplementing or filling paid positions within the agency. Furthermore, it is the policy of the Program to attempt to place students in settings that will provide new learning opportunities. Thus, it is unusual to place a student in an agency where he/she has work as a staff member or as a volunteer. In a very few, limited situations, students may work and have an internship in the same agency. A number of procedures must be implemented in this situation which includes having a paid supervisor and a Field Instructor/supervisor who are not the same person. The field and paid employment are to be kept separate and accounted for individually. Activities must be new learning and not part of the employment job description; the student's educational experiences will be different than the paid job duties. Paid employment cannot be counted as internship hours. Additionally Faculty also must support such an arrangement and decisions are

made based upon the learning needs of the student and the student's assessed strengths as well as areas identified as warranting further growth.

There has not been a single instance since the Program's last reaffirmation of accreditation where a student was placed in an agency where she or he was already employed. However, the Program has infrequently encountered situations where a student is offered employment in the field site. On such occasions, the Faculty Field Liaison and Field Coordinator work closely with the student and agency to clearly demarcate the differences between paid employee experiences and student field experiences, as outlined above.

Chapter 3: Implicit Curriculum

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

In line with expectations for competence outlined in the National Association of Social Workers (NASW) *Code of Ethics*[11], Program faculty assume that development of respect for and understanding of diversity requires on-going learning, critical self-examination, non-discriminatory actions, and advocacy efforts. Program attention to diversity and social justice concerns is structured so as to introduce and reinforce this approach, which Jani, Pierce, Ortiz, and Sowbel[12] labeled "culturally appropriate engagement rather than obtaining cultural competence". James Green[13] defines the essential components of such an approach for helping professionals as:

1. An awareness that learning about another culture involves continued reaching for understanding that cannot be fully achieved by those who are not members of that culture;

2. A genuine and deep-seated investment in this learning;

3. Reliance on the client as teacher with regard to culture;

4. Reliance on cultural resources as the most appropriate supports for members of that culture.

The Program's curriculum operationalizes and implements these cultural tenets as follows:

1. Repetition: An emphasis on frequent and repeated attention to diversity and social justice concerns throughout the entire curriculum;

2. Giving Voice: Reliance on members of a culture to articulate their vision of the ways that students can be effective helpers when working with individuals and communities in that culture;

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[11] National Association of Social Workers (2008). *Code of ethics.* Retrieved from http://www.socialworkers.org/pubs/code/code.asp

[12] Jani, J., Pierce, D., Ortiz, L, & Sowbel, L. (2011) Access to intersectionality, content to competence: Deconstructing social work education diversity standards. *Journal of Social Work Education, 47*(2), 283-301, p. 291.

[13] Green, J. (1999). *Cultural awareness in the human services: A multi-ethnic approach.* Boston: Allyn Bacon.

3. Life-long Learning: Faculty model roles for students as life-long learners with regard to cultural concerns;

4. Cultural Mentors: Faculty model reliance on cultural mentors to provide guidance with regard to "culturally appropriate engagement";

5. Student Assessment: Programmatic insistence that student actions in the classroom and field reflect the components of culturally appropriate engagement outlined by Green.

The material described below provides evidence for the continuous and specific enactment of these elements throughout the Program.

Curricular Components

As discussed in Chapter 2, all social work courses include Competency 4 (Diversity). Appendix 2-4 documented how each of the practice behaviors related to diversity were taught and evaluated in classes. Additional details regarding the broad array of diversity materials used across the curriculum by identity status is detailed in Appendix 3-1. This table describes a wide variety of reading materials, assignments, and group projects that offer frequent and repeated exposure to diversity and social justice concerns for students, beginning with the first class they take in the Program and in each subsequent semester until graduation. These readings and assignments frequently examine the interface between diversity and social justice concerns. For example, in HBSE (SOC WORK 371), students read Barbara Ehrenreich's (2001) *Nickel and Dimed* [14] and then further discuss the connection between diversity, social justice and poverty. In Policy courses (SOC WORK 431 and 433), students review current policies through the lens of social justice with particular relevance to those of diverse backgrounds. Readings throughout the Methods sequence (SOC WORK 411 and 420) from the text and supplemental sources include topics such as group work with populations at risk, Native Americans and cultural diversity, and spiritual diversity and privilege. In Methods II, students are exposed to Peggy McIntosh's [15] (1989) seminal reading on white privilege. Students apply readings to practice in a variety of assignments including a diversity experience assignment in HBSE (SOC WORK 371), role plays and discussions in Skills course (SOC WORK 413 and 423), and conducting analyses of policies in SOC WORK 431.

An assignment in the HBSE course (SOC WORK 371) provides one example of the ways the Program implements Repetition. In this assignment, students are required to work in teams and select one of three options: 1) examine the impact of assumptions about social class membership by having team members dress in an "upscale" or "fringe" manner and examine how they are treated in public; 2) examine the impact of public assumptions about diversity by engaging in a public activity with a team member who is of another race, who has a disability, etc.; or 3) attending an event sponsored by another cultural group. Students are required to

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[14] Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* New York: Metropolitan Books.
[15] McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, July/August, p. 10-12.

articulate the impact of their experiences with diversity and oppression. A core element of this assignment is the requirement that students venture into the community to create and evaluate these experiences.

Another element of the Program's approach to diversity is indicated by our invitations to Tribal Child Welfare workers to speak in our classes. By articulating their concerns and offering guidance to students, particularly those interested in becoming child welfare workers, these Tribal workers provide an example of Giving Voice and the use of Cultural Mentors. Speakers highlighting the needs of other groups have included those of aging and disabilities, the growing Hmong population, chronic mental health issues and recently released criminal offenders.

To emphasize social workers' responsibility to remain lifelong learners with regard to diversity issues, the faculty reviews this expectation as articulated in the NASW *Code of Ethics* and provides a conceptual model for continual self-assessment and learning in Methods II (SOC WORK 411). Utilizing this model informed by Green's (1999) work, and referred to as, "Views of Inter-cultural Relationships" by social work faculty who teach the Methods II course, students recognize that there are a range of levels on which oppression can be systematically engaged and addressed. The model suggests a sequential and cumulative process of developing self- and cultural awareness.

The model includes the following levels:

1. Self-awareness (recognition of self in relation to diversity; recognition of "me" in the process; "it starts with me"; an awareness of "what is my perspective?")

2. Dual Perspective (recognition of the "other" -- of "me" in relation to "you"; recognition that others can see issues differently)

3. Intensive Attention to Other Culture ("studying" what others perceive; learning as much as one can about another culture; I can learn about "you")

4. Others as Mentors and Teachers (recognition of others as informants and experts on their culture; recognition that others must teach you about themselves; "tell me about you")

5. Strengths of Other Cultures (recognition of others' strengths and contributions as a major focal point; reliance on others' perceptions of their needs)

6. Critique of Mainstream Culture (recognition of how culture contributes to discrimination, and beginning to challenge oppression within one's own culture)

Students are challenged to assess the level on which they are making diversity assessments and to consider how they may expand their own awareness and thinking about diversity to higher levels. In the second exam in the Methods II course, students are asked to address the following areas in relation to the Views of Inter-cultural Relationships model: 1) select three of these views and define what they mean and 2) provide a specific example of a

way in which you see this view reflected (or not reflected) in the actions or words of staff at your field agency. Students have wrestled with this conceptual model as it requires them to give a great amount of thought to their own views and positions, and ultimately results in new insights for students on diversity issues.

Finally, student self-assessment and faculty evaluation of student performance with regard to culturally sensitive practice can be found throughout the Program. Integrated into the multiple ways the diversity practice behaviors are evaluated across the curriculum, as documented in Appendix 2-4, are a number of self-assessment exercises that include students' evaluations of their areas for growth and development related to diversity. The Program has instituted three such formal self-assessments as part of the curriculum. These occur at three designated junctures: the first semester of enrollment in the major, the end of the first year in the major, and right before graduation. The assignments are the: Competency Self-Assessment Paper (SOC WORK 305: The Profession of Social Work), Junior-Year Competency Self-Assessment and Meeting (SOC WORK 370: Methods I), and Senior-Year Competency Self-Assessment (SOC WORK 420: Methods III). Each of these graded assignments requires students to document their progress in mastering the competencies and identify their strengths and learning needs in relationship to mastery. This self-assessment plan is described in more detail in the *BSW Student Handbook* (see pp. 48-49 in Volume II of reaffirmation documents). Students are required to purchase a copy of the *BSW Student Handbook* upon acceptance into the major; the *Handbook* is also available on the Program's website: http://www.uwgb.edu/socwork/bsw/handbook.asp.

Student self-assessment of the diversity competency is also an integral component of the field evaluation process. Field site selection emphasizes the ability of the practicum site to provide opportunities to meet all of the core competencies; therefore, students must have the opportunity to apply the diversity practice behaviors in their work with clients. During senior-level *Field Practicum I* and *II* (SOC WORK 402 and 403), students' learning plans must identify concrete activities they can engage in to help them master the diversity practice behaviors. Their performance in these areas is then evaluated at the conclusion of both the Fall and Spring semesters. The fact that students must earn a "pass" for each practice behavior by the conclusion of the Spring semester ensures that students have opportunities to gain practical familiarity in the field. If students are having difficulty obtaining experiences with diversity, the Faculty Field Liaison and Field Instructor assist in identifying additional learning activities to provide the experience. There are some approved field sites that specifically represent populations with diverse needs including aging and disabilities, persons with HIV/AIDS, low-income families and children, Tribal services, and other specific ethnic groups. Finally, all three Field courses (SOC WORK 300, 402, and 403) require students to reflect on their application of the practice behaviors within the field logs. Logs therefore provide another opportunity for students to self-reflect on their experiences engaging diversity in Field, and for Faculty Field Liaisons to monitor and assess student performance.

These curricular efforts reflect the five components of diversity education outlined above: repetition, giving voice, life-long learning, reliance on cultural mentors, and student assessment. The dense content of the table reflects the repetition the Program believes is essential for

students to move along the path of learning about oppression and diversity across a wide array of groups.

Programmatic Resources

In addition to course and field work, evidence of the specific and continuous efforts the Program makes to create a better understanding of diversity for students and to value, embrace, celebrate, and support it in practice are provided throughout the implicit curriculum. This section provides evidence within the Program (program leadership, Advisory Committee functions, faculty and student make-up, and student recruitment). In the following section, evidence of the University's commitment to addressing diversity issues is also described.

Despite the small size of the faculty, the Program's commitment to teaching about diversity is reflected in the Chair's decision to continue offering elective social work courses with diversity-related emphases outside the required social work curriculum. These courses are (syllabi available in Volume III of reaffirmation documents):

- SOC WORK 250: You and Your Future: Living and Working in an Aging Society
- SOC WORK 330: Understanding Diversity, Challenging Oppression: A Service Learning Course for Helping Professionals
- SOC WORK 380: Cross Cultural Diversity and the Helping Professions

In addition, faculty members have developed international education courses for Guatemala, Mexico, and Ghana (syllabi available in Volume III of reaffirmation documents). Seven of our nine faculty members have been involved in the development and/or delivery of these courses.

The investment in addressing diversity concerns among social work faculty at UW-Green Bay is widely recognized within the University. Social work faculty have initiated or have been asked to participate with various University institutions (e.g., American Intercultural Center, International Education, and the NEW Partnership for Children and Families) to serve on committees, help develop programs, and deliver lectures addressing diversity and discrimination. One example of such collaboration is faculty participation in the Intertribal Child Welfare Training Partnership, which develops and provides training to Tribal Child Welfare workers from across the state. Faculty members have also been instrumental in establishing the new Lesbian Gay Bisexual Transgender and Questioning (LGBTQ) Center at the University. Three faculty members have worked closely with the American Intercultural Center on various projects. This Center offers support and programming for the Campus's diverse student body. Faculty members have also been asked to serve on the International Education and Global Studies Minor committees in the University.

Additional evidence of Program leadership with regard to diversity lies in the community's recognition of the value of faculty participation in community-based diversity concerns. Over the past several years three faculty members have served on the Brown County Dr. Martin Luther King Celebration Committee. This committee brings together leaders from tribal, Hmong, Latino and African American communities in the region. Another faculty member has recently been invited to collaborate with the Social Work Leadership Institute at the

New York Academy of Medicine, whose mission is "growing a workforce to care for older adults."

A second arena in which there is there is evidence of commitment of programmatic resources reflecting the importance faculty attach to diversity concerns is in recruitment of diverse faculty and students. Currently, the faculty make-up reflects gender diversity (one-third male), racial diversity (22%), and diversity with regard to age.

The make-up of the student body also reflects this diversity and, except with regard to gender, the social work student body reflects greater diversity than is found in the general student body or the region, as depicted in Table 3-1, below. Historically, the Social Work Program has always had greater percentage of Students of Color than the University or northeast Wisconsin, and a greater portion of students over age 25 than the University. Although the Program continues to attend to the need to actively recruit diverse students, much work needs to be done as the Program has historically attracted very few students from African American and/or Latino backgrounds, and continues to struggle with recruiting male students of any race to the Program. Programmatic efforts to address this are discussed in section 3.1.3.

Table 3-1:
2011-2012 Student Demographics

Identity Status	BSW Students N=65	UWGB Undergrads	Wisconsin*	NE WI*
	%	%	%	%
Total Students	100.0%	100.0%		
Gender				
Female	91%	64%		
Male	9%	36%		
Race/Ethnicity				
Non-Hispanic White	85%	88%	86.2%	92.1%
Black	2%	1%	6.3%	0.8%
Latino	0%	2%	5.9%	2.7%
Asian	3%	3%	2.3%	1.2%
Amer. Indian	5%	2%	1.0%	4.8%
Bi- Multi-Racial	0%	3%	1.8%	1.0%
Any Minority**	12%	9.7%		
Unidentified/Blank***	6%			
Age				
Over age 25	33.8%	26%		

*Derived from 2010 Census Data
**According to University statistics
*** Program applicants were asked to provide these data if they chose. Those who did not offer this information are included in the "unknown" statistics for this table.

Faculty members have participated in an array of University efforts to attract a broader spectrum of students to the campus and to social work. These efforts include Campus Preview Days (which provides high school students from the region and the Milwaukee area an opportunity to visit the campus) and FOCUS (First Year Opportunities and Connections) for new

first year students on the campus. Additionally, faculty members have built a relationship with advisors on the Green Bay campus of the College of the Menominee Nation to encourage tribal students to consider a social work career.

The Program's Advisory Committee regularly addresses the student demographics and has discussed means of attracting those who are under-represented. The committee itself represents agencies across the region that serve a diverse range of individuals. Committee input and feedback is utilized to address areas within the curriculum where increased emphasis is needed. For example, for the 2011 Spring Workshop, a speaker was arranged to talk about alcohol and substance abuse issues that addressed the needs of those of lower income; gender and cultural differences were highlighted portions of the topic.

Institutional Resources

The University of Wisconsin-Green Bay's recognition of the importance of an understanding of diversity for students is indicated by its inclusion in the University's mission statement. The University is committed to helping students "address complex issues in a multicultural and evolving world." In order to implement this mission, the University has created a rich, inclusive environment for students. Included in this environment are: institutional supports and resources, curricular efforts, student organizations, and a wide range of special activities and celebrations that have diversity as their focus. Each of these is summarized in Table 3-2 and described in greater detail below.

Additionally, the University of Wisconsin-Green Bay is a participant in the UW System's Inclusive Excellence Initiative:

> Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinate set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions – such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures- in order to maximize their success.
> http://www.wisconsin.edu/acss/planning/09Workshop/Inclusive_Excellence_FAQ.pdf

The mandates reflected in this initiative echo the CSWE mandate that efforts to address diversity must be "specific and continuous."

Table 3-2:
Institutional Resources Supporting Diversity Education and Mentoring for Students

University Arena	University Efforts
Curricular Efforts	• First Nations Studies Major/Minor • International Studies emphasis in Democracy and Justice Studies (DJS) • Women's and Gender Studies Emphasis in DJS • Religious Studies Emphasis in Humanistic Studies • Global Studies Minor • International Business Minor • Majors in French, German, and Spanish
Institutional Supports and Resources	Student Services: • American Intercultural Center • LGBTQ Resource Center • Campus Life Diversity Task Force • Disability Services • Office of International Education • TRIO and Precollege Programs • Web listing of campus and community diversity resources • Richard Mauthe Center for Faith, Spirituality, and Social Justice Specialty Centers • Professional Program in Education Center for First Nations Studies • Center for Middle East Studies and Partnerships • Hmong Studies Center • Gerontology Center Initiatives • Phuture Phoenix • TOSS (Targeted Opportunities for Success in the Sciences) Program • P.H.O.E.N.I.X Black Male Initiative (Preeminent, Holistic, Opportunity for Engaging New Ideas in Excellence)
Student Organizations	• Multicultural Clubs: Black Student Union, Organización Latino Americana, Southeast Asian Student Union, Intertribal Student Council • Three International Clubs • Sexuality and Gender Alliance- FAIR Wisconsin • Student DISability Organization • Eight Faith-Based clubs • Numerous political, social justice and service clubs
Diversity-Themed Events & Celebrations (2011-2012)	• Black History Month events • Women's History Month events • Lavender Graduation (hosted by LGBTQ Center) • Day of Silence events • International Women's Day luncheon and speakers • Safe Ally Trainings for Faculty, Staff, and Students • Ladies' Night Out • UW-Green Bay Pow Wow • Kwanzaa Celebration • Soul Food Dinner • International Dinner • Cinco De Mayo Celebration Week

Curricular Efforts

UW-Green Bay offers a range of majors and minors focused on specific dimensions of diversity. Social Work students have access to the classes that comprise those programs and can also elect to complete a second major or a minor. In addition to more traditional majors like French, German, and Spanish, UW-Green Bay offers emphases in International Studies, Women's and Gender Studies, and Religious Studies, along with minors in Global Studies and International Business. In 2011, the University took steps to support a new major, First Nations Studies, that reflects the major role Tribes play in the region. First Nations Studies is "an interdisciplinary degree program that reflects the holistic world view of the indigenous people of Turtle Island (North America)" (http://www.uwgb.edu/fns/program/overview/); students can also pursue a minor in First Nations Studies. The faculty of this program sponsor and participate in numerous learning and celebratory activities on the campus and provide crucial mentoring for faculty of Social Work and other programs (see "Fusion" in 3.1.2, below).

Institutional Supports and Resources

The University also offers student a wide range of supports and services that address diversity concerns. These resources also play a major role in the development of special activities and celebrations held on the campus. Among these resources is the American Intercultural Center (AIC). The AIC mission is to, "provide services and activities that promote the academic success, personal growth and development of multicultural students. The Center also conducts educational programs that enhance learning, [and] promote respect and appreciation for racial and ethnic diversity" (http://www.uwgb.edu/aic/aboutus/index.asp). The campus' Lesbian Gay Bisexual Transgender and Questioning (LGBTQ) Center was opened in Spring of 2012 under the auspices of the AIC to respond to the specific need for the campus' LGBTQ community to have a safe and supportive space on campus and an office dedicated to developing LGBTQ themed educational and recreational events. One such initiative is an Inclusivity Health Fair that will be held in early March on the campus.

The Campus Life Diversity Task Force is comprised of group of faculty, staff, and students committed to finding ways to support and promote diversity programming across campus. Each semester, the Task Force publishes, "The Human Mosaic," a pamphlet advertising all such upcoming events. The Spring 2013 edition is available online (http://www.uwgb.edu/aic/images/SpringMosaicBrochure2013.pdf) and includes: screenings of the films "Brother Outsider" and "I Question America;" Native American Elder Storytelling; a panel about Islam; a speaking engagement by Carol Moseley Braun; an LGBTQ panel series; and Safe Ally trainings for faculty, staff, and students, among other events.

Several offices support the recruitment and retention of diverse students. The Office of International Education provides support to faculty and students engaging in study-abroad efforts and offers mentoring and support for international students attending school on the campus. The Disability Services office promotes learning for students, teaching for faculty and staff, and understanding of policies and procedures regarding the rights and needs of students who have disabilities. The office of TRIO and Precollege Programs supports first generation college students. Social work faculty and students have worked with all of these support centers and

programs. Additionally, as part of the campus' efforts at achieving inclusive excellence, the University hosts a website of campus and community diversity resources that range from student support services to hair salons and restaurants (http://www.uwgb.edu/inclusiveexcellence/resources/).

While the Richard Mauthe Center for Faith, Spirituality, and Social Justice is an independent organization, it is located on the campus and offers numerous programs for students and faculty. The Center's mission is to serve students, faculty and staff "in pursuit of spiritual development, faith exploration, and social justice" (http://mcenter.org/about/).

The First Nations Studies Program, in collaboration with the Professional Program in Education, founded the Professional Program in Education Center for First Nations Studies. The Center is unique, not only in providing resources for educators interested in infusing First Nations' content into the K-12 curriculum, but also in its innovative "Resident Elders" program. Currently, the Center houses four Elders trained in the Oral Tradition; Elders provide guest lectures, teach First Nations Studies courses, and are available for drop-in hours for anyone wanting to talk. The current group of Elders includes the following individuals from Wisconsin tribal communities:

- Shirley Barber (Oneida Nation)
- Selma Buckwheat (Lac Coute Oreilles Band of Lake Superior Anishinabeg)
- Dr. Carol Cornelius (Oneida/Mohican/Brotherton Nations)
- Napos (David Turney, Menominee Nation)

The University additionally hosts Centers for Middle East Studies and Partnerships, Hmong Studies, and Gerontology. Each Center boasts collaborations between University personnel and community members, including members abroad. Social Work faculty are founding members of the Advisory Councils of both the Center for Middle East Studies and Partnerships and the Gerontology Center.

UW-Green Bay seeks to increase access to college for at-risk youth through its inventive Phuture Phoenix Program. Phuture Phoenix targets school districts in Brown County where a majority of students are eligible for free lunch programs; it provides mentors to the youth and hosts tour days of the University for fifth-grade students in hopes of planting the seeds of college attendance in the youth. A majority of Social Work faculty (Akakpo, Higgins, Jick, Sallmann, and Trimberger) participate annually in the hosting days, opening up their classrooms to the youth and providing educational/recruitment workshops.

UW-Green Bay faculty have also developed two innovative initiatives specifically targeting Students of Color. Dr. Angie Bauer, of Human Biology, launched the TOSS (Targeted Opportunities for Success in the Sciences) Program to reduce the achievement gap between Caucasian and African American students in the gateway course Introduction to Human Biology. Her efforts just earned her the UW System Regents' Diversity Award in Spring of 2013. Dr. James Coates, of Education, together with Multicultural Advisor Shawn Robinson of the AIC, developed the P.H.O.E.N.I.X (Preeminent, Holistic, Opportunity for Engaging New Ideas in

Excellence) Black Male Initiative, which partners Black male students with Black male faculty or staff mentors on campus. One of our Social Work faculty is an active mentor in the program.

Student Organizations

The University recognizes that a hallmark of student commitment to addressing issues of diversity and oppression is active engagement with these issues. To assist in achieving that goal, the University sponsors multicultural clubs, international clubs, clubs supporting LGBTQ students and addressing disability concerns, clubs reflecting religious diversity, and clubs that provide opportunities to examine political issues and engage in social justice and service efforts (see Table 3-2).

Diversity-Themed Events & Celebrations

In addition, the University sponsors a wide range of special initiatives, programs, and celebrations each semester. These activities are widely advertised on AIC and other websites, and in the Human Mosaic. In 2011-2012, the University offered students panels, presentations, and discussions on a wide range of issues, including racial/ethnic concerns, gender and gender identity issues, global concerns, disability, aging, and religion. Five of these presentations specifically addressed social justice concerns. In addition, the University plans numerous student/faculty diversity celebrations, including Kwanzaa, Cinco de Mayo, International Women's Day, Women's History Month, Black History Month, and the Lavender Graduation for LGBTQ students and their families (see Table 3-2).

All of these initiatives, resources, events, and student supports help create an atmosphere in which students realize that diversity is valued, discrimination is not tolerated, and understanding and advocacy are encouraged. Faculty routinely announce these events in class and encourage social work students to participate in them. Program faculty also offer extra credit in their courses for student attendance at some of these events.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

There are numerous ways in which the Program's learning environment models affirmation and respect for diversity and difference. In this section we provide examples of the broad array of efforts the Program faculty make to offer these exemplars for students. First, we describe examples of the ways faculty model respect for diversity within the curriculum; second, we describe the ways faculty model their own commitment to life-long learning about diversity; third, we describe faculty work within the broader University that offers an example of respecting diversity for students; fourth, we describe the ways that faculty scholarly efforts offer exemplars of such respect; and finally we describe faculty efforts to model respect for diversity through their work within the broader social services community.

Modeling Affirmation and Respect for Diversity within the Program

Information describing diversity content in the Program's curriculum, including field experiences, described in the previous section includes a listing of the myriad ways that faculty teaching efforts indicate to students the importance of recognizing, affirming, critically evaluating and celebrating diversity. One example of the ways faculty members indicate the importance of diversity considerations is provided in SOC WORK 275: American Social Welfare. A "Poverty Simulation" is provided this class to help them experience the difficult and sometimes chaotic nature of living in poverty. The simulation is facilitated by a sister organization, the University of Wisconsin-Extension, in a number of area community settings. Participants are rotated rapidly through various reality-based, life-like situations pertaining to disrupted employment, approaching welfare departments, banking, housing problems and others. Student feedback indicated it was a worthwhile experience for them with many noting they felt some of the "out of control nature" of one's life when they live in poverty.

Program activities also reflect the substantial importance placed on recognition of and respect for diversity by emphasizing its significance as part of each student's field experience. In both the junior and senior year field practicums, students are assessed on their ability to meet Competency 4 (Diversity). In addition, Competency 5 (Social Justice) is also addressed during both practicums. For the junior-level *Field Experience in a Human Service Agency* (SOC WORK 300), the awareness of difference and diversity is examined through the macro perspective, with the more global constructs of oppression and discrimination emphasized. In the senior year, *Field Practicum I* and *II* (SOC WORK 402 and 403), emphasis is on direct practice.

Modeling Affirmation and Respect for Diversity: Faculty Modeling the Importance of Life-Long Learning

When faculty members provide examples of the ways in which they engage in life-long learning with regard to diversity, they offer clear messages to students of the necessity for such a commitment in their own behalf. For the past six years, the social work faculty has participated in a mentoring experience with faculty members from First Nations Studies. Called the Fusion Project, this mentoring was originally developed for Education faculty, who are required by state law to teach about tribal sovereignty, customs, and perspectives in elementary and high school. The Social Work faculty was invited to participate in this effort and have benefited enormously as, through interaction with First Nations professors, elders, and community members, they have begun to more fully understand the similarities and differences between tribal and mainstream cultures and to explore the nature of discrimination experiences within these cultures. Fusion participants meet monthly during the school year and can bring their syllabi, their readings, and their thoughts and questions to these meetings. This mentoring experience for Social Work faculty has resulted in opportunities to work with First Nations faculty on University presentations, professional presentations (including a CSWE panel), and scholarly work.

One of the ways that Fusion has proven most valuable is in its recognition that learning about diversity is open-ended and unfolding. Reflecting this, the Fusion group remains a work in

progress and faculty remain committed to expanding their learning in this area and integrating what they are learning into their coursework.

Modeling Affirmation and Respect for Diversity: Faculty Efforts within the University

Over the past several years, the University of Wisconsin System has articulated the need for each UW System campus to examine the ways it "values multicultural awareness and understanding within an environment of mutual respect and cooperation".[16] This challenge resulted in distribution of a survey to faculty, staff, and students at UW-Green Bay in 2010-2011 and garnered 779 responses. One major result of the study provides evidence to strengthen affirmation and respect on the campus:

> Some of [the] respondents believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus…within the past two years. Gender was most often cited as a reason given for the perceived harassment. People of Color and sexual minorities perceived such harassment more often than White people and heterosexual respondents, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.[17]

Social work faculty members have taken many steps to challenge all students with regard to this conduct, and faculty members were already engaged in such efforts prior to the release of the study. For example, the University has, for the past four years, sponsored an annual Ally Conference designed to increase student knowledge about diversity and strengthen student efforts to recognize and confront oppression. Faculty members of the Social Work Program have played a role in this conference for the past three years. A faculty member in the Program has also played a major role in creating the LGBTQ Center, which opened for students in February 2012. In addition, faculty members have been actively involved in the community's Martin Luther King celebrations annually as well as the annual Kwanzaa celebration.

Modeling Affirmation and Respect for Diversity in the Faculty's Scholarly Work

Another vehicle faculty members use for representing the importance of attention to diversity and discriminatory concerns lies in their scholarly work. The following list gives some indication of the faculty's commitment to addressing these concerns, which represents the efforts of eight of our nine faculty members.

Recent Publications:

Chapin, R., Hickey, A., & Rachlin, R., **Higgins, D.** (2008). Assisted Living and Low-Income Older Adults: Has Access Increased? *Seniors Housing and Care Journal, 16*(1), 53-65.

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[16] Rankin & Associates Consulting. (September 2011). *Wisconsin system climate assessment project: UW-Green Bay draft report*. p. i.
[17] Ibid., p. v.

Higgins, D. (Under review). Older Adult Homeowners and Medicaid Estate Recovery: Disparities and Diverse Perspectives. *Journal of Gerontological Social Work.*

Higgins, D., & Severson, M. (2009). Community Re-entry of Older Adult Offenders: Redefining Social Work Roles, *Journal of Gerontological Social Work, 52*, 784-802.

Jick, K. (2010). Three women, two mothers, one adoption: Reflections upon reunion. *Child Welfare Section Connection, 2*, 6-10.

Ko, E., Roh, S. H. & **Higgins, D.** (in press). Do Older Korean Immigrants Engage in End-of-Life Communication? *Educational Gerontology.*

Sallmann, J. (2010). Living with stigma: Women's experiences of prostitution and substance use. *Affilia: Journal of Women and Social Work, 25*(2), 146-159.

Sallmann, J. (2010). "Going hand-in-hand": Connections between women's prostitution and substance use. *Journal of Social Work Practice in the Addictions, 10,* 115-128.

Trimberger, G. & **Martin, J.** (in press) Adoptive mothering: A trans-racial adoptee's viewpoint. Submitted for publication in *Adoption and mothering*. Toronto: Demeter Press.

Recent Conference Presentations

Akakpo, T. F. (June, 2011). *Addressing issues of trauma in practice with minority populations*. Smith College, School of Social Work, Northampton, MA

Akakpo, T. F. & Willems, J. (October, 2010). *Diversity in the family: Let us have an honest dialogue*. Ally Conference, University of Wisconsin-Green Bay. Green Bay, WI.

Bauer, A., **Sallmann, J.**, Austin, A., Dalke, K., & Vescio, B. (2012). *What is cultural competence? A panel discussion.* UW-Green Bay High Impact Practices Conference. Green Bay, WI.

Dovekas, J., **Sallmann, J.**, & Karlin, J. (2008). *Being a straight ally.* UW-Green Bay Ally Conference, Green Bay, WI.

Gates, A., **Sallmann, J.**, Derenne, J., & Vosen, S. (2008). *Ally Studies 101: Introducing multiple perspectives in ally development.* UW System Annual LGBTQ Conference. Green Bay, WI.

Groessl, J. (2011). *Ethics and Boundaries for Homeless Services Providers*, Brown County Housing and Homeless Coalition.

Higgins, D. (2011). UW-Green Bay Gerontology Center, Brown Bag Series, "Minority Elders and Federal Health Care Policy".

Higgins, D. (August, 2010). *Aging stereotypes and aging avatars.* University of Wisconsin-System Conference on Second Life Virtual Reality. Madison, WI.

Higgins, D. (2011). *American Society on Aging,* annual conference. "Does Federal Medicaid Policy Impede Minority Elders' Use of Health Care Services?" San Francisco, CA.

Higgins, D. (2010). *American Society on Aging,* annual conference. "Community Re-entry of Older Adult Offenders: Redefining Social Work Roles". Chicago, IL.

Himmelheber, S. A. (2013, January). *Using Ethnographic Methods to Build Understanding Regarding the Campus Kitchens Project.* Paper presented at the Annual Meeting of the Society for Social Work and Research (SSWR).

Himmelheber, S.A. (2012, October). *An Ethnographic Case Study of the Campus Kitchens Project.* Paper presented at the annual meeting of Food Studies: An Interdisciplinary Conference.

Herles, C. & **Himmelheber, S**. (2012, March). *The Politics of Justice: Food Activism in a Women's Studies Service Learning Course.* Paper presented at the Southeastern Women's Studies Association Conference.

Kolmer, S., **Himmelheber, S. A**., McKinney, S., & Elward, C. (2011, November). *Addressing Food Insecurity in Grandparent-Headed Households.* Paper presented at the Annual Meeting of the Gerontological Society of America.

Mattila, M. (June, 2010). *Racial Disproportionality in Wisconsin's Child Welfare System*, Presentation at Midwest IV-E Roundtable, University of Minnesota.

Sallmann, J. & Poupart, L. (2010). *Fusing First Nations Studies core knowledge into social work education: A model.* Council on Social Work Education Annual Program Meeting. Portland, OR.

Sallmann, J. (2009). *The impact of a diversity course on MSW students' levels of cultural competency: A case study in NE Wisconsin.* Part of a panel entitled, *Assessing student understanding of privilege/oppression: Examples of classroom/community engagement for cultural competence.* Council on Social Work Education Annual Program Meeting. Panel included C. Edmonds-Cady & E. Houston. San Antonio, TX.

Sallmann, J. (2009). Assessing *impact of an MSW course on cultural competency*. Part of a panel entitled, *Cultural Competency.* UW System Office of Professional and

Instructional Development (OPID) Spring Conference. Panel members included S. Morgan & J. Karlin. Milwaukee, WI.

Sallmann, J. (2009). *Cultural competency: Exploring our beliefs and attitudes.* Training provided to Adult Care Consultants' Staff. Appleton, WI.

Sallmann, J., & Akakpo, T. (2009). *Challenging hate language.* UW-Green Bay Ally Conference. Green Bay, WI.

Vespia, K., Bauer-Dantoin, A., & **Sallmann, J.** (2010). *Facilitating and assessing cultural competence across the curriculum.* UW System President's Summit on Excellence in Teaching and Learning. Madison, WI.

Modeling Affirmation and Respect for Diversity: Faculty Efforts in the Social Services Community

In order to effectively model respect for diversity, faculty must do so both within and beyond the walls of the University. As the material provided in Chapter 1 indicates, the region served by UW-Green Bay reflects wide diversity with regard to income, race and ethnicity. The community's recognition of the importance of addressing diversity concerns is indicated in a recent publication of NEW North, "a non-profit organization fostering collaboration among private and public sector leaders throughout Northeast Wisconsin," [18] that describes the region's need to recruit and retain diverse talent. NEW North recognizes a need to reach out to new diverse members of the community and to help them feel more welcome.

In their service work Program faculty have worked to help the community recognize the need to expand its knowledge of the long-standing and growing diversity in the region and to address community issues that emerge when local populations diversify. Table 3-3 below lists of some of the faculty's recent efforts in this regard. Note, once again, how this commitment represents the majority of our faculty members.

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[18] http://www.thenewnorth.com 1/23/2012

Table 3-3:
Diversity-Themed Community Service Activities

Faculty Member	Community Diversity Events
Francis Akakpo	Consultation regarding Juvenile Justice System's disproportionality of youth of color; leadership in Neighborhood Resource Center serving poor and diverse families
Joan Groessl	Volunteer guardian for elderly with disabilities
Doreen Higgins	Brown County Elder Watch; Green Bay Multicultural Center Health Care Disparities Council; English as a Second Language tutor
Sarah Himmelheber	Food Pantry Improvement Subcommittee, Community Health Improvement Program
Karen Jick	Board of Directors of Kenya Works, Inc.
Mark Quam	Involvement with community agencies serving those with developmental disabilities (NEW Curative) and addressing women's issues (Golden House)
Jolanda Sallmann	Leadership in Martin Luther King Celebration Planning Committee; leadership in Neighborhood Resource Center serving poor and diverse families

All of the activities above emphasize the continuous and varied social work student and faculty efforts to initiate, participate in, energize, and enjoy a wide range of diversity opportunities. This diverse "mosaic" creates an implicit curriculum that is rich and wide-ranging in content and respectful in approach. This long list indicates the faculty's commitment to self-education, participation, and advocacy with regard to diversity and social justice issues. Even more importantly, this environment reflects the challenges we offer our students to be never-ending learners with regard to these issues. Further, it demonstrates our insistence that students challenge themselves and seek out mentoring in order to continue to grow in this understanding and to solidify their determination to strengthen the communities in which they and their clients live and work.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

The Program addresses ongoing review of the learning environment through student assessment of the Program and in work with the Advisory Committee. At least annually, the Committee reviews student evaluations of the Program and discusses student enrollment, assessing demographics of the Program and offering feedback on recruitment strategies.

In addition to review of evaluations of the learning environment, the University's strategic plan, developed in 2011, with implementation beginning in 2012, contains the theme of "diversity and institutional environment," with identified approaches to meeting a goal of

inclusive excellence. Social Work, along with all programs on campus, was required to develop their own strategic plans reflecting the University's themes. A key goal within Social Work's plan includes objectives of increasing visibility to underrepresented students, working with the Intercultural Center and the Multicultural Center as well as the College of the Menominee Nation for recruitment. As a result of the strategic planning initiative, the Social Work Program extended advising/outreach into a broader range of settings to attract a more diverse student body including the maintaining connection with Menominee Nation College, the Intercultural Center of the University, Disability Services, and the TRIO and Precollege programs (see Appendix 3-2).

In addition to recruitment, the Social Work plan outlines objectives relative to teaching diversity from a holistic perspective, as is consistent with the Inclusive Excellence model. All courses include content surrounding diversity and across a range of categories (i.e., gender, race/ethnicity, sexual orientation, socioeconomic status, ability status, and religion). The Social Work Program competencies, in place since its inception, and which preceded the integration of the 2008 standards, have consistently included an emphasis on diversity. Striving to attain these planning objectives clearly demonstrates the Program's commitment to diverse perspectives.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

B3.2.1 The program identifies the criteria it uses for admission.

The BSW Program has created specific criteria that must be met in order to be considered for admission to the Program. As indicated on the Program's website (http://www.UW-Green Bay.edu/socwork/bsw/admissions.asp), admissions criteria include the following:

Conditions that Applicants Must Meet for Admission
- Applicants must first be admitted to UW-Green Bay;
- Applicants must have completed at least 27 credits or the equivalent (taken at or transferred into UW-Green Bay) at the time that they apply;
- Applicants must have completed 48 credits before beginning social work courses in the fall;
- Applicants need a cumulative GPA of 2.50 in all post high school academic work taken in the last five years;
- Applicants need to have completed at least four BSW support courses with a "C" average before beginning social work courses in the fall.

Considerations for Admission

The application process is competitive and an admissions cap limits the number of students who can be admitted to the Program. The social work faculty will consider the following criteria when making decisions on admission:

- Cumulative GPA;
- Evidence of prior work and volunteer experiences relevant to social work practice;
- Relevant letters of reference reflecting applicants' abilities, qualities, and/or previous experiences that are related to social work;
- Whether personal statement reflects an understanding of social work and includes professional goals that fit well with social work values and mission;
- Whether application reflects communication and organizational skills that are needed in professional practice.

In addition, potential applicants are provided with the following guidelines:

Declaring social work as a major at the University of Wisconsin-Green Bay begins with a formal application process. Students who want to choose a social work major usually complete the application process during their sophomore year. Students complete the program in a cohort group, and all students begin the Program in the Fall semester.

Admissions applications are reviewed two times during the year to admit students for the Fall semester. The first review application deadline is at the end of February and the second deadline is in early June. The summer deadline was added to ensure that transfer students have the opportunity to apply and get accepted.

Content of the Admissions Packet

The Admissions Packet includes (see Appendix 3-3 for all admissions paperwork):

- Directions asking applicant to document work and volunteer history after high school;
- Directions for completing the personal statement that must accompany the packet;
- Forms that must be completed by two references (one academic reference and one from a work or volunteer supervisor).
- Caregiver Background Check
- BSW Admissions Application

The completed Packet must be accompanied by:

- The Caregiver Background Information Disclosure Form
- Unofficial transcripts of all course work taken at UW-Green Bay
- All transfer students must submit unofficial transcripts from previous schools
- A $25 fee

These criteria are easily accessible on the Program's website: http://www.UW-Green Bay.edu/socwork/bsw/admissions.asp and in the *BSW Student Handbook* (see pp. 25-27 of Volume II of reaffirmation documents). In addition, the Program sponsors bi-weekly group advising sessions throughout the year for students who are interested in the Program and provides individual meetings with advisors for students who cannot attend the group meetings.

The faculty regularly reviews these criteria and evaluates their accessibility for potential students. Our experience indicates that the criteria are both accessible and readily understood by a diverse array of applicants. We have encountered few difficulties in obtaining application packets that are complete and contain relevant documents, which indicates to us that the material we provide in readily understood. The most common challenge we face is having students submit reference letters from family or friends, even though we explicitly state in the admissions packet that they should not do so. In such situations, applicants are contacted and directed to provide an appropriate reference letter in order for their applications to be considered complete.

Admission Grievances

The *BSW Student Handbook* (see pp. 35-36 of Volume II of reaffirmation documents) provides directions for students who wish to appeal non-admission to the Program. The appeal process is initiated with the Program Chair. If the grievance is not resolved to the satisfaction of the student, the student may request a hearing with the social work faculty. The request for a hearing is to be made in writing to the Program Chair. Upon consideration of all written data and verbal testimony, the faculty will prepare a written statement of its findings and decision which

will be submitted in writing to the student. A copy will be retained by the Social Work Professional Program.

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

Students are invited to apply for entrance into the BSW Program during the spring of their sophomore year. Applicants are subsequently admitted each fall as a cohort. The Program has two admissions deadlines, one in early spring, when we admit approximately two-thirds of our incoming cohort, and the second in June, when we admit the remainder. The Program added the summer application period after discovering that students transferring from other universities or the College of the Menominee Nation were more likely to think about applying in late spring than in early spring.

Each application is reviewed by two faculty members using an assessment form (see Appendix 3-4 for admissions scoring criteria and evaluation sheet). The following areas are evaluated for each applicant:

- Capacity for Academic Success: Includes consideration of GPA, quality of written essay, and references.
- Compatible Values, Appropriate Motivation for Entering the Field, and Capacity for Self-Reflection: Includes consideration of content of written essay and references.
- Life Experiences: Includes assessment of information provided in the application relative to volunteer and/or work experiences in social services or related employment (CNA, Home Health Aide, Customer Service, etc.)

Each year six faculty members serve on the Admissions Committee, and applications are reviewed in pairs. These members are fully familiar with the admissions criteria and student circumstances. Typically, faculty members serving advising roles also serve on this committee.

The Program has developed specific procedures for notifying students of the admissions decision. As outlined in the *BSW Student Handbook* (see p. 26 of Volume II of reaffirmation documents), the notification process is as follows:

A formal letter with regard to acceptance will be sent to the applicant. The letter will contain one of four types of responses: 1) the student is admitted 2) the student is conditionally admitted and an explanation of the conditions is provided, 3) the student is not admitted, or 4) the Program recommends the student's name be placed on a waiting list. Any student not accepted to the Program is eligible to revise and resubmit the application for the next review deadline.

After receiving a notification of admittance, students must finalize their admission by meeting with their faculty Advisor and completing the necessary paperwork. All students admitted to the Program are required to attend a group orientation to the Social Work Program prior to the beginning of the Fall semester.

In the Spring of 2012, the Program received 44 completed applications and admitted 25 students. In the summer, 2012, the Program received 22 completed applications and admitted 11 students. A waiting list of three students was maintained.

Applicants are also notified of the following:

Academic Plan
Students accepted in the Program must complete an academic plan with an Advisor prior to registering for courses in the major.

Nondiscriminatory and Affirmative Action Policies (see p. 25 of the *BSW Student Handbook* in Volume II of reaffirmation documents)
The Social Work Professional Program at the University of Wisconsin-Green Bay, in conformance with applicable federal and state regulations, is committed to nondiscrimination, equal opportunity, and affirmative action in its educational program.

Occasionally, the Program may accept students whose cumulative GPA falls below 2.5 but whose application reflects some experience and strong motivation for social work. In these instances, applicants are offered provisional admission and must meet all performance criteria by the end of the first semester of their junior year.

The Program has also outlined specific procedures non-admitted applicants can follow if their admissions decision has been negative. As outlined in the *BSW Student Handbook* (see p. 25 of Volume II of reaffirmation documents), students can do the following:

Any applicant who is not admitted to the Program is encouraged to meet with an Advisor to discuss possible options which might include:

- Submission of an application for the next scheduled review;
- Selection of an alternative course of study consistent with a student's career goals;
- Development of strategies for improving a cumulative GPA or other criteria considered for admission to the major.

Program advisors meet with any applicants who have not been accepted who would like further guidance with regard to these options.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

Policies and procedures concerning transfer courses are outlined in the *BSW Student Handbook* (see pp. 44-45 of Volume II of reaffirmation documents). Students are alerted that all decisions about transfer courses are made by the Registrar and not by the social work faculty. Once a transfer course is accepted for credit at UW-Green Bay, courses that may meet Social Work Professional Program requirements are evaluated by social work faculty. Any transfer courses accepted by the Program to satisfy requirements for the major must first have been

accepted for credit by the University. The Program has outlined transfer credit policies for required support courses and for courses in the social work major; each is outlined below.

Required Support Courses

In the case of required support courses, the Program will routinely accept a course as having satisfied requirements for a required support course if the course is offered at the same level, or higher, than the corresponding UW-Green Bay course, and the course has a title that corresponds to the UW-Green Bay course title. The Program will also routinely accept course sequences which clearly encompass the subject matter covered in a single UW-Green Bay supporting course (e.g. an Anatomy and Physiology sequence will be accepted in lieu of Human Biology).

If a student believes that a transfer course is comparable to a UW-Green Bay course although the title of the transfer course or level of the course is not comparable, the student's faculty Advisor may require that the student provide a course syllabus and supporting materials. He or she then may, based on a review of the materials and approval of the Program Chair, have the course approved as having satisfied the requirement. If it is not patently clear to the faculty Advisor that the course is comparable, the student will be asked to submit a syllabus and other materials from the transfer institution to a faculty member at UW-Green Bay who teaches the UW-Green Bay required course. The Program Chair will seek the advice of this faculty member prior to deciding whether or not to approve acceptance of the transfer course.

Social Work Core Courses

Following are general rules for the acceptance or non-acceptance of transferred social work core courses:

1. In accordance with CSWE (2008) standards, the Program does not accept for transfer credits from non-accredited social work programs;

2. The Program will routinely accept for transfer from CSWE accredited social work programs courses in Research Methods, Evaluation of Practice or Program Evaluation, American Social Welfare, Foundations of Social Work Practice (same as the Social Work Professions course), and Social Policy if they are offered at the same level or higher level than the corresponding UW-Green Bay courses and have comparable content, course objectives, course titles, and number of credits.

3. A course or course sequence in human behavior and the social environment will be accepted as having satisfied the requirement for our Human Behavior in the Social Environment course provided it includes an emphasis on the general systems model.

4. Since the UW-Green Bay BSW Program requirements in Human Behavior and the Social Environment are satisfied through courses from Human Development, Political Science, and other disciplines as well as through the course, "Human Behavior and the Social Environment," it will be necessary for faculty to examine syllabi,

bibliographies, and other course materials to determine how transfer courses in human behavior from another accredited program meet both Program and CSWE (2008) standards for knowledge of human behavior at both micro and macro levels. Students may be asked to take independent studies courses when gaps exist between transfer courses and UW-Green Bay requirements in HBSE.

5. The Program makes every effort to avoid redundancy in transferring credits for Methods and Practicum courses. Because the UW-Green Bay Methods/Practicum sequence is comprised of three classroom courses in Methods, three accompanying labs, and three accompanying field experiences, students who have not completed the Methods sequence at the transferring institution may experience some redundancy to assure that all required Methods content is covered at UW-Green Bay. Faculty will determine course comparability by evaluating transfer course materials in comparison with Program and CSWE (2008) requirements and will work with the student to arrange a program of study that assures completion of the requirements;

6. When, in spite of examination of course materials, faculty and the student cannot agree as to which Program requirements have been met, and comparability is not clear, a proficiency exam may be arranged to cover areas where there are gaps in documentation of subject matter which the student feels she or he has already mastered in other coursework.

3.2.5 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.

The Program does not grant course credit for life experience or previous work experience. This information is clearly articulated within the Admissions procedures on the social work web page (see http://www.UW-Green Bay.edu/socwork/bsw/admissions.asp). In addition, within the *BSW Student Handbook*, the Social Work Program states the following:

The BSW Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of any courses including field practicum (see p. 36 in Volume II of reaffirmation documents).

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

The UW-Green Bay BSW Program shares its advising policies with students in its *BSW Student Handbook*, which all students are required to purchase. The *Handbook* is also accessible to students on the Program's website. The Program's advising policies cover the purposes of advising, designation of faculty advisors, and specific advising policies and procedures.

Purpose of Advising

The Program outlines eight primary purposes of BSW student advising. These purposes encompass advising for both academic and professional purposes:

1. To help students with ongoing review and assessment of their aptitude and motivation for a career in social work.

2. To periodically assess students' progress and performance.

3. To assist students in dealing with challenges and/or obstacles that may interfere with their professional development.

4. To assist students in making long-term career plans.

5. To assist those students with alternative career choices when social work is not an appropriate option.

6. To assist students with academic planning that takes into account degree requirements as well as students' distinctive career interests, particular strengths, and other needs that can be fulfilled through the careful development of each individual student's academic plan.

7. To assure that students have acquired a liberal arts perspective as a foundation for Social Work.

8. To consult with other faculty about student progress.

Faculty Advisors

Several full-time faculty members provide academic and professional advising to assigned students in the major. During a typical academic year, three of the Program's full time faculty members provide advising for BSW students; these faculty members also offer group advising sessions for students who are considering applying for the major. During the summer, the Program's Chair and the Child Welfare Coordinator provide ongoing advising for all students.

All faculty members who provide advising understand the curriculum, course requirements, and the advising policies and procedures, however, and may meet with current majors or students interested in the social work major for advising. The Program's faculty has an "open door" policy with regard to students. Students may "drop in" to see a faculty member if the faculty member is free, or schedule an appointment if the faculty member is not available. Faculty e-mail addresses and office phone numbers are available to students and assure that students have easy access to advising and academic assistance.

Policies and Procedures (see pp. 30-31 of Volume II of reaffirmation documents)

Prior to formal acceptance into the Program, students who plan to major in social work are strongly encouraged to secure advising from a member of the social work faculty. Such advising can be secured at any time merely by signing up for a group advising appointment through the Program Assistant. Once admitted into the major, all students are assigned a faculty Advisor who will usually serve in that capacity for the duration of the student's tenure in the Program. It is important to keep in mind that the assignment of an Advisor does not mean that students cannot consult with any other member of the faculty. Indeed, students are encouraged to consult with all members of the faculty. The assignment of a specific Advisor, however, assures that there will be planned and periodic faculty-student contact. Academic planning and changes in the academic plan must be handled by the assigned Advisor.

Students are required to arrange a meeting with their Advisor to complete an academic plan. At this initial meeting, students discuss their academic and professional plans and are informed of the Child Welfare Emphasis and its requirements. Advisors entertain student questions and concerns and document the meeting in student's files. At least once each semester, students must make an appointment with their faculty Advisor. While this meeting may include advising on courses for the following semester, it is also an opportunity for review of each student's progress and for students to raise any concerns, discuss career goals and interests, and so forth.

Student progress is reviewed by faculty periodically during and at the conclusion of each semester. Students who appear to be having academic difficulties are asked to meet with their Advisor. Students are also urged to initiate a meeting with their Advisor when they encounter academic or other concerns or issues.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

The BSW Program informs students of: 1) program expectations regarding performance in both the classroom and field and 2) student rights with regard to opportunities to grieve these decisions and steps to be followed if a student should choose to file a grievance. All of these policies and procedures are included in the *BSW Student Handbook* and *Field Education Handbook* (see Volume II of reaffirmation documents), which students are required to purchase. These Handbooks can also be accessed on the Program's website.

Overall Expectations and Classroom Performance:

In order to effectively inform students about the Program's expectations regarding their performance, the Program has developed the following materials:

- A summary of expectations regarding academic retention;
- A description of classroom participation and writing expectations;
- An outline of expectations regarding student performance in the field placements;

The faculty reviews each of these policies with new students before they begin their junior year in the Program. All of these policies are discussed in detail in the *BSW Student* and *Field Education Handbooks*. In addition, classroom policies are included in individual course syllabi. These policies are briefly summarized below.

With regard to overall academic performance, the Program has developed the following academic retention standards (see pp. 37-38 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

- At least a "C" grade in each upper level required social work course;
- At least a "D" grade in each required social work major supporting course;
- A minimum cumulative 3.00 grade point average in all upper level required social work courses;
- A minimum 2.50 overall cumulative grade point average maintained each semester;
- Professional and academic behavior consistent with ethical and professional standards.

If a student falls below retention standards for GPA or grades in the major, she or he will be given formal notice by the Program Chair of the Program requirement(s) not being met. The student will be directed to schedule a meeting with both his or her Advisor and the Program Chair to discuss the options for continuance in the Program (see "Program Continuance" section below).

The Program also outlines for students the following policy with regard to classroom participation (see pp. 31-32 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

> The faculty expects students, as adult learners, to contribute through active participation to the quality of the learning environment in social work classes. According to theories of adult education and the systems model, ideally, each student's contribution to the class enhances the overall learning of the entire system (or group). The faculty recognizes that individual learning and interactional styles result in different patterns, levels, and forms of satisfactory participation (e.g., the amount of talking in class is only one measure of the quality of contribution). A student who at first does not participate but who, over time demonstrates considerable growth, will be evaluated with this 'demonstration of growth' in mind.

Class participation is assessed according to the following criteria:

- Attend class and other meetings or gatherings assigned in conjunction with a course; students are expected to be on-time and have minimal absences;
- Notify the instructor **prior** to class when unable to attend;
- Be an engaged, attentive, and courteous participant in class;
- Keep current with reading assignments;
- Actively participate in group activities and class discussions;

- Take responsibility for one's own learning by seeking clarification of materials or concepts not fully understood;
- Contribute in class with topical questions and comments to enhance the learning of self and others;
- Seek out the instructor and classmates when needed to address concerns, clarify misunderstandings, give and receive feedback, or to access learning resources.

Because of its centrality to effective social work practice, the Program has also developed a clear expectation with regard to writing (see p. 34 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

> The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated person, as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for "acceptable writing" outlined in the UW-GREEN BAY Writing Policy (http://www.UW-Green Bay.edu/writingcenter/handouts/policy.pdf). It is expected that when writing errors are noted in assignments they will not be repeated in subsequent assignments.

Field Performance

With regard to performance in the field placement, the Program has created a set of expectations with regard to responsibilities of students in the field. These include fulfilling the expected number of hours students must be in the field placement, professionalism while in the field, investment in the development of requisite knowledge for effective practice in the field, and responsibility for required paperwork. The *BSW Field Education Handbook* also describes explicit procedures for student evaluation while in junior and senior field placements. Students and Field Instructors are provided with the evaluation tools at the onset of the placement and trained on the criteria for evaluation at that time. During the senior year, students collaborate with the Faculty Field Liaison and the Field Instructor in an initial assessment, a mid-semester progress review, and an end-of-semester evalaution of progress towards enacting required practice behaviors. These assessment procedures are outlined in detail in the *Field Evaulation Handbook.*

All parties involved in the field evaluation process are encouraged to discuss any areas of concern related to performance within the field placement as situations develop. This allows students, Field Instructors and Faculty Field Liaisons to develop strategies that can enhance the potential for success in the placement. In depth information regarding student assessment in field and program philosophies relative to field can be found in the *BSW Field Education Handbook* on pages 22-24. The process for termination of a field placement if concerns cannot be resolved are outlined on pages 25-26. Termination of placements is seen as a final option; the Program works diligently to assure good intial placement matches as well as close collaboration with Field Instructors once the placement has been initiated.

Grievance Procedures

The *BSW Student Handbook* outlines explicit procedures for appealing course grades (see p. 34 of Volume II of reaffirmation documents):

> The procedure for appealing a course grade can be found on the Dean of Professional Studies website: http://www.UW-Green Bay.edu/profgraddean/appeal_grade.asp. It is important to meet all deadlines for making such an appeal.

In addition, the *Handbook* details procedures students can follow if they are not satisfied with academic decisions faculty make (see p. 35). This includes the following steps:

1. Bringing the grievance directly to the professor;

2. If not satisfied, bringing a written grievance to the Program Chair;

3. If not satisfied, bringing the grievance to the Professional Studies Dean.

Students are also provided access to University Rules and Regulations, which are available at http://www.UW-Green Bay.edu/registrar/policies/index.asp.

3.2.8 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.

Rationale for the Program's Retention Policy

The Program provides students with a rationale for evaluating their suitability for social work practice (see pp. 36-37 of *BSW Student Handbook* in Volume II of reaffirmation documents):

> The Social Work Professional Program provides socialization to the social work profession and credentials for a social work career, as well as providing an academic degree. Professional social workers, by the nature of their work, have the capacity to significantly influence the lives of vulnerable people who rely on social workers for assistance and access to resources. The influence social workers yield can have both negative and positive results for vulnerable clients.

> Because of the risk that social workers may do harm while attempting to do good, the social work profession makes every effort to minimize this risk by assuring that social work professionals have mastered the knowledge and skills necessary for competent professional practice, as well as possess the appropriate professional attributes. Social workers should be able to:

> - advocate for vulnerable individuals and populations
> - recognize the dignity and worth of all persons

- foster self-determination
- value diversity
- promote the right of all persons to a basic standard of living
- work collaboratively with individuals and groups for the well-being of service recipients
- uphold the values, ethics, and standards of the profession, and effectively manage their own biases, emotions, and personal needs so as not to interfere with their professional relationships

Because of the sensitive nature of social work practice, the granting of a Bachelor of Social Work degree implies that faculty of the Social Work Professional Programs have certified that the graduate is competent to effectively deliver social work services in accordance with professional social work standards. Thus, social work faculty are obliged to serve as gatekeepers for the profession as well as facilitators in the acquisition of its knowledge base and culture. They must assess each student in the social work major on her or his ability to practice social work according to the standards, ethics, and values of the social work profession as well as on her or his academic abilities.

Meeting Academic Retention Standards

Faculty members carry out this responsibility by evaluating student performance using both academic and professional benchmarks. Students are provided with the following information about the procedures in place for evaluating their academic performance (see p. 38 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

Students should monitor their grades throughout the course of each semester and are encouraged to speak with their instructors when they have concerns about their academic performance in specific courses. Students are also encouraged to speak with their faculty Advisor if concerns about academic retention arise. In addition, faculty will notify students when it becomes apparent that retention policies are not likely to be met in a particular course.

If a student falls below retention standards for GPA or grades in the major, she or he will be given formal notice by the Program Chair of the program requirement(s) not being met. The student will be directed to schedule a meeting with both his or her Advisor and the Program Chair to discuss the options for continuance in the program (see "Program Continuance" section below).

Meeting Non-Academic Retention Standards

Students are provided with information about the Program's Non-Academic Retention Standards (see pp. 38-40 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

The NASW (2008) *Code of Ethics* is viewed as policy by the BSW Program and as such, should serve as a guide to students with regard to their everyday conduct in the classroom

and in field. Behaviors that violate professional values and ethical standards addressed by the *Code* and which have been fully documented by instructor(s) may be addressed through recommendations for remedial action or termination from the Program.

Examples of performance concerns or personal problems that interfere with performance expectations and which may be grounds for dismissal from the Program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of minimum competence in the field practicum.
- Behaviors that violate the NASW (2008) *Code of Ethics* in the classroom, field agency or seminar setting (see below).
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional (see below).
- Disruptive behaviors constituting a threat to the safety of the student or others
- A pattern of unwillingness to participate in the learning activities of the Program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously impaired.

In the *BSW Student Handbook*, the Program also provides students with examples of behaviors that violate the *Code of Ethics* (see p. 39). Engaging in such behaviors could place a student at risk of being terminated from the BSW Program.

Students are also provided with information regarding the procedures in place to respond to students who are facing these challenges (see p. 39):

Throughout the social work curriculum each student will assess her or his own fit with the social work profession, as well. Because of this high degree of self-assessment in the Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work as a career choice is not the most appropriate. Faculty will consult with students and with one another when questions arise about the student's 'fit' with social work. Students are also urged to seek consultations from faculty when questioning their choice of social work as a career.

If concerns about impaired performance arise in the field placement, the policies and procedures outlined in the *BSW Field Manual* will be utilized. These procedures are detailed below.

When concerns about non-academic performance arise in the classroom, or otherwise, the following steps are taken (see pp. 39-40 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

1. The concerns are brought to the attention of the student and Advisor by the faculty member raising the concerns as soon as possible (e.g., course instructor discusses classroom behaviors with student and Advisor, etc.) and are fully documented in the

student's file. Documentation should include statements addressing the student's skill assets and challenges, a description of the concerning behaviors or attitudes, any instructional or supervisory interventions already provided, along with the student's responses to those interventions, and the student's current level of functioning.

2. The Advisor talks with relevant people (e.g., additional instructors, Field Instructor, etc.) to determine whether the concerns are more widespread. If the concerns are not widespread, the process moves to step 3. If the concerns are more widespread, or the concerns are deemed very serious, the process moves to step 5. In situations involving extremely serious concerns, the process moves immediately to step 7.

3. The faculty raising the concerns meets with the student and works with her or him to develop a written plan to redress the concerns; the plan is fully documented in the student's file.

4. The faculty raising the concerns monitors the student's compliance with the plan. If the student successfully completes the plan, the student is informed of her or his success, and the completion of the plan is fully documented in the student's file; this concludes the process. If the student has not successfully completed the plan, the process moves to step 5.

5. The faculty raising the concerns meets with the student and the Advisor; together, they develop a written plan to redress the concerns. The plan is fully documented in the student's file. If the concerns are shared by others (e.g., additional instructors, Field Instructor, etc.), they may also attend the meeting and participate in the planning. If appropriate, or if the concern is very serious, the Program Chair may also attend the meeting. The student has the right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.

6. The Advisor monitors the student's compliance with the plan. If the student successfully completes the plan, the student is informed of his or her success, and the completion is fully documented in the student's file; this concludes the process. If the student has not successfully completed the plan, the process moves to step 7.

7. For very serious or unresolved concerns, the student will be directed to schedule a meeting with both his or her Advisor and the Program Chair to discuss the options for continuance in the program (see "Program Continuance" section below). The student has the right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.

8. A student has the right to bring along a support person to such meetings. The expectation is that a student will represent her or himself at the meeting.

Program Continuance

In the event that the faculty is considering terminating a student from the Program, students are provided with further guidelines about this process (see p. 40 of the *BSW Student Handbook* in Volume II of reaffirmation documents):

In deciding on continuance options, the faculty, in collaboration with the student, must consider: (1) the likelihood that the student will meet the standard in question in a reasonable time period if a proposed solution is implemented; (2) the consequences for the student's graduation trajectory if a decision on removal from the Program is delayed; and (3) the seriousness and urgency of the problem in terms of its impact on the student, on her or his present and future social work clients, on the profession, on the practicum agency, and on the Social Work Professional Program and its students and staff. While the faculty is committed to helping students succeed in the Program, the Program's ultimate responsibility is to the student's future clients and to the professional and local communities within which the student might practice. Options for continuance include:

1. The student, Advisor, and Program Chair develop a time-limited plan to meet retention standard(s).

2. The student may be advised to step out of the major temporarily or pursue the degree on a part-time basis while an underlying challenge or barrier to success is alleviated.

3. The student may be removed from the major with the option of reapplying to the Program at a later date.

4. The student may be guided to another major.

Any student who feels that she or he has been wrongly discontinued in the Program or guided to another major in violation of Program or University policies may initiate the grievance procedure, which is described above.

The *BSW Field Education Handbook* also describes clear procedures for terminating students from the field placement (see p. 26 of Volume II of reaffirmation documents):

1. When concerns about impaired performance arise in the field agency, the concerns must be documented with regular updates regarding progress, or lack thereof. Documentation will include: statements addressing the student's skill assets and deficits; a description of the concerning behaviors or attitudes; the instructional or supervisory interventions provided; the student's responses to those interventions; and the student's current level of functioning, and progress made in addressing the concern. This documentation and related recommendations should be submitted to the student's Faculty Field Liaison.

2. The Faculty Field Liaison informs the faculty advisor and the BSW Program Field Coordinator. When indicated, a meeting will be scheduled with the student, Faculty Field Liaison, and the Agency Field Instructor to allow all parties to present information and perspectives related to the challenge or concern and to present recommendations for possible solutions.

3. The BSW Field Coordinator, in connection with the Program Chair, will make a ruling regarding termination or continuance in the field practicum. A ruling for continuance may require extending the length of placement, repeating the placement, or transferring to another agency. The final decision regarding termination of a field placement is the responsibility of the Social Work Program.

4. A decision for termination of placement will require the student to withdraw from other classes in the Program. Documentation of the meeting and the outcome decision will be completed by the Field Coordinator or Program Chair and placed in the student's file.

The Program Chair or Field Coordinator is responsible for informing the student about the procedures for appeal. Students are also notified of the University's grievance and appeal policy pertaining to academic appeal at the following link: http://www.UW-Green Bay.edu/deanofstudents/policies_procedures/students/complaints_grievances.html.

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

The Program's policies regarding student rights and responsibilities are clearly outlined in the *BSW Student Handbook* and are reviewed with incoming junior students in their fall orientation, before they begin course work in the Program. In order to prepare students for professional practice, the Program outlines 14 responsibilities they have as participants in the learning experience. These policies direct them to take personal responsibility for evaluating their "fit" in the profession, to respect the rights of other students in the Program, to prepare themselves for responsible class and field participation, and to engage in ethical practice (see pp. 42-43 of Volume II of reaffirmation documents).

Because responsibilities must be reinforced by rights, the Program also outlines for students the expectations they should be able to have with regard to Program evaluation, faculty performance, and field experiences. Student rights encompass considerations of academic freedom, freedom from harassment and discrimination, fair and reasonable grading, and input with regard to Program improvement (see pp. 43-44 of Volume II of reaffirmation documents).

Student rights and responsibilities are also reflected in individual course syllabi and in Program efforts to solicit student feedback and to use this feedback to develop new policies and procedures. At the completion of each course, students participate in course evaluations, which in addition to competency and course material assessment, students evaluate instructor

responsiveness. Additionally, the annual program evaluation completed by all majors addresses any concerns about program operations. These results are reviewed by all faulty and plans of action developed if needed.

There are two primary vehicles by which students can provide input into program design, policies, and procedures (see pp. 43-44 of the *BSW Student Handbook* in Volume II of reaffirmation documents). First, students have an open invitation to attend Social Work Faculty meetings, provide feedback on agenda topics, and request an item to be placed on the meeting agenda. The Social Work Faculty, which is comprised of all faculty members in the Social Work Program, is the governing committee for the BSW Program, charged with full oversight of all matters affecting structure, curriculum, policies, and evaluation. Meeting dates are posted on the Social Work website, as well as on the UW-Green Bay calendar: http://calendar.UW-Green Bay.edu/MasterCalendar.aspx.

Second, it is the policy of the BSW Program to solicit student input before finalizing any policy or major procedural changes that would result in changes to either the BSW Student Handbook or the BSW Field Education Handbook. Any proposed changes will first be discussed in a faculty meeting. A faculty vote supporting any changes will be tentative until students can be consulted. The Social Work Club provides the vehicle for soliciting student input. The Social Work Chair, or designee, will contact Club Co-Presidents and ask to be put on next Club agenda. At that time the Chair, or designee, will provide written notice of the proposed changes, along with any relevant rationale for the changes, to Club members and solicit their feedback. In situations where students do not agree with the proposed faculty changes, student input will be seriously considered by the faculty and good effort attempts at compromise will be made. Ultimately, faculty members are the only persons with voting rights to any and all policy and procedural changes affecting the Social Work Program.

Students are also provided the opportunity to provide feedback regarding the Program's annual evaluation efforts. Each fall, the Program Chair meets with the Social Work Club to present Program outcome data related to both the explicit and implicit curriculum and solicit student feedback. This procedure is documented in the *BSW Student Handbook* (see pp. 10 & 44). It was developed as a result of sharing Program outcome data with the Club related to current reaffirmation of accreditation efforts. Students were extremely interested in learning both about their competency attainment and how the Program interprets and responds to evaluation data. Both faculty and students agreed this should be an annual process. It is anticipated that such sharing will help increase student engagement with the Program and reinforce for students that the Program is responsive and interested in their needs and perspectives.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

A primary vehicle students use to provide an opportunity to organize in their own interests is the Social Work Club. Founded in 1986, the purpose of the Club is to:

promot[e] social work values in the university and wider community, and professionalism among students in the Social Work Professional Program. The mission statement of the club is: "To promote social work values within the university and surrounding community." (See p. 23 of the *BSW Student Handbook* in Volume II of reaffirmation documents.)

The Club is also the primary means for students to participate in shaping the BSW Program's policies and procedures. The Program Chair works with the Club's Co-Presidents to solicit student input, which is then taken back to the Social Work faculty (see p. 23 of *BSW Student Handbook* in Volume II of reaffirmation documents). All Social Work students are invited to meetings with the Chair; students do not need to be members of the Club to attend.

The Club has a social work faculty member who serves as a liaison and advisor. However, the Club also maintains independence from the Program as a student organization housed in the Office of Student Life. The Office of Student Life provides an opportunity for students in the Program and those who have not yet applied to the Program to become Club members. The Office also offers a vehicle for the Club to advertise its leadership and fund-raising activities and provides funding the Club can use for these activities. The Club is provided with a website as well: http://www.UW-Green Bay.edu/socworkclub/.

To encourage collaboration and communication between the junior and senior cohorts, faculty open their classrooms to the Club. Classes which accommodate the entire cohort (SOC WORK 305 and 431 or 461 in the fall and SOC WORK 371 and 433 or 463 in the spring) are designated as "announcement" courses. Course instructors allow time at the beginning of each class for Club officers to make announcements to their peers concerning Club events. The fall junior-level announcement course (SOC WORK 305) also allows for two 15-minute periods where senior Club Officers recruit junior members and hold elections for junior-level representatives in order to engage the entire junior cohort. Because the Program operates as a cohort model, efforts are made to schedule a 45-60 minute window when no Social Work courses are taught to provide a convenient time for the Club to meet together.

Each year the Social Work Club organizes the Senior Banquet, which is attended by juniors and seniors, their families, University administrators, Program faculty, and Field Instructors. At the Banquet, student accomplishments are celebrated, program scholarship recipients are recognized and, at times, faculty members are roasted. Accomplishments in service sponsored by the Social Work Club in recent years have included participation in the Jingle Bell Run for Arthritis, Penny Wars for Golden House (domestic abuse), Toys for Tots, NAMI Walk (mental illness awareness) volunteering at St. John's Homeless Shelter and the Salvation Army. The Club also arranges fundraisers and donates proceeds to local organizations.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

The UW-Green Bay Social Work Professional Programs has nine faculty members, totaling 8.5 FTE. Tables 3-4 and 3-5 identify their degrees and credentials, as well as their years of practice and teaching experience.

Our Program has weathered a number of changes since the last Review, including the turnover of a majority of the faculty. Spring of 2008 was a turbulent time for the Program: Dr. Anne Kok died in a tragic car accident, Loretta Larkey retired, Dr. Kevin Roeder returned to social work practice, and Melinda Gushwa left Wisconsin for a family medical emergency. Drs. Martin and Sallmann, as well as Matthew Mattila, the Child Welfare Coordinator, were the only remaining faculty. Dr. Martin has subsequently retired. However, each of the five open positions has resulted in an extremely strong hire. The Program currently has no open positions, and most of our faculty have been with the Program since at least Fall of 2008. As a faculty we are collaborative and have a strong understanding of the entire curriculum. We are extremely proud of the strength of our faculty and the reputation we have maintained despite the impact of this transition.

Together, the nine current faculty members have accumulated almost 70 years of teaching experience, a majority at the undergraduate level. Nearly 40 of those years have been in service to UW-Green Bay.

Faculty possess a grand total of 158 years of social work practice experience. A quick review of their vitae (see Appendix 3-5) illustrates the broad range of practice settings they represent, spanning fields that include mental health and child welfare, domestic violence and sexual assault work, services to families and persons with disabilities, gerontology, hospice, homeless services, and medical social work. Moreover, these faculty members continue to provide active service as social work professionals, continuing to directly serve clients in health, mental health and other settings, serving on a wide variety of boards and community advisory committees, and engaging in numerous professional development and advocacy efforts.

All faculty possess a CSWE accredited MSW degree and at least two years of social work practice experience, so there is no limitation as to who is able to teach the practice courses. As noted above, the majority of instructors have extensive practice experience beyond the minimal two years. All of these qualifications insure that the faculty has sufficient expertise to help the UW-Green Bay Social Work Professional Program achieve its program goals and objectives.

Table 3-4:
Form F2_2008: Faculty Summary-Part 1

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Sallmann, CSW	8/2004	Caucasian	.5	1.5	.75	.75	6	3	60%	40%
M. Mattila, CISW	8/2005	Caucasian	7	13	7	7	2.5	2.5	30% (.11 FTE)	70% (.11 FTE)
J. Groessl, LCSW	8/2008	Caucasian	5	20	---	---	4	2	52	48
D. Higgins, CISW	8/2008	Caucasian	---	13	4	---	3	2	19	81
K. Jick, LCSW	8/2008	Caucasian & Native American	---	40	---	10	2	3	33	67
G. Trimberger, LCSW	8/2008 lecturer 8/2010 Assis. Professor	Caucasian	---	26	---	---	2	3	100	--
T. Akakpo, LMSW	8/2009	Naturalized African American	---	6	---	2	1.5	2.5	43	57
M. Quam	8/2010	Caucasian	---	34	---	---	1.5	---	100 (.5 FTE)	---
S. Himmelheber, LCSW	8/2012	Caucasian	---	6	1	---	.5	.5	52	48

* Indicate the total number of years practice experience after receiving the baccalaureate degree and/or master's of social work degree.
   Combine full-time and part-time work into a full-year equivalence years of full-time teaching.
** Should sum to total years of full-time teaching.

Table 3-5:
Form F3_2008: Faculty Summary-Part 2

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Sallmann, BSW, MSW, PhD	Associate Professor		✓	✓		✓				✓
D. Higgins, BSW, MSSW, PhD	Assistant Professor		✓	✓			✓*			✓
T. Akakpo, MSW, MPA, PhD	Assistant Professor		✓	✓			✓		✓	
G. Trimberger**, BSW, MSSW	Assistant Professor		✓	✓			✓			✓
S. Himmelheber, MSW, PhD	Assistant Professor		✓	✓			✓			✓
K. Jick, MSSW	Senior Lecturer		✓		✓			✓		✓
J. Groessl***, BSW, MSW	Lecturer (BSW Field Coordinator)		✓		✓			✓		✓
M. Mattila, BSW, MSW	Instructional Program Manager II (Child Welfare Coordinator)		✓		✓			✓	✓	
M. Quam, MSW	Lecturer	✓ (0.5)			✓			✓	✓	

*Dr. Higgins submitted her application for promotion and tenure in October, 2012. The Program anticipates her successful promotion in June of 2013.
**Ms. Trimberger is defending her dissertation on April 18, 2013. The Program anticipates the successful completion of her PhD by the conclusion of Spring, 2013.
***Ms. Groessl successfully defended her dissertation on March 4, 2013. Her PhD will be granted in May, 2013.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

As documented in Table 3-5, all faculty members teach in the BSW Program, and most also teach in the Collaborative MSW Program offered jointly with UW-Oshkosh. Matt Mattila's primary responsibility as the Child Welfare Coordinator, is coordinating the Title IV-E program for both the BSW and MSW Programs, however, he also teaches one course each year in either the BSW or MSW Programs (0.11 FTE per academic year). Altogether, the eight (excluding Matt) faculty members comprise a total workload of 7.5 FTE (one lecturer, Mark Quam, is 0.5 FTE). Including Mr. Mattila, the Program has 7.61 instructional FTE. From that workload, approximately 4.11 FTE are directed at work with the BSW Program, and 3.5 FTE with the Collaborative MSW Program. The BSW Program has up to 80 majors in the upper division social work courses, with a possible maximum of 40 juniors and 40 seniors in any given year. As noted in section AS 3.2, admission to the major is limited to 40 students each Fall semester. Considering these figures, the faculty-to-student ratio for the Program is just under 1:20, which is lower than the required 1:25. Faculty resources are demonstrably sufficient to carry out ongoing functions of the Program.

The 4.11 FTE allocated to the BSW Program are sufficient to offer all required social work courses. The Program uses adjunct instructors on occasion for non-required, elective courses. For example, one adjunct instructor is used during the 2012-2013 academic year to teach SOC WORK 202: Introduction to Human Services.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

The Social Work Professional Program is strongly committed to encouraging faculty to teach across the BSW-MSW spectrum. However, as documented in Table 3-4, five of the nine faculty members have a primary responsibility to the BSW Program. This means that more than half of their teaching and administrative loads are devoted to baccalaureate social work education efforts. While all faculty teach in the BSW Program, those with a primary responsibility for teaching baccalaureate courses in the Program include: Mark Quam (position is 0.5 FTE), Jolanda Sallmann, Gail Trimberger, Joan Groessl, and Sarah Himmelheber. The vitae of each faculty member is included in Appendix 3-5.

As demonstrated in Table 3-5, each of the nine faculty has a Master's Degree in Social Work from an CSWE-accredited program; eight of the nine have a full-time appointment to the

Program and four of the five faculty with primary responsibility for teaching in the BSW Program are full-time.   Four of the nine faculty, including two of the five faculty whose primary commitment is to the BSW Program, have a Ph.D.; in addition, two additional faculty with primary BSW responsibilities anticipate completion of their doctoral programs by May 2013.

3.3.4 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.

Tenure track faculty at UW-Green Bay carry a 21-credit teaching load and faculty with academic staff status (lecturers) carry a 27-credit teaching load. Using a traditional three-credit course, these translate into teaching seven and nine courses each year, respectively. Academic staff have a higher credit teaching load as people in these positions do not have responsibilities or expectations for service and scholarship. These credit loads reflect institutional policy and are deemed to be sufficient to allow tenure track faculty to continue their scholarly and service endeavors as well.

Due to the intensive nature of advising in the BSW Program, three full-time faculty members serve as BSW advisors. Each receives a three credit release, the equivalent of one course release, for advising responsibilities, which include being the assigned advisor for between 20 and 25 BSW students, meeting with students considering the social work major, and participating in campus events such as Campus Preview Days, Transfer Orientation programs, and Majors Fair. Additionally, for administrative and leadership responsibilities, the BSW Field Coordinator has a 10.5 credit (39%) reassignment and the Chair has a 50% reassignment. These releases will be discussed in more detail below in sections 3.4.5(c) and 3.4.4(c), respectively.

3.3.5 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.

As stated earlier, evaluation of faculty within the Program is developed with emphasis on teaching excellence, scholarly work and service to the University and the community. Tenure eligible faculty has representation on the Faculty Senate (Jolanda Sallmann, Doreen Higgins, Frances Akakpo, consecutively), Faculty Committee of Six (formerly, Judy Martin), Library and Instructional Technology Committee (Doreen Higgins), Institutional Review Board (Judy Martin, Doreen Higgins, consecutively), and International Educational Council (Francis Akakpo). Involvement in these committee functions supports the achievement of institutional goals as well as addressing achievement of institutional policies. Specific to the Social Work Program, faculty are involved in advisory, field, and MSW governance committees as well as serving as the faculty advisor for a number of student organizations, including: the Social Work Club (Mark Quam), Red Cross Club (Joan Groessl), and the Sexuality and Gender Alliance (Jolanda Sallmann).

Professional Development as Teachers

As a teaching institution, providing excellence in teaching is an institutional priority. Faculty development includes a broad range of activities including those with an interdisciplinary focus which reflect this. For example, the University's Center for the Advancement of Teaching and Learning (CATL) offers a range of opportunities for faculty development including workshops, book discussions, conferences and grants that support teaching and learning. The CATL sponsors a faculty development conference annually in spring which addresses topics related to scholarly research and teaching. This conference is open to individuals from other universities which allows for an exchange of ideas not only across disciplines within the UW-Green Bay educational system but also among other universities in the state. The 2012 conference focused on the balance between teaching, scholarly work and service with Kerri Ann Rockquemore (Director of the National Center for Faculty Development and Diversity) as the keynote speaker. This workshop was attended by a majority of the social work teaching faculty. Faculty annually actively participate in Faculty Development Conferences and send representatives to the UW System President's Summit on Excellence in Teaching and Learning and Office of Professional and Instructional Development (OPID) conferences. The Program provides financial support for the purchase of teaching resource materials such as videos and tuition for courses to enhance teaching excellence.

In support of the scholarship of teaching and learning (SoTL), in recent years faculty received numerous grants and awards including a UW System Institute on Race and Ethnicity (IRE) Curriculum Development Grant, and several grants from the Center for Teaching and Learning (CATL), including a Teaching Enhancement Grant, an Instructional Development Award, and a Faculty Development in Online Learning Grant (with Nursing). Additionally, faculty are involved with Lesson Study Projects on supporting interdisciplinarity in workforce readiness of students, interdisciplinary thinking (in collaboration with Nursing), and teaching APA citation style (with Human Development and English Composition). Other awards include Teaching Scholars grants to Drs. Sallmann, Higgins, and Himmelheber, and nominations for "Student-Nominated Faculty Teaching Awards" for Profs. Trimberger and Higgins.

Additionally, faculty actively disseminate their creative teaching-related endeavors, including their SoTL activities, through scholarly presentations. Such forums provide opportunities for exchanges with other teacher/scholars. Faculty vitae document these activities (see Appendix 3-5). A sampling is outlined here; excluded are the numerous diversity-themed, teaching-related activities discussed in section 3.1.2.

Recent Conference Presentations

> Brown, J. & **Akakpo, T. F.** (March, 2012) *Primos and Segondons: A classroom simulation of two cultural groups coming together.* 29th Annual Baccalaureate Social Work Program Directors' (BPD) Conference. Portland, OR.

> Connolly, M., **Higgins, D.**, McIntire, M., Martin, R., & Teclezion, M. (2011). UW-Green Bay Faculty Development Conference. "Improving Student Writing with

Grammar Instruction." Northeast Wisconsin Technical College/UW-Green Bay Study Circle and Teaching Strategies Collaborative.

Groessl, J., & Vandenhouten, C. (November, 2011). *Learning Together: An Interprofessional Ethics Assignment for RN to BSN and MSW Students.* Society for Ethics Across the Curriculum International Conference, St. Louis, MO.

Higgins, D. (April, 2011). *Improving student writing with grammar instruction.* Northeast Wisconsin Technical College/UW-Green Bay Study Circle and Teaching Strategies Collaborative, Green Bay, WI.

Himmelheber, S. A. (2011, October). *Food security, service-learning, and the natural environment: Ideas for Social Work education.* Paper presented at the Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Mattila, M. (May, 2012). *Faculty roundtable: Integrating child welfare and CSWE competencies.*   National IV-E Conference, Galveston, TX.

Mattila, M. (May, 2011) *Integrating CFSR principles into the MSW child welfare curriculum.* National IV-E Conference, Galveston, TX.

Professional Development as Practitioners

Faculty are engaged in a range of exchanges with practitioners and agencies that meet the University's goal of active community engagement. Many of these efforts include numerous workshops to practitioners at local chapter conferences of the National Association of Social Workers, continuing education workshops offered through our Program and the University's Extension system, and published articles targeting practitioners. These efforts include:

Recent Publications

Cupit, I., Radosevich, D., **Trimberger, G.** (In press). Lifespan considerations. In J. Werth, (Ed.). *Counseling clients near the end of life: Practical perspectives on fundamental issues.* New York, NY: Springer Publishing.

Jick, K. (2009). Challenges in mandated reporter training. *Child Welfare Section Connection, 1*, 3-7.

Jick, K. (2009). Infant deaths while co-sleeping: A crime, a public health issue or both? *Child Welfare Section Connection, 1*, 3-5.

Jick, K. (2008). Hague Convention on protection of children: Implications for intercountry adoption-Part 1. *Child Welfare Section Connection, 1*, 3-5.

Kolomer, S., **Himmelheber, S. A.,** & Murray, C. (in press). Mutual exchange within skipped generation households: How grandfamilies support one another. In B.

Hayslip & G. Smith (Eds.). *Resilient grandparent caregivers: A strengths based perspective.* New York: Routledge.

Noppe, I., Radosevich, D., & **Trimberger, G.**, (2012). Lifespan considerations. In J. Werth (Ed.) *Counseling clients near the end of life: Practical perspectives on fundamental issues*. New York, NY: Springer Publishing Company.

Recent Presentations

Akakpo, T. F. (September, 2011). *Juvenile sexual offenders who committed nonsexual related offenses.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Akakpo, T. F. Groessl, J. (October, 2012). *Office to court: Forensic versus clinical interviewing of children and adolescents.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI

Groessl, J. (October, 2012). *Office to court: Forensic versus clinical interviewing of children and adolescents.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI

Mattila, M. (October, 2012). *MSW certification exam preparation workshop.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Trimberger, G., & Groessl, J. (September, 2011). *Developing social work leaders in a changing world.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Trimberger, G. (August, 2011). *Grief and loss in long term care.* Northeast Wisconsin Nursing Home Social Worker Association, Green Bay, WI.

Continuing Education Workshops

Groessl, J. (November, 2012). *Ethics and boundaries and technology* [4 hours]. Outagamie County Human Services, Appleton, WI.

Groessl, J. (October, 2012). *Borderline Personality Disorder: Strengths based approaches to assessment and treatment* [4 hours]. National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Groessl, J. (January, 2012). *Ethics and boundaries for medical Social Workers* [4 hours], Agnesian Health Care, Fond du Lac, WI.

Groessl, J. (October, 2011). *Ethics and boundaries for homeless services providers* [4 hours]. Brown County Housing and Homeless Coalition, Green Bay, WI.

Groessl, J. (September, 2011). *Social Work ethics and technology* [2 hours]. Collaborative MSW Program Field Instructors workshop, Menasha, WI..

Groessl, J. (June, 2010). *Ethics and boundaries for hospital Social Workers* [2-2 hours]. St. Vincent's Hospital, Green Bay WI.

Groessl, J. (2009 & 2010). *Advanced Social Work boundaries and ethics in management and supervision* [4 hours]. National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Groessl, J. (November, 2012). *Supervision, consultation, collaboration: Ethics, boundaries and best practice* [6 hours]. Wisconsin Association for Children and Families, Oshkosh, WI.

Groessl, J. (November, 2009).*Borderline Personality Disorder* [6 hours]. University Extension Outreach, Manitowoc, WI.

Jick, K. (2012). *Ethics workshop.* Affiliated Professional Group, West Bend, WI.

Jick, K. (2011). *Ethics webinar.* National Association of Social Workers-Wisconsin Chapter Annual Conference. Madison, WI.

Jick, K. (2010). *Ethics workshop.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Trimberger, G. (January, 2013). *Developing leaders: Empowering human service practitioners* (January, 2013). UW-Green Bay Continuing Education Office, Fond du Lac, WI.

Trimberger, G. (December, 2012). *Developing leaders: Empowering human service practitioners.* UW-Green Bay Continuing Education Office, Green Bay, Wisconsin.

Both the BSW Program and University share a mission of addressing challenges within a multicultural and evolving work. Faculty are actively engaged in community efforts that advance these missions through their leadership positions with: Family and Childcare Resource Center (Jolanda Sallmann and Francis Akakpo), Brown County Elder Watch (Doreen Higgins), Camp Lloyd (Gail Trimberger), the Multicultural Center of Green Bay (Doreen Higgins), the National Association of Social Workers (Joan Groessl, Karen Jick, and Matt Mattila), New Leaf Market (Sarah Himmelheber), the Brown County Annual Martin Luther King Jr. Celebration Committee (Jolanda Sallmann and Francis Akakpo), Kenya Works (Karen Jick), NEW Curative (Mark Quam), and the Community Health Improvement Program (Sarah Himmelheber). These activities are further evidence of networking that promotes scholarship and are relevant to social work professional practice.

Additionally, the Program's Advisory Committee provides a forum in which faculty maintain consistent contact with agencies that are committed to supporting undergraduate social work education in the region. Quarterly meetings with the Committee allow for discussions between the Program and the practice community regarding emerging practice and education trends. As noted earlier, the Committee also provides suggestions for the spring workshop topic. Current members, and their organizational affiliations, include:

- Greg Benesh, Deputy Director and Family Services Division Manager, Oconto County Department of Health and Human Services
- Diana Brown, Vice President for Program Services, Curative Rehabilitation Center,
- Devon Christianson, Director, Aging & Disability Resource Center of Brown County
- Deborah Cudworth, Client Services Specialist, State of Wisconsin-Office of the Public Defender
- George Kamps, Outpatient Clinical Social Worker
- Stacey Kreitz, Child Forensic Interviewer, Willow Tree Cornerstone Child Advocacy Center
- Bill LaBine, Executive Director, Jackie Nitschke Center
- Connie Long, College of Menominee Nation
- Jeff Marks, Director of Support Services, Brewster Village
- Mark Mertens, Manager, Youth and Family Services Division, Outagamie County Health and Human Services
- Glen Tilot, Volunteer Coordinator, Brown County Department of Human Services

Professional Development as Scholars

In spite of heavy teaching loads, faculty remain active and productive scholars through publishing in peer reviewed journals and presenting at academic conferences. Faculty vitae (see Appendix 3-5) demonstrate the range of scholarly activities in which faculty are engaged. The following lists highlight just a few of those efforts to demonstrate the breadth of content. These lists exclude the scholarly activities discussed above and in section 3.1.2.

Recent Publications

Akakpo, T. (2013) Book Review: Miller, J. L. (2012). *Psychosocial capacity building in response to disasters* West Sussex, NY: Columbia University Press in *Smith College Studies in Social Work.*

Akakpo, T F. & Burton, D.L. (under review). A comparison non-sexual crimes committed by incarcerated and juvenile delinquents. *International Journal of Offender Therapy and Comparative Criminology.*

Groessl, J. (2012). An interdisciplinary ethics module for MSW and Nursing students. *Journal of Social Work Education [iFirst Article], pp. 1-11.*

Himmelheber, S.A. (in press). Examining the Underlying Values in Food Assistance Programming: Implications for the Social Work Profession. *Journal of Progressive Human Services.*

Trimberger, G. (in press). An exploration of the development of professional boundaries. *The Journal of Social Work Values & Ethics*, *9*(2).

Recent Presentations

Higgins, D., & Trimberger, G. (March, 2012). *Reframing grief: Alternative paradigms for addressing the many contexts of loss*. American Society on Aging/National Council on Aging (ASA/NCOA) Annual Conference, Washington, DC.

Trimberger, G. (October, 2012). *Reframing grief: Alternative paradigms for addressing the many contexts of loss in older adults*. National Association of Social Workers-Wisconsin Chapter Annual Conference, Milwaukee, WI.

Trimberger, G. & Early, K. (October, 2012). *Using research to improve local food security.* National Outreach Scholarship Conference, Raleigh, NC.

Kolomer, S., Williams, N.R., **Himmelheber, S.A.,** & Dillard, D.R. (2010, October). *Service as self-care: Social Workers return to burn camp*. Poster presented at the Annual Program Meeting of the Council on Social Work Education. Portland, OR.

Himmelheber, S. A. (2010, June). *Community gardening and cultural creativity: A Social Work opportunity.* Paper presented at the "Food In Bloom" joint Annual Meeting of Agriculture, Food, and Human Values Society and the Association for the Study of Food and Society. Bloomington, IN.

The range of activities outlined above demonstrates the faculty's extensive commitment to ongoing professional development as teachers, scholars, and practitioners. Such activities provide for the exchange of new ideas while supporting the achievement of institutional priorities and our mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Faculty model professional behavior and values in our day-to-day interactions with students, colleagues, and community partners through actualizing our professional values. Examples of how the NASW *Code of Ethics* guides our actions are described below.

To start, when working to revise our Program's mission and goals, faculty first turned to the NASW *Code of Ethics* for inspiration. Faculty decided to ground our Program's activities in our profession's primary mission: "to enhance human wellbeing 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,*" (italics added, http://www.socialworkers.org/pubs/code/code.asp). Therefore, our first goal, Social Justice, is to, "advance the primary mission of the social work profession by advancing the needs and empowerment of vulnerable and oppressed populations." In this way, the Profession's values directly shape our Program.

Next, as discussed in section B2.0.5, faculty intentionally embedded Competencies 1 (Professional Self) and 2 (Standards and Ethics) in every required upper-level course. These competencies and their corresponding practice behaviors explicitly articulate expectations for professional behaviors and values. By having these competencies in each course, faculty are provided the opportunity to consistently model these areas to students. Through providing such repetition throughout the curriculum, the importance of such behaviors is further highlighted for students.

The *Code of Ethics* also provides the framework for our interpersonal interactions. The *Code* outlines respectful and professional behavior for interacting with persons whose identity statuses and religious/spiritual and political beliefs differ from our own, as well as how to dealing with conflict, impairment, and incompetence. We use these models in our interactions with students, colleagues, and community partners. Students are taught how to follow the *Code* when resolving interpersonal conflicts and are directed back to the *Code* for guidance on how to problem-solve in such arenas.

Additionally, the UW-Green Bay Social Work faculty model the behavior and values of the profession on a daily basis through their teaching, scholarship, and service activities, most of which have an explicit focus on issues of diversity and social justice. These engagements center on the needs of vulnerable and oppressed groups, including: survivors of violence, aging populations, communities of color, children in foster care, and persons with mental health diagnoses or developmental disabilities. Faculty dedicate their time specifically to advancing public sector services and non-profit organizations committed to providing free or low-income services in an inclusive manner. These activities have been documented in sections 3.1.2 and 3.3.5 and are detailed in the faculty curriculum vitae (see Appendix 3-5).

Social work faculty are highly respected in the community and frequently sought to provide professional continuing education workshops, most commonly related to professional boundaries and ethics, and participate in community boards. Examples of these activities are

documented in faculty vitae and in section 3.3.5. Strong, positive relationships between the Social Work Program and the practice community give testimony to the faculty's integrity in the community.

Finally, the faculty are committed to lifelong learning. Eight of our 9 faculty are licensed or certified social workers and therefore obligated to complete requisite continuing education. Through completing continuing education requirements, faculty remain informed of current practice trends, which can then be brought to the classroom. By talking with students about the professional development activities we participate in, we also model "competence" to our students.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

As a free-standing unit within Professional and Graduate Studies, the Social Work Professional Program at UW-Green Bay has the autonomy necessary to achieve the Program's objectives. The Chair of the Program reports directly to the Dean of the College of Professional Studies. The Program's Chair has full responsibility for the coordination and educational leadership of the Social Work Professional Program. The responsibilities of the Chair are codified in the *UW-Green Bay Faculty Handbook* (see p. 26), and include the following duties:

1. Serves as the official channel of communication for all matters affecting the disciplinary or other unit as a whole, between that unit and the Chancellor, the Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), and other University officials or units;

2. Calls meetings of the disciplinary or other unit faculty and of the executive committee, and presides over the meetings. He/she shall call a meeting at the request of any two members of the unit. Each unit shall meet at least once every semester;

3. Has charge of all official correspondence of the disciplinary or other unit, and of all unit matters included in the catalog or other University publications;

4. Determine that all necessary records of faculty activities within the disciplinary or other unit are properly recorded;

5. Reports to the appropriate Dean(s) regarding the activities and needs of the unit;

6. Submits through the appropriate Dean(s), new courses, major revisions of existing courses, and deletion of courses proposed by the disciplinary or other unit for action by an appropriate interdisciplinary unit, the Academic Affairs Council, and the Provost/Vice Chancellor for Academic Affairs;

7. Acts as the chief executive of the disciplinary or other unit.

A full text version of the faculty handbook can be accessed at:
http://www.UW-Green Bay.edu/sofas/rules/Faculty_Handbook2-1-2011.pdf

The governance structure of UW-Green Bay mandates that each unit will have an Executive Committee. The Executive Committee carries major responsibility for personnel actions including the annual review of faculty and for recommending promotion, renewal, and tenure. At UW-Green Bay, the Executive Committee must consist of five tenured faculty members. In the Social Work Professional Program there is currently one tenured faculty

member, Jolanda Sallmann. Four additional faculty, Doreen Higgins, Gail Trimberger, Frances Akakpo and Sarah Himmelheber are in various stages of the tenure process. Dr. Higgins submitted her application for promotion and tenure in October of 2012. The Program anticipates her successful tenure and promotion to Associate Professor in June of 2013.

Because there are not sufficient numbers of tenured faculty in the Social Work Department currently, per UW-Green Bay policy, the Social Work Executive Committee has four faculty members from outside the unit. Dr. Andrew Austin, Associate Professor in Democracy and Justice Studies has served on the Social Work Executive Committee since 2008. Dr. Austin was recruited and appointed by the Dean because of his teaching and community service in the area of justice studies, also of interest to the Social Work faculty. The second faculty member from outside the unit who serves on the Social Work Executive Committee is Dr. Susan Gallagher-Lepak, Professor of Nursing. Dr. Gallagher-Lepak has been a member since 2009, following death of Anne Kok, the former Social Work Chair. Two appointees in 2012 include Dr. Michael Draney, Associate Professor in Biology within the Department of Natural Sciences and Applied Sciences and Dr. Heidi Sherman, Associate Professor in Humanistic Studies and History. One of the new appointees was due to the retirement of Judy Martin, tenured within the social work department. The second vacancy was at the request for removal from the committee.

The unit has not experienced any threats to its autonomy due to the presence of "outsiders" on its Executive Committee. They have been supportive and understanding of the needs of professional education and of the special demands on the faculty of the Social Work Program. Their participation has, as well, provided an avenue for the Program to articulate its special needs to other academic units on campus. These are units that provide required support course work for the Program and whose support is integral to its quality. Indeed, as reflected elsewhere in this narrative, the presence of colleagues from other disciplines on the Program's Executive Committee is indicative of the culture of interdisciplinary collaboration that is endorsed by this institution. Additionally, the presence of outside members has been a strength to the Program's efforts at promotion and tenure as these members provide a broader perspective on how teaching, scholarship, and service are viewed in different units across the University.

In consultation with the faculty, the Program Chair has responsibility for developing and monitoring the Program's budget and determining personnel assignment to courses and administrative functions that require course credit release. The Program is an independent budgetary unit within the University. While the Provost sets the base budget for the Program, the Chair of the Program gives the primary direction in how that budget is to be used. Exclusive of salaries, the Chair of the Social Work Program develops and administers the budget for the unit.

Faculty has autonomy within the development of the Program's vision and direction, admissions policies, curriculum and other management decisions. There has been no intrusiveness with regard to these decisions from either the Executive Committee or University administration. On the contrary, both groups have been extraordinarily supportive and facilitative of the Social Work Program and its goals.

3.4.2 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.

The Social Work faculty has complete authority to determine curriculum. The typical procedure for developing or modifying a course is for the Social Work faculty to meet and evaluate existing curriculum and to determine whether new offerings or changes in current offerings are needed. When a decision is made to add a new course or change the emphasis or title of an existing course, a member of the social work faculty is designated to develop a syllabus and to complete the necessary administrative forms. The proposed syllabus or change is approved at a Social Work faculty meeting and then forwarded to the Dean of the College of Professional Studies for approval. The Dean then asks the Academic Affairs Council to review the proposal and to recommend approval. The Academic Affairs Council is composed of elected faculty from across the University. If the Council finds problems with the submission, they meet with the Chair of the academic unit for clarification, and then submit a written recommendation that the Dean approve or not approve the course.

This process has been beneficial to the Program in a number of ways. It assures that the quality of our offerings meets University standards; it educates other faculty about the Social Work Program; and it determines that the offerings are appropriate within the University mission, coordinated with other academic units, and can be offered with the resources of the Program. All of the University's curriculum planning procedures are available at: http://www.uwgb.edu/provost/curriculum/.

With the implementation of the revised CSWE competencies and practice behaviors, curricular evaluation was completed through full faculty meetings and appropriate course measures were developed as a result of those efforts. This curricular review is a demonstration of the autonomy of Program faculty to insure that the curriculum is consistent with the EPAS standards. A full description of this process can be found in Chapter 4: Assessment.

3.4.3 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.

The faculty of the Social Work Program has the responsibility for developing the criteria for hiring, retention, promotion, and tenure of program personnel. While most of the policies and procedures are codified and addressed in the *Faculty Handbook*, the policies and procedures assure that each budgetary unit assumes a central role in all personnel matters.

With regard to the recruitment of new tenure track and non-tenure track (academic staff) positions, the Social Work faculty develops the position description identifying required qualifications, teaching responsibilities, and salary range. The faculty recommends this position description to the Executive Committee for approval and referral to the Dean. If the Dean approves, the recommendation is forwarded to a special committee of the Provost to review and make a recommendation to the Provost. The position description is then sent to the Affirmative

Action Officer for final approval. The faculty also recommends members of the Search and Screen Committee to the Dean whom the Dean then appoints. Following the screening and interviewing of applicants, the Search and Screen Committee provides an assessment of the final candidates to the Executive Committee. The Executive Committee makes recommendations to the Dean who then gains approval from the Provost and makes an offer to the top candidate.

The social work faculty developed merit and promotion policies reflecting an emphasis on the value of teaching, service and scholarship. At UW-Green Bay, the Faculty Merit and Promotion Policies and Procedures for the Social Work Professional program were most recently revised on August 4, 2009. They were then amended on November 18, 2011 to include policy on the solicitation and inclusion of external review letters for the tenure and promotion process. The document, in its entirety, can be found in Appendix 3-6. The policy begins with a statement of what is valued by the Social Work Professional Program faculty. The statement indicates that merit, promotion, retention, and tenure reviews for faculty shall:

- Value interaction between teaching, scholarship and service;
- Value teaching above all else;
- Value programmatic goals and faculty taking the responsibility to integrate their own professional goals with the goals of the Program;
- Value practice-relevant (applied) research;
- Value contributions to collaborative and supportive efforts among faculty;
- Value evaluation (program and self-evaluation) as an ongoing process;
- Encourage individual goal development as a collaborative process among the faculty.

This policy, as created, reflects the institutional priorities and mission and goals of the University of Wisconsin-Green Bay. The balance of the University policy statement elaborates the specific criteria for assessing performance in the areas of teaching, scholarship, and community service. A review of the vitae indicates that faculty members have effectively managed their teaching, research and service agendas under these requirements.

The Executive Committee evaluates tenured faculty bi-annually and non-tenured faculty annually for merit reviews. Academic staff and clerical staff are evaluated annually by the Program Chair.

The candidate for tenure and promotion is evaluated on teaching, scholarship and institutional and community service. The candidate prepares and submits written statements describing accomplishments in these four areas along with files documenting evidence of same. The candidate is first reviewed by the Social Work Executive Committee, who vote on whether or not to support the candidate's application for tenure. The candidate is then reviewed by the Personnel Council, a committee of tenured faculty from across campus, which makes a recommendation to the Dean. The Dean votes whether or not to support the candidate; a vote of "yes" is then referred to the Provost, who recommends the candidate for tenure to the University Chancellor. The Chancellor votes to support the candidate, and refers the candidate to the Board of Regents, who ultimately confer tenure. Opportunities to appeal and/or grieve the process are available following each vote. The recommendations of the Social Work Executive Committee have historically been approved in every case for tenure of social work faculty.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

Jolanda Sallmann, MSW, Ph.D., is the Social Work Program Chair. The Program Chair additionally serves as the director of the BSW Program. Doreen Higgins, MSW, Ph.D., serves as the director of the Collaborative MSW Program.

B3.4.4(a) The program describes the BSW 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 with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

Dr. Jolanda Sallmann has served as Chair of the Social Work Professional Program since July 2010. Dr. Sallmann earned her MSW through the University of Wisconsin-Milwaukee in 1996 and her Ph.D. in Social Welfare in 2005 from the University of Wisconsin-Madison. Jolanda joined the UW-Green Bay Social Work faculty in 2004 and has been tenured at the Associate Professor level since 2009. In addition to her role as Principal Investigator for the Title IV-E Child Welfare Training Partnership program, she has provided leadership in a range of community events including Brown County's Martin Luther King Celebration, GLBT Partnership and as a Fulbright-Hayes Group Travel Grant to Jordan in summer 2010. She has received recognition as a teaching scholar through the University of Wisconsin-Green Bay in 2007. She has served on University committees including: Faculty Senate, Academic Actions Committee, Instructional Development Council, and Individualized Degree Committee, demonstrating leadership and representing the interests of the Social Work Program. Dr. Sallmann has spearheaded review of the BSW curriculum and has been active in Oversight of the Collaborative MSW Program of UW-Green Bay and UW-Oshkosh. Her curriculum vita is available in Appendix 3-5.

Since assuming the position of Chair, Dr. Sallmann has availed herself of a number of professional development activities related to her administrative role, including:

- *Women Taking the Lead: Construction a Personal Vision and Strategies.* CSWE Leadership Development Institute, Atlanta, GA, October, 2011.
- *Orientation and Professional Development for New Baccalaureate Social Work Program Directors/Administrators.* CSWE Leadership Development Institute, Atlanta, GA, October, 2011.
- *2011 Leadership Development Workshop for University of Wisconsin Institutions Department Chairs*, Madison, WI, June 6-8.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

The Program Chair has a full-time appointment to the Social Work Professional Programs. The Chair teaches an average of eight credits annually in both the BSW and MSW Programs and receives a 50% release for the oversight of the BSW and Collaborative MSW programs. The Collaborative MSW Program with UW-Oshkosh has a Program Coordinator (Doreen Higgins) supervised by the Chairs of the Social Work Programs at UW-Green Bay and UW-Oshkosh. The Program Chair receives an additional three-credit release for being the Principle Investigator of the federal Title IV-E grant, which includes oversight of the budget and participation in the coordination of the Collaborative MSW Program with UW-Oshkosh.

B3.4.4(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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

As stated above, the Program Chair teaches an average of eight credits annually in both the BSW and MSW Programs and receives release for the oversight of the BSW, Collaborative MSW, and the Title IV-E programs. The primary responsibility of the Program Chair is for the oversight of the BSW Program, for which she is given 50% release time. This is adequate and exceeds the required 25% release for the chair of a baccalaureate program stipulated by this standard.

The Chair's responsibilities in the BSW program include advising students; overseeing admissions, recruitment, curriculum development, faculty course assignments, support staff and office functioning; monitoring and evaluation of the Program's goals and objectives; supporting faculty development; representing the Program at University Chairs meetings and throughout the University and community; preparing reports required by the University; and attending and representing the Program at Program functions, University functions, and at APM and BPD meetings.

3.4.5 The program identifies the field education director.

Joan Groessl, MSW, LCSW is the Field Coordinator for the BSW Program.

3.4.5(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.

Ability to network with providers across the region plays a significant factor in the development of field sites and maintenance of a quality field program in social work education. Joan Groessl has been active in the region for over twenty years of practice, having worked

collaboratively on many projects across the region with other social service providers. Prior to her University appointment, Joan consistently served as a Field Instructor for the University of Wisconsin-Green Bay's BSW program and also within the MSW program of UW-Milwaukee. Joan supervised junior and senior-level practicums for the UW-Green Bay Professional Program annually for the four years prior to her University hire. In addition to her work as Field Instructor, Joan is active in the National Association of Social Workers. She served as a previous past president and has been the continuing education committee chair since 2003. Joan served on the NASW Delegate Assembly for three separate terms, reinforcing social work standards in the development of policy for the organization. Joan has successfully garnered several grants over her years of practice, developed mental health programming and has served as a consultant in a variety of areas.

3.4.5(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 of post-baccalaureate or post-master's social work degree practice experience.

Joan Groessl has the position of field education coordinator for the past three years after having been the Field Coordinator for our Collaborative MSW Program for the two years prior. Joan received her master's degree in social work from the University of Wisconsin-Milwaukee in 1989. From August 1989 through June 2008, she practiced in county mental health systems. Her practice responsibilities included outpatient therapy for individuals across the age span, mental health program development and implementation and prevention and coordination of mental health needs for a small rural county. She later worked with homeless outreach, corrections, and care coordination for individuals with severe and persistent mental illness. Joan supervised a range of employees and contracted services within her professional responsibilities. Her experience makes her qualified to serve as Field Education Coordinator as further evidenced by her curriculum vita (see Appendix 3-5).

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Joan Groessl is a lecturer with a 27-credit load. She teaches Human Behavior and the Social Environment in the undergraduate program and the remainder of credits currently in the MSW program. Joan's credit release time for field is 39% of her credit load (10.5 credits), thereby exceeding the 25% release time required for baccalaureate Field Education Directors. Because the Program has a junior-level field placement as well as the senior practicums, the Program has consistently allocated an approximate 40% credit release for field coordination. When determining full faculty credit loads and responsibilities, the Field Coordinator is allocated a junior-level course. This allows the Field Coordinator in her classroom instructional role to get to know the junior cohort prior to placement of students within their senior field practicum.

Since the most demanding time for field coordination is in the spring of the year, field coordination credits are loaded in this semester. The Field Coordinator takes leadership in revision of the field manual, development of orientations and trainings and solicitation and development of placements. In addition to the academic year credits, the Field Coordinator is allocated a one-month contract payable over the summer months in which to complete other administrative duties and prepare for beginning of the academic year orientations and welcome events.

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

The base budget adequately reflects the costs essential to the development and maintenance of the Program (see Table 3-6, below); "hard" money provides over half of the BSW Program's budget. The field education component, faculty travel, participation in faculty development activities, Program membership fees, and other costs are provided for in the base budget. The Title IV-E grant provides additional funds to secure resources for the Child Welfare elective offering and for stipends to students placed in public or tribal child welfare settings. This grant also provides overhead funds used by the Program for special expenses. Excluding Title IV-E stipends, which are all provided from "soft" money, hard money comprises almost 90% of the budget on average.

Table 3-6:
Program Expense Budget

Program Expenses	Previous Year 2011-2012		Current Year 2012-2013		Next Year 2013-2014	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	$261,895	70%	$280,294	77%	$280,294	77%
Support Staff	$28,996	43%	$31,213	51%	$31,213	51%
Temporary or Adjunct Faculty & Field Staff	$6,000	100%	$6,000	100%	$6,000	100%
Fringe	$129,817	65%	$128,935	66%	$128,935	66%
Supplies & Services	$18,500	42%	$19,521	40%	$19,521	40%
Travel	$5,802	16%	$7,050	16%	$7,050	16%
Student Financial Aid*	$65,880	0%	$61,504	0%	$61,504	0%
Technological Resources	$2000	42%	$2000	40%	$2000	40%
TOTAL	$518,890	56.99%	$533,767	62.31%	$533,767	61.18%
TOTAL (excluding student financial aid)	$453,010	87.30%	$472,263	$88.48%	$472,263	88.48%

*These are the BSW Title IV-E Child Welfare stipends for students.

Exclusive of salaries, the Chair of the Social Work Program develops and administers the budget for the unit. The budget is developed and submitted to the Dean of Professional Studies by December, prior to the new fiscal year beginning in July. The Program Chair meets with the Dean, Associate Dean, and Operations Manager to discuss the budget. As the Dean prepares a budget for the College of Professional Studies, no changes are made to the Social Work Program budget without consulting first with the Program Chair.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

Ongoing evaluation of needs within the Program occurs through discussion in faculty meetings as well as training opportunities budgeted for faculty. Curriculum review and discussion occurs regularly at Faculty meetings, which are held every three weeks during the academic calendar. Working with the BSW Program Advisory Committee, the Chair and Field Coordinator assess for trends within the industry and surrounding communities in order to adapt the curriculum to address highlighted areas of need. Faculty Field Liaisons work closely with placement agencies and highlight any concerns around instruction in field settings.

Evaluation of the experiences of students in the Program, specific course evaluations and field evaluation measures are utilized to foster continual quality improvement. The implicit curriculum, as it relates to the Program's curriculum and relations with and between students, is measured through instructor effectiveness ratings and an evaluation of the BSW Program. In addition, students evaluate the junior and senior-level field experiences, as do the Field Instructors from the community. These evaluations provide a diverse overview of the Program which is used to address continued evaluation, responsiveness and improvement within the Program. Information which follows is the compilation of the results of these evaluation components for the 2011-2012 academic year.

As part of the process of evaluating the implicit curriculum, faculty determined program benchmarks for each of the measures. Benchmarks represent the thresholds the Program set as standards for "success." Benchmarks are noted below for each measure.

Instructor Effectiveness Ratings (see section B: Teaching Methodologies portion of Appendix 3-7). Six items in the End-of-Semester Course Evaluations invite students to rate instructors' effectiveness using a scale from 1 ("not at all") to 5 ("very much"). Evaluations are averaged across courses for each of the effectiveness ratings, and that summary score is used as an outcome measure for the implicit curriculum. ***The benchmark for the end-of-semester course evaluations is a mean of 4.0 across courses.*** Mean scores for the 2011-2012 are note in Table 3-7; each score exceeds the benchmark.

Table 3-7:
2011-2012 Instructor Effectiveness Ratings

Evaluation Item	Mean score
The instructor maintained by interest throughout the semester	4.28
The instructor created an environment in which I wanted to learn about the topic	4.37
The instructor created a learning environment that encouraged me to be self-directed with my learning	4.45
The instructor helped me to examine my own values and perspectives	4.30
The instructor helped me to develop knowledge and skills to master course content	4.33
The instructor responded to me in a timely manner	4.38
Overall Average	**4.38**

Program faculty take great pride in these effectiveness ratings as the items measure instructors' abilities to engage students, create a comfortable yet challenging learning environment, and responsiveness to students. Such contexts provide the foundation of the implicit curriculum.

Student Evaluation of BSW Program (see Appendix 3-8). A student evaluation of the BSW Program was developed in the summer of 2011, and reviewed and revised by the faculty at the August 2011 faculty retreat. The evaluation was administered for the first time in Spring 2012. It is intended to be annually administered in the spring at which time students in both the junior and senior BSW cohorts are invited to complete the evaluation. It includes assessments of curriculum, advising and orientation, and working with the Field Coordinator, Program Chair and Child Welfare Coordinator. Students also evaluate their relationships with faculty, with their peers, and report on involvement with the Social Work Club. Additional items inquire about graduating students' plans for the future.

Most of the items ask students to rate how strongly they agree with a statement using a scale from 1 to 5, where 1=not at all and 5=very much. The evaluation also allows students to provide narrative comments for each of the first eight areas. ***The benchmark for the items assessing the Program is a mean of 4.0 across cohorts.*** Average scores for the junior and senior cohorts for 2011-2012, as well as all BSW students, are reported in the following tables. All but four of the items met or exceeded the benchmark.

All students in the junior cohort (n=33) completed the evaluation, and 94% of the seniors (n=29 of 31). The Program Chair presented the outcomes of this evaluation to the Social Work Club during two meetings in February of 2013 to solicit their feedback. The suggestions raised by students are included below.

The first seven items ask students to rate the curriculum as delivered, including the convenience of course offerings, integration of courses, preparation for field, evidence of competencies, attention to diversity, rigor, and clarify to retention standards. Table 3-8 indicates that students are generally pleased with these areas, particularly the scheduling of Social Work courses on Tuesdays and Thursdays (4.68). The lowest ratings were noted in how courses prepared students for the field experience (4.18), which Club members explained as the fact that

nothing could adequately prepare them for Field other than the experience itself. Seniors rated their experiences slightly less positively than juniors.

Narrative comments submitted by students are presented in Appendix 3-8 and support the data presented in Table 3-8. One area for improvement in the curriculum that emerged from the comments concerns diversity content. Three students suggested a desire for more coverage. One specifically wanted a stand-alone course as it was a prerequisite for the graduate school he or she was planning on attending. One suggested more focus on diversity other than race/ethnicity. A third wanted more practice implications. Two of the comments (the first and last) were provided by seniors and the other by a junior. Faculty discussed these comments at length in a December 2012 faculty meeting. No changes to the curriculum were suggested by faculty; rather, it was decided to monitor the narrative comments for 2012-2013 for similar themes to help direct any changes in the most meaningful ways.

Table 3-8:
2011-2012 Student Curriculum Overview Ratings

	Jr.	Sr.	Total
1. The way the courses are scheduled (Tuesdays and Thursdays) works well for me.	4.70	4.66	4.68
2. The courses are well integrated; they fit well together and build on one another.	4.67	4.34	4.52
3. The courses helped prepare me for my field education experience.	4.24	4.10	4.18
4. The Program competencies are clearly evident in all classes.	4.55	4.21	4.39
5. The curriculum pays enough attention to issues of diversity and oppression.	4.61	4.28	4.45
6. Course assignment expectations are appropriately rigorous.	4.64	3.97	4.32
7. The Program has clear guidelines regarding student retention.	4.58	4.28	4.44

The next five items asked students to rate their experiences with advising and orientation. Table 3-9 indicates that, overall, students find their advisors accessible (4.39) and extremely responsive (4.56). Students were less inclined to view their advisors as engaging in proactive outreach (3.77) or to find the junior year Orientation meeting helpful (3.69). These are two of the four items that did not meet Program benchmarks, and therefore were the focus of lengthy discussion in the meeting between the Program Chair and students. Narrative comments submitted by students are presented in Appendix 3-8 and support the data. Seniors rated their experiences slightly less positively than juniors.

Table 3-9:
2011-2012 Student Advising and Orientation Ratings

	Jr.	Sr.	Total
8. The Orientation meeting held at the beginning of the junior year was helpful to me.	3.79	3.59	3.69
9. My Advisor has contacted me and let me know how she or he can be helpful.	3.82	3.72	3.77
10. The roles of the Advisor are clear to me.	4.09	3.90	4.00
11. My Advisor was accessible to me.	4.52	4.24	4.39
12. My Advisor responded to my inquiries in a timely manner.	4.67	4.45	4.56

Concerning items 8 and 9, above, faculty and students had different interpretations and recommendations from the data. When faculty discussed the lower scores regarding Orientation, a suggestion was made to integrate the Orientation into a required course. Currently, incoming juniors are required to attend a 4-hour Orientation that is held the week before courses start in the fall. Interestingly, when sharing these results and the faculty suggestion with the Social Work Club, students were adamant in wanting to retain the Orientation. Students discussed finding the Orientation very helpful in making connections with the senior cohort; transfer students were particularly fond of the Orientation as it helped them begin to know their classmates. Consequently, the faculty is revising the Orientation for Fall of 2013 to include more time for networking between the cohorts.

Regarding Advisor outreach to students, faculty were uncertain how to interpret the data. There was confusion as to what students expect from their Advisors. During the meeting with students, students indicated they were often uncertain what kinds of questions to ask and it was clear from the discussion that they wanted more professional mentoring from Advisors, in addition to information regarding academics and job opportunities. Faculty will begin the process of re-evaluating the roles and responsibilities of Advisors to determine what, if any, additional roles they should play, as well as seeking to create a resource list for students about other campus resources where some of their needs may be better met.

The next four items asked students to rate their experiences with the Field Coordinator. Table 3-10 indicates that, overall, students viewed their interactions quite positively, although seniors rated their experiences significantly slightly less positively than juniors. Narrative comments submitted by students are presented in Appendix 3-8 and support the data. In discussions with the Club members it was revealed that senior students have very few interactions with the Field Coordinator after a placement is made. They find their Methods instructors the "go to" people for any challenges in the Field, and felt their responses reflected their decreased interaction with the Coordinator.

Table 3-10:
2011-2012 Student Field Coordinator Ratings

	Jr.	Sr.	Total
13. The Field Coordinator was helpful to me in finding an appropriate field placement.	4.58	4.14	4.37
14. The Field Coordinator answered my questions about field placement policies and procedures.	4.67	3.97	4.34
15. The Field Coordinator was accessible to me.	4.79	3.90	4.37
16. The Field Coordinator responded to my inquiries in a timely manner.	4.82	3.86	4.37

The next four items asked students to rate their experiences with the Program Chair. It is important to note that the Chair was on maternity leave for most of Spring of 2012. Dr. Judy Martin, who has since retired, filled in as Interim Chair during that time. Despite the transition, students still rated their interactions positively (see Table 3-11). Students were most satisfied with accessibility (4.37) and responsiveness (4.42), and least likely to view the Chair as consistently communicating with students (4.0). Narrative comments submitted by students are presented in Appendix 3-8 and support the data. In discussions with the Club it is clear that students would like the Chair to initiate more contact, and it is believed that a newly instituted procedure regarding the annual presentation of Program evaluation data to the Club, will help in this regard.

Table 3-11:
2011-2012 Student Program Chair Ratings

	Jr.	Sr.	Total
17. The Program Chair regularly communicated with students.	4.09	3.90	4.00
18. The Program Chair pays attention to students' needs and concerns.	4.24	4.10	4.18
19. The Program Chair was accessible to me.	4.48	4.24	4.37
20. The Program Chair responded to my inquiries in a timely manner.	4.52	4.31	4.42

A total of 19 students (9 juniors and 10 seniors) indicated they were involved in the Child Welfare Stipend Program. Only these students responded to items evaluating their relations with the Child Welfare Coordinator. As indicated in Table 3-12, students rated these experiences positively, particularly the Coordinator's responsiveness to questions about the stipend program (4.32). Again, seniors rated these experiences slightly less positively than juniors. No narrative comments were provided in this section by students.

Table 3-12:
2011-2012 Student Child Welfare Coordinator Ratings

	Jr.	Sr.	Total
21. The Child Welfare Coordinator answered my questions about the stipend program.	4.56	4.10	4.32
22. The Child Welfare Coordinator was accessible to me.	4.56	4.00	4.26
23. The Child Welfare Coordinator responded to my inquiries in a timely manner.	4.44	4.10	4.26

Six items rated students' relations with BSW Program faculty. As is evident in Table 3-13, students rate these relations extremely positively. Students feel faculty know them

individually (4.81), and find Program faculty approachable (4.76), accessible (4.87), attentive to students' needs and concerns (4.76), and aware of students' complex lives (4.39). Narrative comments submitted by students are presented in Appendix 3-8 and support the data. Seniors rated these items slightly less positively.

The fact that seniors consistently rated areas lower than juniors was a point of discussion between the Program Chair and Social Work Club members. Although the seniors represented in the data had graduated, current students discussed the personality differences between the cohorts and felt that less positive evaluations throughout reflected the "culture" of that cohort. The Program is interested to see whether or not this trend changes with consecutive administrations of this evaluation tool.

Table 3-13:
2011-2012 Student Relations with Faculty Ratings

	Jr.	Sr.	Total
24. My instructors know my name.	4.82	4.79	4.81
25. I feel comfortable approaching faculty.	4.79	4.72	4.76
26. I would feel comfortable asking one of my Social Work instructors for a reference letter.	4.67	4.66	4.66
27. Faculty are accessible to me.	4.94	4.79	4.87
28. Faculty pay attention to students' needs and concerns.	4.82	4.69	4.76
29. Faculty recognize the complexity of students' lives.	4.30	4.48	4.39

Four items rated students' relations with peers in the Program. Table 3-14 indicates students find it easy to know each other (4.35) and their peers helpful (4.58); they were less likely to indicate there were opportunities for the junior and senior cohorts to interact (3.60). This is the third area that did not meet the Program benchmark. Much of this is the function of a cohort model in a small Program structured such as ours. As our classes meet only on Tuesdays and Thursdays to allow students to complete their field hours during the rest of the week, there is very little common free time shared by both cohorts. Efforts are made to use occasional portions of class time to bring the cohorts together for Social Work Club activities, and to carve out common free times for students. However, in discussions with the Club, students would like the Program to create more such opportunities. We are hoping that restructuring the junior Orientation to include more networking between the cohorts will help in these endeavors. Seniors rated these items slightly less positively. Narrative comments submitted by students are presented in Appendix 3-8 and support the data.

Table 3-14:
2011-2012 Student Relations with Peers Ratings

	Jr.	Sr.	Total
30. Classmates are helpful and collaborative.	4.85	4.28	4.58
31. Classmates generally act in a professional manner.	4.42	3.69	4.08
32. Students in different cohorts have opportunities to communicate/interact.	3.70	3.48	3.60
33. It is easy to know other students.	4.67	4.00	4.35

A final set of four questions were asked of the 29 juniors and 16 seniors who indicated they were active members of the Social Work Club in 2011-2012. The larger number of juniors in the Club is an interesting finding in and of itself as historically the Club has been composed much more heavily of senior BSW students. This year was an exception, boasting a strong junior presence and much less involvement by senior students. This low level of involvement may explain the lower ratings.

As indicated in Table 3-15, Social Work Club members viewed the Club's faculty advisor as attentive to their needs (4.44), the faculty as supportive of the Club's activities (4.22), and the Club's activities as supporting the values and ethics of the profession (4.09). Narrative comments submitted by students are presented in Appendix 3-8 and support the data. Club members were less likely (3.53) to view the Club as providing opportunities to become more engaged in the community. This is the fourth and final item not meeting the benchmark. Faculty suggested this may be, in part, due to the nature of the Club's activities. Activities tended to focus more on fundraising and one-time events, which may be viewed as less engaged than the activities students are already involved with at their field sites. Select activities from the past five years have benefited: Family Services of NEW, NEW Community Shelter, St. John's Emergency Shelter, Special Olympics, Salvation Army, Marion House, Cerebral Palsy Center, NEW Curative Rehabilitation Center, Littlest Tumor Foundation, NAMI, and Take Back the Night. Students agreed with this interpretation. They also indicated that the Club intentionally develops activities that can be completed on campus, in order to increase student participation. However, they pointed to the fact that such opportunities do not contribute greatly to students' feelings of engagement in the community.

Table 3-15:
2011-2012 Student Social Work Club Ratings

	Jr.	Sr.	Total
34. The Social Work Club's faculty advisor pays attention to students' needs and concerns.	4.71	3.5	4.44
35. The Social Work Club's activities clearly reflect social work values and ethics, particularly social justice.	4.13	4.07	4.09
36. The Social Work Club provided opportunities to become more engaged in the community.	3.69	3.45	3.53
37. The Social Work Club's activities were supported by the faculty and staff of the Social Work Program.	4.31	4.17	4.22

Overall, data from the students' evaluation of the BSW Program suggest a strong implicit curriculum. Students highly rate the delivery of the curriculum, their relationships with faculty and peers, and the efforts of the Social Work Club. Spring of 2012 marked the first time the Program administered this evaluation, and its outcomes, as well as discussions with students concerning the outcomes, suggest areas for change in the Program, particularly concerning the purpose and format of the junior Orientation and roles and responsibilities of Advisors. In both of these are areas, faculty are working on strategies for redesign which will incorporate students' suggestions.

A number of additional items were asked only of seniors. These items concerned their plans for the future, including graduate school, job searches, and Social Worker certification.

Only 5 of the 29 seniors had applied to graduate school; all of these applied to MSW programs. Four students had been accepted to graduate school for the fall. Of the remaining 24 students, 19 indicated a desire to apply for an MSW Program within the next 10 years and two indicated they would be applying to other graduate programs. Twenty of the students had already applied for employment in Social Work; six of those had received job offers already. Only eight seniors had formally initiated the process of obtaining social work certification, but an additional 18 planned to do so within the next year.

As this is the first year the Program has collected such data, faculty are uncertain how trends may unfold. Faculty would have predicted more students would have applied for graduate school and would have desired more to apply for certification before graduation. Once the Program has collected another year of data, faculty will look for trends and decide if we desire to initiate any programmatic responses to the trends.

Evaluations of Field. Annually, the BSW Field Coordinator invites both students (see Appendices 2-8 and 2-9 for junior and senior evaluations, respectively) and Field Instructors (see Appendix 2-10) to complete evaluations of the Field Program. Evaluations are conducted concerning both the junior- and senior-level field experiences. Unless otherwise indicated, all responses are rated on a scale of 1 (very satisfied/strongly agree) to 5 (very dissatisfied/strongly disagree). ***The benchmark for field evaluations is a mean of 2.0 for each item.*** For the few items using a scale of 1 (poor) to 4 (excellent), ***the benchmark is a mean of 3.0.*** The following section outlines a summary of the evaluation of field from the perspectives of junior and senior-level students and junior and senior-level Field Instructors for 2011-2012.

As is indicated in Table 3-16, overall, students were satisfied with their experiences in field. They found their Field Instructors accessible and knowledgeable about the competencies. Further, students felt they had opportunities to work with other workers, receive feedback on their performance, and engage in ethics discussions. Seniors felt they were provided independence in their tasks, that there was a good fit between the classroom and field, and that they were adequately prepared for situations they would encounter in field. Only one area did not meet the benchmark: Juniors rated their preparation for situations in field as unsatisfactory (score is italicized below). The Program has historically experienced juniors as less satisfied with their placement experiences given the macro-level nature of the junior-level placement. Overall, juniors and seniors indicate they would refer others to their placement sites.

Table 3-16:
2011-2012 Students' Evaluations of Field Experience

Question	Senior Mean Score	Junior Mean Score
Availability of Field Instructor	1.69	1.45
Prepared for Situations	1.62	*3.42*
Fit with Classroom	1.41	3.39*
Satisfied with how Challenges handled	1.55	1.52
Opportunities with other workers	1.52/1.17**	1.82
Feedback opportunities	1.69	1.73
Discussion about ethics	1.52	1.58
Knowledgeable about competencies/objectives	1.59	1.52
Opportunities	1.38	1.55/1.58***
Recommend/Overall Rating	1.48	3.58*
Remaining items asked of seniors only:		
Enough Time for assignments	1.55	
Independence allowed	1.31	
Encouraged to develop own style	1.72	
Commitment of Field Instructor to student	1.62	
Agency uses systems approach	1.72	
Agency supports BSW level practice	1.34	
Field Instructor knowledgeable about BSW program	1.69	

*Scale 1-4/1=poor and 4=excellent.
**Two questions: (1) opportunity to consult with other staff and (2) opportunity to observe varies styles and approaches.
***Two questions: (1) attend meetings and learn about agency and (2) learn about community resources.

Table 3-17 summarizes the information collected from Field Instructors for 2011-2012. It demonstrates that most of our BSW Field Instructors have long-term commitments to our Program, with 38% of them having worked with our students for more than five years. Further, all of the Field Instructors indicated that our competencies are clear, that our Faculty Field Liaisons are available to them, that our students are self-directed, and that the field logs are helpful. Narrative comments provided by Field Instructors reflect these same themes (see Appendix 2-10).

Table 3-17:
2011-2012 Field Instructors' Evaluations of Field Experience

Experiences as Field Instructor	1st Year	2-5 years	More than 5
Seniors [n = 21]	29%	33%	38%
Juniors [n = 12]	25%	25%	50%
Competencies/Objectives Clear			
Seniors	100% yes		
Juniors	100% yes		
Liaison available (asked for senior-level only)	100% yes		
Students self-directs (asked for junior-level only)	100% yes		
Field logs helpful (asked for junior-level only)	100% yes		

Comprehensively, evaluations of field suggest our Field Program is successful in creating positive opportunities for students and Field Instructors. Further, they demonstrate our

Instructors' ongoing commitments to the Program and our students. Taken as a whole, the Program's efforts to consistently evaluate components of the field experience and incorporate feedback from students and Field Instructors, demonstrate an earnest desire to maintain high quality standards for field education.

Review of evaluation measures of the implicit curriculum is completed at faculty meetings. These evaluation tools are used as a means of continuous improvement of the Program as the results are analyzed, in order to address any developing trends or challenges for the Program. The measures have been incorporated into the existing Program administration to reflect consistent and adequate resources for assessment. Programmatic needs are then discussed and considered for future budgetary resources.

The Program has also institutionalized the sharing of evaluation data with students through an annual presentation by the Program Chair to the Social Work Club. This information has been incorporated into the *BSW Student Handbook* (see p. 44 of Volume II of reaffirmation documents).

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

The support staff for the Program includes a full-time Program Assistant, Theresa Mullen, and a student clerical worker who works 15 hours per week. Ms. Mullen supervises the student employee. There is half-time clerical support for the Collaborative MSW Program.   In times of need, this individual assists with the BSW Program and assures coverage for the office when the Program Assistant is absent. All support staff has computer and technology access as well as FileMaker Pro software with which to maintain Program records. A shared computer drive serves as the depository for Program records and a student drive is maintained by the Program Assistant for student records as the Program is initiating a paperless system.

Finally, the Program has a Financial Specialist five hours a week to prepare and submit monthly reports for the Title IV-E grant. With the assistance of the Title IV-E grant funds, the Program has been able to enhance support staff resources.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

At the present time, library resources are sufficient to meet the needs of students and faculty of the Program as documented by the Librarian's report, contained in Appendix 3-9. Students have access to library resources on their home campus, on alternative campuses, and throughout the entire University of Wisconsin System owing to a form of "universal borrowing". Through "universal borrowing", the UW System, consisting of several campuses throughout the State of Wisconsin, has created a "one system, one library" approach. All University of Wisconsin students have system-wide checkout privileges, can take advantage of unified system-

wide borrowing and lending opportunities, and rely on coordinated collection management and rapid delivery of documents (either by the delivery system or electronically). Electronic full-text and indexing databases are available to all UW students, faculty and staff, providing for equity of resources for all campuses and assisting in the effective use of all resources within the State.

Non-circulating items can be viewed on-site, circulating items can be checked out in person with a valid UW-System ID, following the guidelines of the lending library, and circulating books and copies of articles can be received via Universal Borrowing or interlibrary loan orders. Article copies can be ordered on interlibrary loan forms found on the library's web site at any campus. These will arrive electronically or as a photocopy. Patrons are notified of arrival via email. Paper copies can be picked up at the circulation desk and electronic documents are made accessible via a patron's interlibrary loan account. There is a $1.00 charge to students for each article received through the UW-Green Bay library.

Books and videos can be ordered from other UW System libraries directly by a patron from the library's website via Universal Borrowing. Books and videos are sent to each library and held at the Circulation Desk for pickup.

Books and some videos can also be borrowed from libraries not part of the UW System, (e.g., private colleges, public, school, and medical libraries). These can be ordered using the interlibrary loan forms on each library's website and will be held at the Circulation Desk for pickup.

The Cofrin Library has newly instituted desktop access for faculty. This function allows library personnel to log in to a faculty's desktop to help search or troubleshoot within the library databases. This initiative demonstrates the flexibility and helpfulness of library staff for faculty and programs on campus.

The Cofrin Library at UW-Green Bay also monitors accessibility of key social work resources for students. The library has worked to insure that journals reviewed in Social Work Abstracts are available to students on campus. Appendix 3-9 describes availability of these resources within UW Green Bay and throughout the UW system.

Overall, staff of the Cofrin Library are extremely accessible and accommodating to the Social Work Program. Staff have worked with our faculty to support anti-plagiarism efforts, provided workshops in our classes on how to search for academic sources, and regularly contact us to share new resources of interest to our Program and students.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

The Social Work Professional Program moved to a newly renovated office space in Rose Hall. In the Social Work office suite, each faculty member has her or his own office, the Social Work Club has an open space with a desk and computer for all students to meet and socialize, and there is a large meeting room. The Program Assistant and the half-time secretary for the Collaborative MSW Program share work areas in the main reception area. With current equipment and resources, Program faculty members are fully capable of providing students with a quality education, of effectively communicating with one another, and of carrying out a range of scholarly activities. All faculty and support staff have computers in their offices. Computers and computer programs are upgraded regularly. All faculty and support staff have ready access to fax and copying services and to modern communication equipment (conference calling, distance education equipment, etc.). All students have computing accounts and on-campus email addresses, making it easy for faculty to contact them quickly, to share course materials and class requirements, and to require that students utilize the internet for assignments.

A new state of the art classroom building, Mary Ann Cofrin (MAC) Hall, was completed in 2000, and Rose and Wood Halls were renovated in 2010. As a result, there are a sufficient number of classrooms at any one time and most of the classrooms in the new building have internet access and access to the campus network. Not all classrooms have computer assisted technology built-in, although portable components are available. Use of Clickers, D2L learning platforms, and file sharing through GB Share offer technological options to enhance the learning environment. Some classrooms continue to have limitations. For example, some are equipped with fixed tables or desks, limiting ability to arrange groupings. In essence, the design of some of the older classrooms is not conducive to having class discussions or accessing newer learning technologies, but an all-out effort is made to secure classrooms that meet Program teaching needs. Since the renovations of Rose and Wood Halls, classroom assignments have remedied previous challenges.

Faculty, staff, and students at UW-Green Bay have excellent technology support services. The Computing and Information Technology (CIT) division hosts a "Help Desk" that provides ready access to computer experts who problem-solve technology concerns, as well as assist with software issues with programs like Excel or MS Word. Additionally, Academic Technology Services (ATS) responds to needs related to classroom technology, including hardware and software concerns. Classrooms are equipped with telephones and ATS staff will problem-solve over the telephone; if an issue cannot be resolved that way, staff will physically come to the classroom.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Students in the Program have ready access to assistive technologies through Disability Services at UW-Green Bay. Disability Services provide a range of services to students with registered disabilities: assistance in obtaining access to adaptive materials or in creating these

materials for students, assistance in enhancing access to information provided in the classroom, help with test-taking and other resources to enhance student outputs, and assistance in seeking materials and help from other resources outside the University. If students need Braille, large print, books on tape, or other assistive learning systems, Disabilities Services will make every reasonable effort to help the students obtain them. These services are described on the University's website: http://www.UW-Green Bay.edu/ds/learning/index.asp

Instructions on how to access Disability Services if a student believes accommodations are needed are included within each syllabus for courses within the major, which all include the following statement (see Social Work syllabi in Volume III of reaffirmation documents):

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at 920-465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

In addition, UW-Green Bay has developed a student handbook detailing these supports for students as well. The entire handbook is available at: http://www.uwgb.edu/ds/understanding/handbook/index.asp.

Chapter 4: Assessment

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3).

Assessment Plan Overview

The BSW Program at UW-Green Bay bases its curriculum on the ten practice competencies established by the Council on Social Work Education (2008) as outcome performance indicators for BSW social workers. Students work toward mastery of the competencies throughout their tenure in the Program and must demonstrate their acquisition of the requisite knowledge, values, and skills operationalized in the practice behaviors corresponding to each competency by graduation. The Program utilizes multiple measures to evaluate its success in helping students master the competencies, and each measure is discussed in more detail below:

1. Embedded Assessment Assignments
2. Senior Field Evaluations
3. End-of-Semester Course Evaluations
4. Baccalaureate Education Assessment Project's (BEAP) Foundation Curriculum Assessment Instrument (FCAI)

Assessment Plan Development

The Program's competency attainment assessment plan was developed and refined over the course of four semesters (Spring 2011, Summer 2011, Fall 2011, and Spring 2012); the plan's development timeline is depicted in Table 4-1 below. Beginning in the spring of 2011, while faculty were adapting and selecting appropriate practice behaviors for the competencies, faculty comprehensively reviewed the BSW curriculum and collaboratively worked to assess where each of the competencies is taught. This assessment resulted in the creation of a draft version of Table 4-2, which documents the allocation of the competencies across the curriculum (see below). The draft version was revised over the course of several faculty meetings that semester to ensure that the competencies were being adequately covered throughout the curriculum.

Table 4-1:
Competency Attainment Assessment Plan Timeline

Semester	Task
Spring 2011	• Allocation of competencies to specific courses based on curriculum review; • Allocation of practice behaviors to specific courses based on curriculum review

Summer 2011	• Review and revision of course objectives to reflect assigned practice behaviors;
	• Review and revision of syllabi to ensure:
	  • Appropriateness of assigned practice behaviors,
	  • Assigned practice behaviors are being taught and evaluated in courses,
	  • Syllabi document teaching and evaluation of assigned practice behaviors;
	• Identification of embedded assessment assignments from across the curriculum;
	• Formulation of Program's competency attainment assessment plan

Fall 2011 & Spring 2012	• Student outcome data collected
Summer 2012	• Assessment and review of 2011-2012 student outcome data • Modification of Program's competency attainment assessment plan

As discussed in Chapter 2, section B2.0.5, faculty intentionally ensured that all upper-level (300+) required social work courses included the following competencies: Professional Self (Competency 1), Standards and Ethics (Competency 2), Critical Thinking (Competency 3), and Diversity (Competency 4). Faculty also decided the senior field sequence (SOC WORK 402 and 403) would include all of the competencies to advance our goal that students have practical familiarity with each of the practice behaviors, as applied in a practice setting, prior to graduation. These decisions are documented in Table 4-2, below.

Table 4-2:
Location of Competencies Across the Curriculum

		Courses															
		275	300	305	313	323	370	371	402	403	411	413	420	423	431	433	461	463
Competencies	**1**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	2		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	5	√	√	√			√	√	√	√					√	√		√
	6							√	√	√	√		√				√	√
	7	√		√				√	√	√	√				√	√	√	
	8	√							√	√					√	√		
	9	√	√				√		√	√					√	√		√
	10				√		√		√	√	√	√	√	√		√	√	√

After determining, broadly, which competencies fit in each course, the next step was to determine which practice behaviors were appropriate for which courses. This process was completed through lengthy faculty discussions over the course of Spring 2011 and resulted in the creation of a draft version of Appendix 2-3: Location of Practice Behaviors Across the Curriculum. The draft version was revised over the course of several faculty meetings that semester to ensure that the practice behaviors were adequately covered throughout the curriculum.

An examination of this appendix quickly reveals that the practice behaviors for Competencies 1 through 4 (Professional Self, Standards and Ethics, Critical Thinking, and Diversity, respectively) are more heavily infused throughout the curriculum. As discussed in Chapter 2, this was intentional as faculty believe students should have a strong understanding of these practice behaviors before entering their field placements. Additionally, concerns of the BSW Program Advisory Committee about the quality of students' writing provided the impetus for creating separate practice behaviors for both oral and written communication skills within the Critical Thinking competency. Consequently, faculty prioritized infusing a heavy emphasis on written communication (practice behavior 3.4) throughout the curriculum.

Once decisions were finalized regarding the allocation of practice behaviors to courses, faculty utilized a version of Appendix 2-3 to guide their examinations of their courses and syllabi over the summer of 2011. Course objectives were reviewed to ensure they reflected the requisite practice behaviors assigned to each class and were revised accordingly. Syllabi were then reviewed to ensure: (a) any practice behavior assigned to a course actually was a good fit for that course, (b) any practice behavior assigned to a course was actually being taught and evaluated in that class, and (c) how and where a practice behavior was being taught and evaluated in a course was easily identifiable within a syllabus.

After completion of these extensive course examinations, faculty met in August 2011 for a lengthy retreat to discuss any course revisions that resulted from the process. At that time only slight revisions were made to an earlier version of Appendix 2-3 (e.g., a practice behavior may

have been added or removed in a particular course based on an instructor's intensive summer review of the course content).

At this retreat, faculty also developed an assessment plan that utilizes multiple measures to evaluate its success in helping students master the competencies. First, faculty agreed that both **senior field evaluations** and **end-of-semester course evaluations** would be used as outcome measures for each practice behavior. It was also decided that, at a minimum, each behavior would have at least one graded assignment (to be referred to as "**embedded assessment assignments**" from this point forward) as an additional outcome measure. As such, each practice behavior has a minimum of three outcome measures (senior field evaluations, end-of-semester course evaluations, and embedded assessment assignments).

Working together, faculty additionally identified embedded assessment assignments across the curriculum that would be used to assess students' attainment of the practice behaviors. This process was collaborative and involved deep conversations about our curriculum. As a result of this discussion, practice behaviors are assigned between 1 and 4 Embedded Assessment Assignments each. Appendix 4-1, which will be discussed in more detail below, documents the embedded assessment assignments utilized as outcome measures for the 2011-2012 academic year for each practice behavior. Embedded assessment assignments are discussed in more detail below.

A Note on Implementation of the EPAS Competencies in 2011-2012

As the BSW Program at UW-Green Bay has been competency-based since its inception, the 2008 EPAS required the Program to eliminate its longstanding 14 practice competencies and adopt the CSWE's 10 practice competencies. A decision was made to introduce the new competencies to the incoming junior cohort in fall of 2011 and to allow students who would be seniors in 2011-2012 to complete their degrees under the 14 competencies they had been introduced to when then entered the BSW Program in 2010-2011. However, the practice behaviors faculty agreed to operationalize in the 10 practice competencies were still taught and measured for these senior students. Faculty worked to align the old and new competencies and then assigned the practice behaviors to the "old" competencies (which will be referred to as the "senior competencies" from this point forward) to lay the foundation for 2012-2013 when both junior and senior cohort curricula would be utilizing the new competencies. Syllabi for the senior-level courses for 2011-2012 therefore contained the senior competencies partnered with the new practice behaviors assigned to the courses during the process described above. Appendix 4-2 depicts the integration of the senior competencies with the 2008 EPAS competencies and practice behaviors. This process, though it sounds confusing, was actually fairly simple as our senior competencies quite adequately captured the essence of the practice behaviors operationalizing the 2008 EPAS competencies. The integration process, therefore, was not a forced fit, but rather a natural transition.

Description of Assessment Tools and Their Benchmarks

As part of the evaluation process, faculty developed both student and Program benchmarks for each of the Program's outcome measures. Benchmarks represent the thresholds the Program set as standards for "success." Student benchmarks represent the score students should achieve to indicate their mastery of an outcome measure, whereas Program benchmarks represent the percentage of students the Program expects should achieve the benchmark. Benchmarks for each measure are noted below.

Embedded Assessment Assignments. As discussed earlier, embedded assessment assignments are one of three outcome measures assigned to each practice behavior. A range of graded assignments embedded in specific courses across the curriculum are used as outcome measures. Assignments identified as embedded were selected in their entirety, or in part, depending on how the practice behavior was represented in the assignment. An assignment was used in its entirety if that practice behavior permeated the entire assignment (i.e., it was impossible to extract what was being evaluated that related to that practice behavior from the rest of the assignment). A portion of an assignment was used as an embedded assessment of a practice behavior if that portion could be clearly extracted from the evaluation process (e.g., a subset of exam questions or specific portion of a paper). When a portion of an assignment was used as an embedded assessment, the instructor was required to track the grade for the entire assignment, along with the grade for the portion of the assignment being used as an embedded assessment. The grade for the respective portion of the assignment was then utilized as the embedded assessment score.

Some embedded assessment assignments evaluated a single practice behavior, while others evaluated several practice behaviors due to the interrelationship between the behaviors. For example, one of the embedded assessment assignments for SOC WORK 305: The Profession of Social Work, is the "Ethical Decision making portion of the Final Exam." This embedded assessment measures practice behaviors 2.2 ("Apply standards of the NASW *Code of Ethics…"*) and 2.4 ("Employ strategies of ethical reasoning") as both practice behaviors must be utilized to effectively engage in ethical decision making. Copies of all embedded assessment assignments can be found in Appendix 4-3.

Per our academic retention standards outlined in the *BSW Student Handbook* (see p. 37 in Volume II of reaffirmation documents), students must earn a cumulative grade point average (GPA) of 3.0 (the equivalent of a letter grade of B) across their upper-level required social work courses. ***As such, the <u>student benchmark</u> for embedded assessment assignments is an average score of 83% across all embedded assessment assignments within a competency.*** Eighty-three percent was selected as it is the lowest threshold for a grade of "B" and therefore parallels our academic retention standards for GPA requirements in upper-level required social work courses. ***The <u>Program benchmark</u> for embedded assessment assignments is that 83% of students will achieve the student benchmark across all embedded assessment assignments within a competency.*** Eighty-three percent was chosen as it parallels our "B" grade in the major and we wanted our Program's success to be determined by being better than average.

Senior Field Evaluations (see Appendix 2-5)**.** The BSW Program at UW-Green Bay has offered a competency-based curriculum since its inception. As such, the Program has much experience measuring student mastery of competencies in the Field. The introduction of the practice competencies in the 2008 EPAS required us to revise our senior field evaluation instrument to reflect the 10 competencies and corresponding practice behaviors, but the general assessment framework was one with which we were already familiar. As our students progress through the Program in a cohort model, the senior field evaluation is administered twice during the students' two-semester senior field experience, once at the end of the Fall semester with the final evaluation completed at the end of the Spring semester. Students are assessed in the fall using a numerical rating scale of 0 to 2. Zero indicates a lack of demonstrated progress toward mastery of the competency, 1 indicates some demonstrated progress, and 2 indicates continuing progress. In the Spring semester students are rated "pass" or "no pass." A pass indicates that the student has demonstrated a level of competency mastery equivalent to an entry-level BSW social worker. Students must achieve a pass for each practice behavior in order to pass Field. *As such, the student benchmark for the senior field evaluation is that students must earn "pass" on each item in the evaluation. The Program benchmark is that 100% of students will earn "pass" on each item in the evaluation.* We set our Program benchmark high for this outcome measure as we believe that all our students should be positioned to be successful during this last semester of their BSW Program. As a Program, our goal is to have addressed any students' barriers to success before they begin this last semester of field.

Senior field evaluations include three separate measures: (1) students' self-assessments, (2) Field Instructors' assessments of students, and (3) Faculty Field Liaisons' assessments of students. If disagreement exists, Faculty Field Liaisons have the ultimate authority to grant students' grades, as outlined on the field evaluation instrument (see p. 2 of Appendix 2-5). For the 2011-2012 academic year there was no disagreement among evaluators in these three categories.

End-of-Semester Course Evaluations. As discussed above, Appendix 2-4: Curriculum Content by Course displays course objectives that reflect our Program's practice behaviors for each required Social Work course. In end-of-semester course evaluations, students rate how well each course achieved its objectives using the following scale: 1=Poor, 2=Weak, 3=Average, 4=Good, and 5=Excellent. The template used for end-of-semester course evaluations can be found in Appendix 3-7 (see section A: Outcomes). Evaluations are averaged across courses for each practice behavior, and those averages are then averaged for each competency, resulting in a summary score that is used as an outcome measure for each of the competencies. *The student benchmark for end-of-semester course evaluations is a mean of 4.0 across courses within a competency. The Program benchmark is that 83% of students rate the achievement of course objectives a mean of 4.0 across courses within a competency.* Eighty-three percent was chosen here for the same rationale as the embedded assessment assignments.

As embedded assessment assignments are scored on a 4-point grade-point scale, senior field evaluations on a "pass/no pass" scale, and end-of-semester course evaluations on a 5-point scale, faculty approved a conversion strategy (see Table 4-3, below), whereby all outcome measures would ultimately utilize a 5-point scale in order to provide summary scores across all the measures to assess students' comprehensive achievement of the competencies.

Table 4-3: Benchmark and Conversion Scores for 2011-2012

Measure	Below Benchmark					Benchmark or Above		
Converted Score	**1**	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**
Embedded Assessment Assignments[a]	Below 60 (F)	60-64 (D)	65-69 (CD)	70-77 (C)	78-82 (BC)	83-87 (B)	88-93 (AB)	94-100 (A)
Field Evaluations[b]	"Pass" not earned on each item					"Pass" earned on each item		
Course Evaluations[c]	1=Poor	2=Weak	3=Average			4=Good	5=Excellent	

[a]Converted scores represent discrete categories (e.g., any grade in the 83-87 range will be converted to a score of "4").

[b]Students either "passed" each item or not. The former was converted to a score of "4" and the latter a score of "1."

[c]Converted scores are continuous and parallel the evaluation score (e.g., an evaluation score of 4.7 is converted to a score of "4.7").

Outcome measures are weighted according to the perceived significance of their contributions to student mastery of the competencies. Senior field evaluations were weighted 40%, end-of-semester course evaluations 20%, and embedded assessment assignments 40%. Regarding embedded assessment assignments, the 40% is distributed evenly across all the assignments for each practice behavior (i.e., if there were two assignments, each would be weighted at 20%). Consequently, the more embedded assessment assignments used to evaluate a practice behavior, the less influence each assignment had on the overall evaluation score.

Converted scores are weighted according to this scheme, and a single outcome score is determined for each practice behavior. Faculty decided not to weight the practice behaviors within competencies. Rather, practice behavior outcome scores are simply averaged to determine the outcome score for each competency. ***The __Program benchmark__ for each competency is a mean weighted, converted score of 4.0.***

Baccalaureate Education Assessment Project's (BEAP) Foundation Curriculum Assessment Instrument (FCAI) (see Appendix 4-4)**.** The FCAI is a standardized instrument intended to highlight areas for curricula improvement through providing a pre-post test of the knowledge students gain while progressing through the Program. The FCAI is intended to be administered first (Entrance Survey) as students enter the Social Work Program, and then again shortly before they graduate (Exit Survey). The instrument is composed of 64 questions evaluating seven curricular areas: practice, human behavior and the social environment (HBSE), policy, research, ethics and values, diversity, and social justice. Additionally, although these 64 items do not measure each of the 41 practice behaviors suggested by CSWE in the 2008 EPAS, the items do span all 10 of the competencies (see Appendix 4-4). Consequently, the FCAI is used as part of our competency attainment assessment plan as a triangulation measure of our Program's other outcome measures as it allows us to compare our students with students nationally.

We first administered the FCAI Entrance Survey in fall 2011 to our incoming junior cohort. These students will take the Exit Survey at the conclusion of their senior year, which will be in May of 2013. Therefore, we do not yet have a complete set of pre- and post-test data to examine the potential impact of our curriculum on a cohort of students. Currently, the only comparisons we can make are between our students' aggregate scores and the national data provided by the BEAP. ***Consequently, the <u>Program benchmark</u> for the FCAI Exit Survey is an aggregate mean score equivalent to the national average score provided by the BEAP.***

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Form AS4 (B) contains the summary data and outcomes from 2011-2012 for the assessment of the competencies (see Table 4-4 below). Data indicate our Program met or exceeded both the student and Program measurement benchmarks for each of the three categories of outcome measures:

- **Embedded Assessment Assignments**: On average, 95.8% of students achieved or surpassed the benchmark of 83% on embedded assessment assignments across the competencies. Individual competency averages ranged from a low of 83% (Competency 2: Standards and Ethics) to a high of 99.4% (Competency 1: Professional Self). If Competency 2 is excluded, the range narrows as the lowest achievement rate becomes 93.8% (Competency 9: Service Delivery).
- **Senior Field Evaluations.** 100% of students met the benchmark of earning a "pass" on each item in the Field Evaluation.
- **End-of-Semester Course Evaluations.** On average, 94.9% of students rated course achievement of objectives higher than 4.0 across the competencies. Individual competency ratings ranged from a low of 91.50 (Competency 10a: Practice Engagement) to a high of 98.35% (10c: Practice Intervention).

Table 4-4:
Form AS4 (B): Assessment of 2011-2012 Student Learning Outcomes

Competency	Competency Benchmark: Embedded Assessment Assignments	Percentage of Students Achieving Benchmark	Competency Benchmark: Senior Field Evaluation	Percentage of Students Achieving Benchmark	Competency Benchmark: End-of-Semester Course Evaluations	Percentage of Students Achieving Benchmark
1. Identify as a Professional Social Worker	Earn ≥83% on assignment	99.4	Earn "pass" on each item	100	4.0 Mean across courses*	95.0
2. Apply Ethical Principles	Earn ≥83% on assignment	83	Earn "pass" on each item	100	4.0 Mean across courses*	95.6
3. Apply Critical Thinking	Earn ≥83% on assignment	97.1	Earn "pass" on each item	100	4.0 Mean across courses*	93.0
4. Engage Diversity in Practice	Earn ≥83% on assignment	94.1	Earn "pass" on each item	100	4.0 Mean across courses*	93.6
5. Advance Human Rights/Social and Economic Justice	Earn ≥83% on assignment	95.7	Earn "pass" on each item	100	4.0 Mean across courses*	95.4
6. Engage Research Informed Practice/Practice Informed Research	Earn ≥83% on assignment	95.6	Earn "pass" on each item	100	4.0 Mean across courses*	95.4
7. Apply Human Behavior Knowledge	Earn ≥83% on assignment	98.8	Earn "pass" on each item	100	4.0 Mean across courses*	96.0
8. Engage Policy Practice to Advance Well-Being and Deliver Services	Earn ≥83% on assignment	98.6	Earn "pass" on each item	100	4.0 Mean across courses*	93.1
9. Respond to Practice Contexts	Earn ≥83% on assignment	93.8	Earn "pass" on each item	100	4.0 Mean across courses*	94.2
10a. Practice Engagement	Earn ≥83% on assignment	96.3	Earn "pass" on each item	100	4.0 Mean across courses*	91.5
10b. Practice Assessment	Earn ≥83% on assignment	97.1	Earn "pass" on each item	100	4.0 Mean across courses*	97.4
10c. Practice Intervention	Earn ≥83% on assignment	98.3	Earn "pass" on each item	100	4.0 Mean across courses*	98.4
10d. Practice Evaluation	Earn ≥83% on assignment	97.3	Earn "pass" on each item	100	4.0 Mean across courses*	95.2
	AVE.	95.8	AVE.	100.0	AVE.	94.9

*Response scale: 1=Poor, 2=Weak, 3=Average, 4=Good, 5=Excellent

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

Evaluation of Program outcomes began with the gathering and compiling of data, particularly scores for embedded assessment assignments. Individually, the process of recording embedded assessment assignment scores was perceived as different from simply recording grades. As our Program's academic retention standards require that students maintain a cumulative GPA of 3.0 (on a 4-point scale) in their upper-level, required social work courses, the final course grade has been the primary focus of faculty assessments of student performance (i.e., if a student earns the requisite "B," the student is viewed as making adequate progress through the Program). The designation and recording of embedded assessment assignments necessarily resulted in more scrutiny for these assignments across the curriculum. Faculty were, therefore, more reflective about student performance within individual assignments than prior to the implementation of the embedded assessment assignment measures. As these assignments were considered key measures of students' abilities to master the competencies, and therefore also key measures of an instructor's teaching of the material, lower program benchmarks suggested areas in the curriculum requiring more attention. Faculty consider this change effort a positive outcome of the evaluation process.

There has been a learning curve for faculty in making the transition from our previous 14 competencies to the 2008 EPAS competencies with implications for the Program's competency attainment assessment plan. Despite well laid plans, the recording of embedded assessment assignments did not always proceed as planned. One instructor did not track separate scores when only a portion of an assignment was the designated embedded assessment assignment. Consequently, the entire assignment grade was used as a placeholder. This is documented in Appendix 4-1. Another error occurred in the collection of end-of-semester course evaluation scores for three courses (SOC WORK 275, 313, and 431). The instructors of these courses did not change their end-of-semester course evaluations to reflect the revised course outcomes in their syllabi. Consequently, while the syllabi included course objectives reflecting the 2008 EPAS competencies and practice behaviors, students' evaluations contained the previous year's course outcomes. This data was excluded from analysis. In both instances, it is not possible to know the impact these errors had overall on the Program's outcome data. Given the multiple measures used for each practice behavior it is likely that the impact is extremely minor. However, these errors provided sound reminders of the need to carefully, and repeatedly, review the Program's assessment plan, emphasizing the roles each faculty and staff member have in its implementation.

Summary data and outcomes from 2011-2012 for the achievement of each of the practice behaviors and competencies can be found in Appendix 4-5. Appendix 4-5 outlines the Program's comprehensive approach to an examination of student competency achievement across all three outcome measures (embedded assessment assignments, senior field evaluations, and end-of-semester course evaluations). The first and second columns identify each of the competencies and practice behaviors, respectively. The third and fourth columns identify the student benchmarks for each of the outcome measures and the outcome measures themselves. The fifth column notes the process for scoring each outcome measure. The sixth column presents the

percentages of students achieving each outcome measure. All scores in this column that do not meet Program benchmarks are indicated in italics. Column seven presents the average score for each embedded assessment assignment. These scores form the basis of the converted scores for embedded assessment assignments presented in column eight. Overall, column eight depicts the conversion strategy outlined in Table 4-3, above. The final column depicts the weights assigned to each outcome measure within a given practice behavior, as well as the average, weighted, converted outcome scores for each of the practice behaviors and competencies (see shaded cells in final column). All scores in this column that do not meet Program benchmarks are indicated in italics.

The information contained within Table 4-4 (form AS4 (B)) and Appendix 4-5 provided the basis for our Program's evaluation of student learning outcomes. Faculty evaluated these data at four different levels. Each level is described in more detail below.

First, faculty examined the **<u>competency outcomes</u>**. As noted above, form AS4 (B) (see Table 4-4), demonstrates that the Program has met or exceeded the student and Program benchmarks for each of the competency outcome measures. It also indicates that dramatically fewer students achieved the student benchmark for embedded assessment assignments for Competency 2 (Standards and Ethics), suggesting this competency presents more of a struggle for our students.

Faculty also examined an additional measure of the competency outcomes, the mean, weighted, converted competency scores. As depicted in the last column of Table 4-5, below (see also final column of Appendix 4-5), the Program benchmark of 4.0 was exceeded for every single competency. The range of scores varied little, from a low of 4.24 (Competency 10(a): Engagement) to a high of 4.37 (Competency 10(c): Intervention), indicating that our students are successfully mastering the 10 practice competencies. Whereas form AS4 (B) indicated that our BSW students struggled with the embedded assessment assignments for Competency 2 (Standards and Ethics), Table 4-5 demonstrates that the other outcome measures of the competency had a strong positive effect on students' mastery of Standards and Ethics as its weighted, converted score is quite high at 4.31. Comprehensively, outcome data indicates the curriculum, in its entirety, positively contributes to students' attainment of the competencies.

Table 4-5:
Competency Outcomes by Converted Scores

Competencies	Mean Weighted, Converted Score (of 5)
OVERALL AVERAGE COMPETENCY RATING:	**4.29**
COMPETENCY 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.	4.31
COMPETENCY 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.	4.31
COMPETENCY 3— Critical Thinking. Apply critical thinking to inform and communicate professional judgments.	4.28
COMPETENCY 4— Diversity. Engage diversity and difference in practice.	4.31
COMPETENCY 5—Social Justice. Advance human rights and social and economic justice.	4.25
COMPETENCY 6—Research. Engage in research-informed practice and practice-informed research.	4.28
COMPETENCY 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.	4.25
COMPETENCY 8—Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	4.31
COMPETENCY 9—Service Delivery. Respond to contexts that shape practice.	4.29
COMPETENCY 10(a)–(d)—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4.30
(a) Engagement	4.24
(b) Assessment	4.33
(c) Intervention	4.37
(d) Evaluation/Termination	4.27

Observations about the competency outcomes led to the next level of evaluation, which was an assessment of **practice behavior outcomes**. The lightly shaded cells in the final column of Appendix 4-5 depict the average, weighted, converted outcome scores for each of the practice behaviors. The outcome scores for the practice behaviors ranged from a low of 3.9 for practice behavior 2.1 ("Recognize and manage personal values…") to a high of 4.6 for behaviors 10.8 ("Initiate actions to achieve agreed-on goals…") and 10.9 ("Enhance client capacities…"). Only one practice behavior, 2.1, did not achieve the program benchmark of 4.0 for its outcome score (score is italicized in final column). This information informs us that, although student and Program benchmarks were achieved for attainment of Competency 2, the Program did not achieve its goal for one of the practice behaviors within this competency.

Observations about achievement of the practice behaviors led to the third level of investigation, which was to look at **individual outcome measure outcomes** (see column 6 of Appendix 4-5). While Form AS4 (B) (see Table 4-4) reveals the achievement of Program and

student benchmarks for each of the outcome measure categories (embedded assessment assignments, senior field evaluations, and end-of-semester course evaluations), an analysis of individual outcome measure outcomes demonstrates that a number of such measures did not achieve program benchmarks (scores are italicized in column 6). All such measures are of individual embedded assessment assignments where the Program benchmark was set at 83% of students achieving the student benchmark. Table 4-6, below, lists each embedded assessment assignment scoring below the Program benchmark, by practice behavior, and the percentage of students achieving the student benchmark.

Table 4-6:
Embedded Assessment Assignments Scoring Below Program Benchmark

Embedded Assessment Assignment	Course	Percent Achieving Student Benchmark
2.1 Recognize and manage personal values in a way that allows professional values to guide practice.		
Section IV grade of Values & Assumptions Paper	SOC WORK 305: The Profession of Social Work	60%
2.2 Apply standards of the National Association of Social Workers Code of Ethics and other applicable standards and regulations to inform professional behaviors.		
Ethical Decision Making portion of Final Exam	SOC WORK 305: The Profession of Social Work	57%
2.3 Recognize and accept ambiguity in resolving ethical conflicts		
Ethical Decision Making portion of Exam 2	SOC WORK 420: Methods III	71%
2.4 Employ strategies of ethical reasoning to inform decision-making.		
Ethical Decision Making portion of Final Exam	SOC WORK 305: The Profession of Social Work	57%
Ethical Decision Making portion of Exam 2	SOC WORK 420: Methods III	71%
3.4 Demonstrate effective written communication skills in professional settings.		
Client Case Recording	SOC WORK 313: Skills I	81%
4.2 Recognize and communicate understanding of the importance of difference in shaping life experiences.		
Self-Evaluation Reflection Paper	SOC WORK 313: Skills I	63.5%
6.1 Use practice experience to inform research.		
Evidence-Based Practice Questions from Exam II	SOC WORK 420: Methods III	73.5%
7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		
Literature Review portion of Exam	SOC WORK 461: Program Evaluation I	81%
10.4 Collect, organize, and interpret client data.		
Final Research Report	SOC WORK 463: Program Evaluation II	68%

Table 4-6 quickly reveals three observations regarding the measures falling below Program benchmarks: (1) 4 of the measures relate to Competency 2, (2) the lowest performing embedded assessment is an embedded assessment for two practice behaviors (2.2 and 2.4), and (3) 6 of the 9 embedded assessments are measured in junior-level courses (300-level) vs. senior-level courses (400-level). The first two observations are interrelated and identify the "culprits" of lower outcomes for Competency 2, which are primarily assignments for one course: SOC WORK 305. These observations further highlight the need to carefully examine the embedded assessments assigned to this competency in order to better understand if challenges lie in the teaching, the evaluation, or something else. The third observation brought attention to the need to ensure that embedded assessments do not rely too heavily on junior-level courses. The expectation for junior courses is that they provide a foundation for mastery, but not complete mastery itself. Therefore, although it is helpful to evaluate students' understandings of the practice behaviors in these courses, it is acknowledged the senior-level courses are built on the premise that there is still much to master in the senior year. This observation leads to the conclusion that it is important to consistently include senior-level assignments as embedded assessments in order to capture students' progression through the Program and outcomes at the conclusion of their tenure.

Overall, despite a handful of embedded assessment assignments falling below Program benchmarks, and practice behavior 2.1 failing to achieve the Program benchmark for its outcome score, student outcome evaluation data indicate the Program was successful in helping students achieve the competencies. However, the Program recognizes its outcome measures are subjective indicators. Therefore, the last level of evaluation concerned the **FCAI Exit Survey outcomes**. As noted above, the Program administered the FCAI Entrance and Exit Surveys to obtain a more objective measure of how our students compare to other BSW students nationally in order to increase our confidence in our own measures of student achievement.

We first experimented with the FCAI by administering the **Exit Survey** in spring 2011 to our graduating BSW students to have a measure of their knowledge *before* integrating the new practice competencies into our curriculum. As Table 4-7 indicates, these students' scores did not statistically significantly differ from the national average for the FCAI as a whole. In other words, the Program benchmark for FCAI Exit scores was achieved for this group. This cohort did, however, score statistically significantly higher in the HBSE area than the national average.

Table 4-7:
Spring 2011 FCAI Exit Survey Results

I. Program Cumulative Scores Compared with all Student Scores				
N=27	Score Average (out of 64[a])	Score Range	Standard Deviation	t-test Value	p-value
Program	42.41	28-53	6.01	1.57	0.10
National	40.59	9-58	7.43		

II. Program Section Scores Compared with All FCAI Section Scores						
Curricular Area	Primary Competency	Mean Program Section Score #Q Correct	Standard Deviation	Mean National Section Score #Q Correct	t-test Value	p-value
Practice	2.1.1 2.1.10 A-D	9.93/12	1.56	9.5	1.42	0.15
HBSE	2.1.7	7.52/11	1.26	6.63	3.67	**<0.001 ****
Policy	2.1.8	4.96/9	1.77	4.72	0.71	0.40
Research	2.1.6	4.81/9	1.79	4.83	-0.04	0.90
Ethics & Values	2.1.2	5.48/8	1.23	5.45	0.13	0.80
Diversity	2.1.4	4.70/8	1.63	4.71	-0.02	0.90
Social & Economic Justice	2.1.5	5.00/7	0.94	4.74	1.43	0.15

[a]Although reports generated by BEAP indicate the score is out of 100, that is an error as there are 64 items on the exam.
Note: * indicates the difference is significant at the $p < .05$ level

We believe that meeting this Program benchmark validates our assertion regarding the comparability between our senior competencies and the 2008 EPAS competencies. Our "old" competencies, and the curriculum built around them, appear to have provided our students with a strong foundation for mastery of the 2008 EPAS competencies.

In spring 2012 we administered the FCAI Exit Survey to our 2012 graduates. This cohort provides an interesting study as these students began their junior year in the BSW Program (2010-11) with the Program's "old" 14 competencies. During their senior year (2011-12), the Program integrated the new practice behaviors into the framework of our 14 Competencies (i.e., our "senior competencies"). This group therefore was the recipient of new course objectives for senior-level courses, along with the integration of our new practice behaviors into our senior competencies. As Table 4-8 indicates, these students scored statistically significantly higher than the national average on the FCAI Exit Survey as a whole, and also scored statistically significantly higher in the areas of HBSE, Diversity, and Social & Economic Justice. These findings demonstrate that we exceeded our Program benchmark and suggest our revised course objectives, and the curricular changes that correspond to them, provided a solid framework for helping students to master the practice behaviors. Spring 2013 graduates will be the first cohort exposed to the new practice behaviors throughout their entire tenure in the Social Work Program to complete the FCAI-Exit Survey.

Table 4-8:
Spring 2012 FCAI Exit Survey Results

I. Program Cumulative Scores Compared with all Student Scores					
N=27	Score Average (out of 64[a])	Score Range	Standard Deviation	t-test Value	p-value
Program	43.63	30-53	5.84	2.71	**0.001****
National	40.59	9-58	7.43		
II. Program Section Scores Compared with All FCAI Section Scores						
Curricular Area	Primary Competency	Mean Program Section Score #Q Correct	Standard Deviation	Mean National Section Score #Q Correct	t-test Value	p-value
Practice	2.1.1 2.1.10 A-D	9.81/12	1.44	9.5	1.14	0.2
HBSE	2.1.7	7.81/11	1.56	6.63	3.94	**<0.001 ****
Policy	2.1.8	4.70/9	2.05	4.72	-0.04	0.90
Research	2.1.6	5.04/9	1.62	4.83	0.66	0.50
Ethics & Values	2.1.2	5.81/8	0.98	5.45	1.93	0.05
Diversity	2.1.4	5.22/8	1.34	4.71	1.98	**0.04***
Social & Economic Justice	2.1.5	5.22/7	1.10	4.74	2.28	**0.02***

[a]Although reports generated by BEAP indicate the score is out of 100, that is an error as there are 64 items on the exam.
Note: * indicates the difference is significant at the $p < .05$ level

We first administered the **FCAI Entrance Survey** to the juniors entering our Program in fall of 2011. This is the first cohort to enter our Program under the 2008 EPAS competencies. As these students will not graduate until May of 2013, we do not yet have pre- and post-test data for one complete cohort. We again administered the Entrance Survey to our fall 2012 incoming junior cohort. Both entering cohorts of juniors scored statistically significantly higher than the national average on the Entrance Survey. This finding was not surprising as our Program has extensive support course requirements and we anticipated that our incoming juniors would therefore perform well on the Entrance Survey. The incoming class of 2011 additionally scored statistically significantly higher than the national average in the areas of HBSE, research, ethics and values, diversity, and social and economic justice. The incoming class of 2012 additionally scored statistically significantly higher than the national average on the areas of research, diversity, and social and economic justice. These findings, taken together, strongly suggest our support course requirements provide our BSW students with a strong foundation for mastering the competencies, particularly in the areas of research, diversity, and social and economic justice. Full outcome reports can be found in Appendix 4-4.

Assessment-Based Program Changes

At the conclusion of the 2011-2012 academic year, after instructors had completed an entire cycle of data collection regarding the 2008 EPAS competencies and now had practical familiarity with the competencies, faculty re-evaluated all curricular changes that accompanied the transition, including: the goodness of fit of the practice behaviors assigned to their courses, the effectiveness of their revised course objectives, and the appropriateness of any embedded assessment assignments tied to their courses.

Faculty met in August 2012 during a six hour retreat to discuss their re-evaluation efforts. Subsequently, changes were made to syllabi and the allocation of embedded assessment assignments. Changes were very minor. For example, some instructors requested that practice behaviors be removed from their classes and others requested the addition of practice behaviors. Additionally, some embedded assessment assignments were removed as instructors deemed the assignments, as implemented, as not strong enough measures of their associated practice behaviors to warrant the status of embedded assessments. Conversely, other instructors identified assignments in their courses they deemed appropriate as embedded assessments. All such changes to embedded assessment assignments are documented in Appendix 4-1 and were retroactively incorporated into the Program's competency attainment assessment plan (see final column of Appendix 4-1).

Faculty generally agreed that the assessment process, though cumbersome, was extremely helpful. Overall, faculty are extremely satisfied with the results and pleased that our curriculum is helping students to master the 2008 EPAS competencies. Although this programmatic assessment highlighted a few "weak links" in the curriculum, at this time very few changes were suggested. As 2011-2012 was the first year the 2008 EPAS competencies were introduced in the curriculum, and therefore the Program only has one complete year of data collected, faculty were hesitant about wanting to simply react to the data. Rather, discussions revolved around the content of particular embedded assessment assignments, which were the "culprits" of weaker scores as demonstrated above. While a few instructors elected to make slight changes to specific embedded assessment assignments, most elected to keep the assignments the same and instead spend more time on the teaching of content as the assumption was that students may not have been exposed enough to the concepts the assignments were intended to capture.

For now, the Program's plan is to continue to collect the same data with minor revisions to some of the embedded assessment assignments, and see what the outcomes are for 2012-2013 before making significant programmatic changes, with two exceptions. First, one new embedded assessment assignment was created to evaluate practice behavior 2.1 ("Recognize and manage personal values…") and is being implemented for the first time during the 2012-2013 academic year. The only embedded assessment assignment measuring this practice behavior was administered in a junior-level course (SOC WORK 305: The Profession of Social Work). In light of the observations regarding junior-level courses and lower performing embedded assessment assignments, faculty determined the absence of a senior-level embedded assessment was a gap in our assessment plan for this practice behavior. As no current assignments were determined to be appropriate measures of the practice behavior, a new assignment was designed for SOC WORK 413: Skills III.

The second change is larger and concerns the scoring of the Senior Field Evaluation. As noted above, students are assigned "pass/no pass" for each practice behavior at the conclusion of the spring semester. However, faculty felt that such scores did not adequately reflect the diversity of student abilities in field settings. Furthermore, although Field Instructors have indicated a preference for the "pass/no pass" rating so that ratings are not interpreted by students as the equivalent of a grade (e.g., students tend to feel a "3" equates a grade of "C"), faculty were concerned Field Instructors may feel pressured to assign a "pass" in an underperforming area in a system that required "pass" for each practice behavior for students to pass the Field course. Therefore, faculty worried we are not obtaining a true sense of the level of student performance in Field, and therefore also not identifying practice behaviors students were struggling with in Field. Consequently, the Program began using a 5-point scale in the 2012-2013 academic year. In order to pass Field, a student must now obtain a minimum of "2" for each practice behavior and an average score of "3" across all the practice behaviors. This one change necessitated a change to our conversion strategy for Field Evaluations. Table 4-9 depicts the new conversion table, which is being instituted for the current academic year.

Table 4-9:
Benchmark and Conversion Scores for 2012-2013

Measure	Below Benchmark					Benchmark or Above		
Converted Score	**1**	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**
Embedded Assessment Assignments[a]	Below 60 (F)	60-64 (D)	65-69 (CD)	70-77 (C)	78-82 (BC)	83-87 (B)	88-93 (AB)	94-100 (A)
Field Evaluations[b]	1= Significantly below expectations	2= Somewhat below expectations				3=meets expectations	4=somewhat above expectations	5=Exceeded expectations
Course Evaluations[c]	1=Poor	2=Weak	3=Average			4=Good	5=Excellent	

[a]Converted scores represent discrete categories (e.g., any grade in the 83-87 range will be converted to a score of "4").
[b]Converted scores represent discrete categories (e.g., any field score of "3" will be converted to a score of "4").
[c]Converted scores are continuous and parallel the evaluation score (e.g., an evaluation score of 4.7 is converted to a score of "4.7").

To summarize, the data collected for 2012-2013 as part of the Program's competency achievement assessment plan is very similar to the data collected for 2011-2012, with a few exceptions. A major difference concerns the scoring of senior field evaluations. Remaining exceptions are minimal and concern embedded assessment assignments. Appendix 4-1 documents all the changes to embedded assessment assignments for 2012-2013 (see final column). The compilation of Social Work syllabi in Volume III of the reaffirmation documents represents the outcome of these changes; these syllabi are currently in use for the 2012-2013 academic year.

Dissemination of Findings

After faculty reviewed and discussed outcome data, it was shared with our stakeholder groups. In September of 2012 data was shared with our BSW Program's Advisory Committee at its quarterly meeting. The Committee began by commending the Program for its strong

outcomes. It then discussed the lower scores for Competency 2, focusing on how gray this area (Standards and Ethics) can be. As there are lots of ambiguities in social work ethics, the Committee found it understandable that students may struggle more in this area than others. The Committee also related these scores to our professional continuing education requirements in Social Work. The State of Wisconsin requires all certified social workers to complete 30 hours of continuing education every two years; four of those hours must be in boundaries and ethics. The Committee felt this continuing education mandate reflects the necessity of lifelong learning in this area and commented that if professionals are expected to be continuously learning in these areas we should expect this will be an area needed for further student growth and development.

Outcomes data was also shared in January of 2013 with the NEW Partnership for Children and Families Steering Committee. This is a group of county administrators from northeast Wisconsin who provide direction on child welfare training issues for the region. This Committee felt the data substantiated their observations that the BSW Program is a quality program that provides skilled and competent social workers to the region.

Finally, the Program Chair shared outcome data with current students over the course of two Social Work Club meetings in February of 2013. Although students indicated they were impressed with the outcomes, when informed of the mandate to post outcome data on the website for stakeholders to compare programs, they felt such information would not have helped inform their decision-making about pursuing a BSW degree at UW-Green Bay. The students felt, although the data shed a positive light on the Program, the information, as presented, would not provide enough context for them to be able to compare programs. Students seemed most impressed by the fact that our 2012 graduates scored statistically significantly higher on the FCAI Exit Survey than their peers. Students felt that their performance on embedded assessments is important, but that grading is subjective and some instructors are "harder graders" than others. Therefore, a standardized exam was viewed as a more objective indicator of how they compare to others and they were extremely pleased to be doing better than average.

These meetings with the Social Work Club marked the first such meeting where Program evaluation data was shared with current students. The students expressed their enjoyment of the process and of having the opportunity to gain a clearer understanding of how the curriculum fits together. Additionally, they indicated the process helped them feel an integral part of the evaluation process and that their feedback about the Program, both through formal evaluations and comments regarding outcome data, is taken seriously by the Program. As a result of these discussions, faculty proposed that each fall the Chair should meet with the Social Work Club to present outcome data from the previous year and solicit student feedback. Students overwhelmingly supported this proposal. The *BSW Student Handbook* was updated to include the annual procedure (see pp. 10 & 44 of Volume II of reaffirmation documents).

Ongoing Assessment Plan

The Program will continue to utilize the same outcome measures to evaluate its success in helping students master the competencies:

1. Embedded Assessment Assignments
2. Senior Field Evaluations
3. End-of-Semester Course Evaluations
4. FCAI Entrance and Exit Surveys

Table 4-10, below outlines the tasks involved in one complete cycle of the Program's ongoing assessment evaluation, related to both the implicit and explicit curriculums, and the parties responsible for their completion. Though displayed in a linear fashion, the assessment plan is actually quite circular and dynamic, changing in response to assessment outcomes and feedback received from stakeholder groups.

Outcome data are collected throughout the year and compiled in June and July of each year. Faculty review and interpret the data during the annual August faculty retreat. Plans for making changes based on the findings and recommendations, specifically regarding courses, are developed at that time. Outcome findings are then presented to stakeholder groups, including the BSW Program Advisory Committee, current students, and the NEW Partnership Steering Committee in the fall. Feedback is solicited at each stage and all recommendations are brought back to the faculty for further discussion and planning. It is the responsibility of the Chair and designated faculty and staff to follow-through with recommendations for change.

Table 4-10:
Implementation of Annual Evaluation Plan

Timeframe	Evaluation Task	Person(s) Responsible
Fall Semester		
First week of classes	Administer FCAI Entrance Survey to incoming junior cohort in SOC WORK 305: The Profession of Social Work	Instructor of SOC WORK 305
Fall semester	Track and record embedded assessment assignment outcomes	Instructors of fall courses
Conclusion of fall semester	Collect and compile end-of-semester course evaluation data	Program Academic Department Associate (ADA)
Spring Semester		
Beginning of spring semester	First faculty meeting of semester dedicates time to discussion of any changes in syllabi related to assessment plan	All faculty; Program Chair facilitates discussion
Spring semester	Track and record embedded assessment assignment outcomes	Instructors of spring courses
Last two weeks of spring semester	• Conduct senior field evaluations and record outcome measurement data • Compile senior field evaluation outcome measurement data	• SOC WORK 420 instructors • BSW Field Coordinator
Last week of spring semester	• Administer FCAI Exit Survey to senior cohort in SOC WORK 463: Program Evaluation II • Administer BSW Program evaluation survey to junior and senior cohorts in SOC WORK 371 and 363, respectively • Administer evaluations of Field to students and Field Instructors	• Instructor of SOC WORK 463 • Instructors of SOC WORK 371 and 463 • BSW Field Coordinator
Conclusion of spring semester	• Collect and compile end-of-semester course evaluation data • Last faculty meeting of semester dedicates time to any planned curricular changes that relate to assessment plan for next academic year	• Program ADA • All faculty; Program Chair facilitates discussion
Summer		
June and July	Compile and analyze data collected for assessment of implicit and explicit curriculum	Program Chair and BSW Field Coordinator
August	• Faculty Retreat: review outcome measurement data, including measures of implicit curriculum; identify Program strengths and weaknesses; recommend changes for the upcoming academic year and identify parties responsible for implementing the changes • Update form AS4 (B) on Program website to reflect most recent outcome data	• All faculty; Program Chair & BSW Field Coordinator facilitate discussion • Program Chair
Fall Semester		
September	Present outcome measurement data to stakeholders for review and feedback: • BSW Program Advisory Committee • BSW students • NEW Partnership Steering Committee	Program Chair and BSW Field Coordinator
October	Report feedback from constituents to faculty; recommend any additional changes and identify parties responsible for implementing the changes	All faculty; Program Chair & BSW Field Coordinator facilitate discussion

4.0.4 The program uses Form AS 4 (B) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

Summary data and outcomes from 2011-2012 for the assessment of the competencies can be found in Table 4-4: Form AS 4 (B), above. Data indicate that a strong majority of students are scoring at or above the measurement benchmarks for each of the three categories of outcome measures. Students are informed of the requirement to post outcome data on our website in the *BSW Student Handbook* (see p. 10 of Volume II of reaffirmation documents); this information is also verbally shared with students at the mandatory Program orientation held each fall for incoming juniors. Information pertaining to this requirement is also available on our website, along with the link to the most recent data: http://www.uwgb.edu/socwork/bsw/curriculum.asp. The Program Chair is responsible for updating the posting every 2 years, minimally.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

Copies of all assessment instruments used to assess students' mastery of the competencies can be found in the following appendices:
- Explicit Curriculum Assessment Instruments:
  - Senior Field Evaluation (see appendix 2-5)
  - End-of-Semester Course Evaluations (see section A: Outcomes of Appendix 3-7)
  - Embedded Assessment Assignments (see Appendix 4-3)
  - BEAP-FCAI (see Appendix 4-4)
- Implicit Curriculum Assessment Instruments:
  - Instructor Effectiveness Ratings (see section B: Teaching Methodologies of Appendix 3-7)
  - Student Evaluation of BSW Program (see Appendix 3-8)
  - Field Instructors' Evaluations of Field (see Appendix 2-10)
  - Junior Field Students' Evaluations of Field (see Appendix 2-8)
  - Senior Field Students' Evaluations of Field (see Appendix 2-9)