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**Self-Study Volume 1**

**Narrative Responses to the Accreditation Standards**

**Includes all Required Forms, Matrices, and Supporting Documentation to Demonstrate Compliance**

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| Program Options: | Face-to-Face/Traditional  Green Bay, WI, United States |
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**Enclosed Separately:**

Volume 2……Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)

Volume 3…………………………………..Student Handbook and Field Education Manual

# Accreditation Standard 1.0 — Program Mission and Goals

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| Accreditation Standard 1.0.1: The program submits its mission statement and explains how it is consistent with the profession’s purpose and values. |

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| 1. Compliance Statement: Narrative provides the program’s mission statement. |

**Program’s Mission Statement:**

Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.

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| 1. Compliance Statement: Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values. |

**Profession’s Purpose:**

*“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)*

**Profession’s Values:**

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.”* *(EP 1.0, 2015 EPAS)*

While brief, our mission encompasses each of the components of the profession’s purpose and value:

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| **Components of the Profession’s**  **Purpose & Values** | **Components of the Program’s Mission Statement**  *Relevant portions of the mission presented in bold.* |
| Person-in-environment framework | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide **regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * Our students are primarily from the region with the intention to remain here in the future; this will be explored more fully below under “[Program Context](#Program_Context).” As such, our mission statement emphasizes regional responsiveness to address this unique person-in-environment context of the BSW Program. The counties we serve are diverse in relationship to their socioeconomic status, urban/rural divide, and racial and ethnic compositions. We address the changing demographics of our regional environment and work with students to identify strengths across these identities and elevate human and community well-being. |
| Global perspective | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that elevates human and community well-being.   * While our program provides regional responsiveness, our mission also recognizes the changing global context, particularly in relationship to the promotion of social justice. Systems theory teaches of our interconnectedness, and as such, we work to help students see how the global context impacts our own backyards. |
| Respect for human diversity | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving** **world by engaging in strengths-based generalist practice that elevates human and community well-being.**   * Our professional values of social justice, dignity and worth of the person, and integrity provide the foundation for respecting human diversity. Social justice requires our attention to challenging discrimination and oppression and knowing about diversity. Dignity and worth of the person requires attention to difference. Integrity requires us to act in a manner that attends to these values that emphasize knowledge about and respect for difference. * Recognizing that our world is changing requires ongoing education about diversity and continuous adaptation in the curriculum. * Engaging in strengths-based general practice helps ground us in the unique cultural and individual resources students and clients bring to social work. |
| Knowledge based on scientific inquiry | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based**, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.   * Our professional value of competence, which mandates continuous professional development, combined with Competency 4’s emphasis on using methods of scientific inquiry to develop and consume professional knowledge, are inherent in our mission statement. |
| Quest for social and economic justice | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * Clearly explicating the promotion of social justice was a high priority in development of our mission statement. Consequently, it is included in our statement on the values of the profession and additionally highlights our utilization of strengths-based generalist practice in promoting social justice to elevate human and community well-being. |
| Prevention of conditions that limit human rights | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that **elevates human and community well-being.**   * We cannot promote social justice without attending to conditions that limit human rights. As such, a curriculum that promotes social justice necessarily must address human rights, which are also implied across our professional values. * The elevation of human and community well-being is an extension of preventing limitations on human rights. |
| Elimination of poverty | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice** in a diverse and evolving world by engaging in strengths-based generalist practice that **elevates human and community well-being**.   * The elimination of poverty is a key emphasis in our professional values and an inherent component of promoting social justice and elevating human and community well-being. |
| Enhancement of the quality of life for all persons, locally and globally | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide **regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that **elevates human and community well-being**.   * Our core value of service is dedicated to enhancing the quality of life across all system levels. * Our emphasis on regional responsiveness highlights our commitment to our local community and our promotion of social justice speaks to a broader enhancement that includes global considerations. |
| Valuing service | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that **elevates human and community well-being**.   * Our core value of service is dedicated to enhancing the quality of life across all system levels and our mission statement emphases this in striving to elevate human and community well-being. |
| Valuing social justice | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice** **in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.**   * As noted above, explicating the promotion of social justice was a high priority in developing our mission statement. Consequently, it is included in our statement on the values of the profession and additionally highlights our utilization of strengths-based generalist practice in promoting social justice to elevate human and community well-being. |
| Valuing dignity and worth of the person | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by **engaging in strengths-based generalist practice** that **elevates human and community well-being**.   * The promotion of social justice is grounded in valuing the dignity and worth of the person as each requires attending to the unique needs of individuals and communities and advocating for their needs. * Strengths-based practice requires recognizing an individual’s capacity and strengths and using them as the basis of the helping process. Such recognition requires a valuing of a person’s dignity and worth. |
| Valuing importance of human relationships | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by **engaging in strengths-based generalist practice that elevates human and community well-being**.   * Strengths-based generalist practice requires collaboration in the helping process, a feat only possible when valuing human relationships. |
| Valuing integrity | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based**, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.   * The behaviors encompassed in Competency 1 provide the foundation for integrity; without professionalism and ethics, we cannot have integrity. |
| Valuing competence | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based**, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.   * Taken as a whole, the nine practice competencies provide the foundation of the professional value of competence as their mastery provides a baseline from which to build. The value then builds upon this baseline with a call to engage in continuous professional development. |
| Valuing human rights | **Grounded in the values of the Profession,** the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * As noted above, we cannot promote social justice without attending to conditions that limit human rights. As such, a curriculum that promotes social justice necessarily must address human rights. Additionally, the elevation of human and community well-being is an extension of preventing limitations on human rights. |
| Valuing scientific inquiry | **Grounded in the values of the Profession,** the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based, interdisciplinary programs** that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.   * As noted above, our professional value of competence, which mandates continuous professional development, combined with Competency 4’s emphasis on using methods of scientific inquiry to develop and consume professional knowledge, are inherent in our mission statement. * As an interdisciplinary program, our students are exposed to multiple ways of understanding and explaining the natural world to provide a broad base from which to interpret behavior. |

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| 1. Compliance Statement: The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable). |

N/A: The program has only one program option.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with the institutional mission. |

**Institutional Mission:**

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master’s and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.​

**Explanation of Consistency of Program’s Mission with the Institutional Mission:**

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| **Components of the Institutional Mission** | **Components of the Program’s Mission Statement** |
| The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master’s and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay **provide regionally responsive**, **competency-based**, interdisciplinary programs that promote social justice in a diverse and evolving world by **engaging in strengths-based generalist practice that elevates human and community well-being**.   * Our focus on regional responsiveness and elevating community well-being corresponds to the university’s mission to service to the community. * Facilitating student mastery of the practice competencies aligns with excellence in teaching. |
| The University provides a problem focused educational experience that promotes critical thinking and student success. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based, interdisciplinary programs** that promote social justice in a diverse and evolving world by **engaging in strengths-based generalist practice** that elevates human and community well-being.   * The BSW Program provides problem focused educational experiences through teaching to the mission of the profession to “enhance human well-being.” Teaching students to master the competencies provides them the tools to address such problems of daily-living using critical thinking skills. Critical thinking is “generally regarded as purposeful thinking, involves careful examination and evaluation of beliefs, assumptions, and actions to arrive at a well-reasoned decision,”[[1]](#footnote-2) and a necessary component of generalist practice. * Our engagement in strengths-based practice extends to our work with students, whereby we work from our students’ strengths to nurture their successes. |
| The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that elevates human and community well-being.   * The university’s commitment to diversity and social justice resonates well with our program mission as well as the purpose and values of the profession. |
| Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay **provide regionally responsive**, **competency-based**, interdisciplinary programs that promote social justice in a diverse and evolving world by **engaging in strengths-based generalist practice that elevates human and community well-being**.   * The university’s commitment to collaborations and partnerships reflects our program’s regional responsiveness and emphasis on strengths-based practice. |
| Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.​ | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay **provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * Promoting access is a component of social justice. * Facilitating career success incorporates the utilization of strengths-based strategies. * Cross-discipline collaboration is incorporated into interdisciplinarity. * Cultural enrichment and economic development are explicitly connected to our professional value of social justice. |

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| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with the program’s context across all program options. |

**Program’s Context:**

*“Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local,*

*regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.” (EP 1.0, 2015 EPAS)*

**Program Context: The Northeast Wisconsin Region**

Both the university and program missions emphasize a focus on the local community and commitment to community. It is because of the Social Work Program’s commitment to “provide regionally responsive…programs” in a “diverse and evolving world” that the Northeast Wisconsin Region provides the primary context for our 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.[[2]](#footnote-3)

Most of the BSW students in our Program come from, and plan to remain in, Northeast Wisconsin after graduation. This phenomenon is not unique to social work, but rather the region. In fall of 2019, almost 70% of UWGB students originated from New North counties; Brown County accounted for over 27% of the student population.[[3]](#footnote-4) Additionally, almost 95% of graduates from the New North remain in Wisconsin after graduation.[[4]](#footnote-5) 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.

**Combination of Urban and Rural.** This Northeast Wisconsin region is comprised of a mix of urban and rural areas, though it is more heavily rural. On one extreme, it contains a major metropolitan community comprised of over 320,000[[5]](#footnote-6) residents; this includes our Program’s location in the city of Green Bay, the state’s third largest city. On the other, two small rural counties of less than 5,000 people each; one of which the majority of the county is the Menominee Indian Reservation. These population characteristics suggest 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, demographic profile, ease of access to services, and the demands on worker effort and time to reach out to and serve clients, particularly in their homes.

**Racial and Ethnic Diversity.** In addition to variation by population size, communities served by our Program vary widely in the extent of racial and ethnic diversity. U.S. Census data demonstrates that Wisconsin is less racially and ethnically diverse than the United States with almost 81% non-Hispanic White individuals. While the racial/ethnic composition of all UWGB undergraduate students closely reflects the same proportions of the state, social work students tend to be more racially/ethnically diverse than the broader campus with 24% Black, Indigenous, and People of Color.

While the racial and ethnic demographics of the state are predominantly non-Hispanic White, the composition of the counties comprising the New North vary greatly. 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. Students may be working in settings where most families are Native American (82% in Menominee County) or in settings where almost all (80%+) community members are Caucasian. Additionally, Latino, Hmong, Somali, African American and, most recently, Afghan families reside throughout northeast Wisconsin.

In general, when comparing the portions of BIPOC and White residents, the counties of the New North tend to be less diverse than both the general United States and the state of Wisconsin; however, that is not true for all the counties. Our BSW Program therefore needs to prepare students to practice in very divergent communities in relationship to race and ethnicity.

**Socioeconomic Status.** Socioeconomic status, as indicated by median household income and poverty rate, varies throughout the New North region as well. In 2019,[[6]](#footnote-7) median household income in the U. S. was $62,843 and the poverty rate at 10.5%. Wisconsin closely paralleled these figures with a median household income of $61,747 and a poverty rate of 10.5%. Median household income for the region would suggest Northeast Wisconsin families are doing more poorly in their socioeconomic status than both the U.S. and Wisconsin averages, with 14 of the 18 counties reporting lower median household incomes than both the U.S. and Wisconsin averages. However, in the region, poverty rates may be better indicators of poor socioeconomic status as only six of the counties have poverty rates higher than both that of the general U.S. and state of Wisconsin. Taken together, these figures suggest that while incomes may be lower in the region, fewer families across the region are living in poverty. While overall this paints a positive picture of the region, some counties are really suffering socioeconomically. For example, Menominee County has an alarming poverty rate of 25.3% and its median household income is under $41,000. The BSW Program must therefore prepare students for practice in both economically devastated counties as well as counties that are thriving economically.

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 “regionally responsive” program in a “diverse 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.

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| 1. Compliance Statement: The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable). |

N/A: There is only one program option.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 1.0.3:The program identifies its goals and demonstrates how they are derived from the program’s mission. |

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| 1. Compliance Statement: Narrative identifies the program’s goals. |

The Program’s mission, grounded in the NASW’s (2021) *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, 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.

Grounded in anti-racism and anti-oppression frameworks, our BSW Program has 5 goals that reflect our mission and move us toward actualizing our [vision statement](#Vision_Statement) (see section 3.0.1).

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| 1. Compliance Statement: Narrative demonstrates how the program’s goals are derived from the program’s mission |

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| **Program’s Goals** | **Components of the Program’s Mission** |
| 1. Curriculum: The program engages in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core. | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, **competency-based, interdisciplinary** programs **that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * This goal 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]](#footnote-8) 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 established by the CSWE in the Educational and Policy Accreditation Standards (EPAS). |
| 1. Community Partnerships: The program seeks, analyzes, and responds to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide **regionally responsive**, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being**.   * This goal 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. It 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. |
| 1. Interdisciplinarity: The program promotes critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, **interdisciplinary programs** that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.   * This goal 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. |
| 1. Professional Development: The program seeks and develops professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action. | **Grounded in the values of the Profession**, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that **elevates human and community well-being**.   * This goal encompasses the Program’s emphasis on continued self-assessment and professional growth, commitments embedded in the profession’s value base. The Program is committed to helping students understand and embrace these values and in the faculty embodying them as well. |
| 1. Recruitment & Persistence: The program actively recruits students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay **provide regionally responsive**, competency-based, interdisciplinary programs that **promote social justice in a diverse and evolving world** by engaging in strengths-based generalist practice that **elevates human and community well-being**.   * This goal reflects our belief that in order to be regionally responsive and promote social justice, we must work to recruit and retain students, faculty, and staff who represent the region and see such strategies as instrumental in elevating human and community well-being. We pursue retention through intensive advising (for students) and mentoring (for faculty and staff) and also seek to integrate additional resources committed to facilitating success. |

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| 1. Compliance Statement: The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program’s mission. |

N/A: Program has only one option

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard B2.0 — Generalist Practice

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| Accreditation Standard B2.0.1:The program explains how its mission and goals are consistent with generalist practice as defined in **EP 2.0.** |

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| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with generalist practice. |

**Program Mission**

As noted earlier in this document, the mission of the Social Work Program is as follows:

Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote

social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.

While the mission of the social work program does not specifically articulate all aspects of the definition of the generalist practice outlined by CSWE; both emphasize the responsibility of generalist practitioners to draw on skills as advocates and facilitators to strengthen individual and community well-being. The following table describes the connections between the components of generalist practice as outlined in the CSWE definition and the Program’s mission. The items in bold are specific language within the mission.

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| **Component of the Generalist Practice Definition** | **Connection to Program’s Mission** |
| Grounded in the liberal arts | The social work program’s mission emphasizes **strengths- based generalist practice** as an active action of program activities. As noted on each syllabus, social work is grounded in the liberal arts. Within the mission for the program, emphasis on **interdisciplinarity** reinforces the liberal arts perspectives. |
| Person-in-environment framework | Similar to the first criteria, specific mention of this framework is not listed within the mission itself. Rather, the mission notes **strengths-based generalist practice** but also emphasizes both **individual and community well-being** and interaction between person and environment is inferred. |
| Promote human and social well-being | The mission outlines our development of programs that **promote social justice** as well as attending to the **well-being of individuals and communities**. |
| Range of prevention and intervention methods | Again inferred, this component of generalist practice is subsumed within our emphasis on **competency-based** education as well as **strengths-based generalist practice**. The articulation of the **well-being of individuals and communities** demonstrates attention to differing methodological approaches. |
| Practice with diverse individuals, families, groups, organizations, and communities | Mission recognizes the dynamic nature of social forces and attends to **promoting social justices**. The emphasis on **regionally responsiveness** also highlights the program’s collaboration with community partners in addressing diverse needs |
| Scientific inquiry and best practices | This component of generalist practice is again inferred but not specifically stated. When attending to **evolving** conditions in our **world**, the need to address best practices is also considered within the reference to **strengths-based generalist practice**. |
| Practitioner identifies with the social work profession | At the core of our mission are the **values of the profession** with all actions stemming from that identification with social work as a profession. |
| Applies ethical principles | Application of ethical principles is inferred through the initial reference to **grounding in the values of the profession** within the mission itself. Also, at the core are actions to **promote social justice** which have been identified as a central element of our mission. |
| Critical thinking | The concept of i**nterdisciplinarity** necessitates critical thinking and the evaluation of multiple perspectives when addressing the dynamic nature of practice. |
| Practice at the micro, mezzo, and macro levels | Mission specifically attends to **individual and community well-being** which is further reinforced with the articulation of **strengths-based generalist practice**. |
| Engage diversity in practice | As noted earlier, mission addresses the **diverse and evolving world** which is addressed in our attention to **strengths-based generalist practice** as well as promotion of **social justice, individual and community wellbein**g through r**egionally** **responsive** approaches in which we function. |
| Advocate for human rights and social and economic justice | **Promotion of social justice** is a key facet of the program’s mission. The mission further articulates that the engagement in **strengths-based generalist practice** is directed toward that aim. |
| Recognize, support, and build on the strengths and resiliency of all human beings | A core of **strengths-based generalist practice** is recognition of strengths and resiliency, building on both toward **individual and community well-being**. |
| Engage in research-informed practice | Although not specifically stated, since this aspect of generalist practice is located within the competencies of social work, one can consider this dimension when more fully examining the foundations of **competency-based** education. |
| Proactive in responding to the impact of context on professional practice | The program’s mission includes reference to being **regionally responsive** as well as addressing **social justice** concerns in our **evolving world**. |

As can be seen within the above table’s narrative, the mission has at its core attention to strengths-based generalist practice. While several components are only inferred within the mission, in its entirety the promotion of generalist practice principles is central. Further articulation of components not specifically addressed within the mission is completed through the goals of the Program.

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| 1. Compliance Statement: Narrative explains how the program’s goals are consistent with generalist practice. |

The Program Goals were designed to expand upon the mission of the program. The curriculum goal specifically articulates generalist practice as a focus of the curriculum with an emphasis on diversity.

**Program Goals**

1. Curriculum: The program engages in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core
2. Community Partnerships: The program seeks, analyzes, and responds to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.
3. Interdisciplinarity: The program promotes critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.
4. Professional Development: The program seeks and develops professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.
5. Recruitment & Persistence: The program actively recruits students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals

**Generalist Practice Definition**

*“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)*

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| **Component of the Generalist Practice Definition** | **Program’s Goals**  **and**  **Alignment to Generalist Practice Definition** |
| Grounded in the liberal arts | Interdisciplinarity: The program promotes critical thinking through acquiring and **applying knowledge from across a diverse spectrum** of reasoning while developing evidence-based professional practice. |
| Person-in-environment framework | Curriculum: The program engages in continuous improvement to provide a **dynamic, professional, generalist-practice curriculum**, with excellence and diversity at its core.  Community Partnerships: The program **seeks, analyzes, and responds to the dynamic urban and rural needs of the region** by cultivating partnerships with diverse communities. |
| Promote human and social well-being | Professional Development: The program seeks and **develops professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.**  Recruitment & Persistence: The program actively recruits students, faculty, and staff into an inclusive and extraordinary environment with highly effective **supports to ensure that all are able to successfully meet academic and professional goals.** |
| Range of prevention and intervention methods | Curriculum: The program engages in continuous improvement to **provide a dynamic, professional, generalist-practice curriculum,** with excellence and diversity at its core.  Recruitment & Persistence: The program actively recruits students, faculty, and staff into an **inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals.** |
| Practice with diverse individuals, families, groups, organizations, and communities | Curriculum: The program engages in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, **with excellence and diversity at its core.**  Community Partnerships: The program seeks, analyzes, and responds to the **dynamic urban and rural needs** of the region by **cultivating partnerships with diverse communities.** |
| Scientific inquiry and best practices | Interdisciplinarity: The program promotes critical thinking through acquiring and applying knowledge from **across a diverse spectrum of reasoning while developing evidence-based professional practice** |
| Practitioner identifies with the social work profession | Curriculum: The program **engages in continuous improvement to provide a dynamic, professional, generalist-practice curriculum,** with excellence and diversity at its core.  Professional Development: The program seeks and **develops professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action** |
| Applies ethical principles | Curriculum: The program engages in continuous improvement to provide a dynamic, **professional**, generalist-practice curriculum, with **excellence** and diversity at its core.  Professional Development: The program seeks and develops professional growth opportunities with an **emphasis on social change, challenging oppression, and vital social action.** |
| Critical thinking | Interdisciplinarity: The program **promotes critical thinking** through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice, |
| Practice at the micro, mezzo, and macro levels | Curriculum: The program engages in continuous improvement to provide a dynamic, **professional, generalist-practice curriculum**, with excellence and diversity at its core.  Community Partnerships: The program seeks, analyzes, and responds to the dynamic urban and rural needs of the region by cultivating partnerships **with diverse communities.**  Professional Development: The program seeks and develops professional growth opportunities with an **emphasis on social change, challenging oppression, and vital social action.**  Recruitment & Persistence: The program actively recruits students, faculty, and staff into an inclusive and extraordinary environment with highly effective **supports to ensure that all are able to successfully meet academic and professional goals.** |
| Engage diversity in practice | Curriculum: The program engages in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and **diversity at its core.** |
| Advocate for human rights and social and economic justice | Professional Development: The program seeks and develops professional growth opportunities with an **emphasis on social change, challenging oppression, and vital social action.** |
| Recognize, support, and build on the strengths and resiliency of all human beings | Curriculum: The program engages in continuous improvement to provide a **dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core**  Recruitment & Persistence: The program actively recruits students, faculty, and staff into an **inclusive and extraordinary environment with highly effective supports** to ensure that all are able to successfully meet academic and professional goals. |
| Engage in research-informed practice | Interdisciplinarity: The program promotes critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning **while developing evidence-based professional practice.** |
| Proactive in responding to the impact of context on professional practice | Community Partnerships: The program seeks, analyzes, and **responds to the dynamic urban and rural needs of the region** by cultivating partnerships with diverse communities. |

As can be seen in the above table, the goals clearly relate to the definition of generalist practice. Although several of the components of generalist practice are not identified using the same verbiage, the program has consistently maintained the importance of generalist practice as the core for the BSW program curriculum.

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| 1. Compliance Statement: If program options have different missions and/or goals, discuss for each program option. |

The mission and goals for the program are consistent across both the BSW and MSW Programs. There is only one program option for the BSW Program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B2.0.2:The program 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. |

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| 1. Compliance Statement: Narrative provides a rationale for the program’s formal curriculum design across all program options. |

The BSW Curriculum was designed using a cohort model with sequenced coursework. Students are admitted during their sophomore spring semester to begin social work courses in fall of their junior year. The cohort model allows students to develop a support network as well as fostering coherent learning of social work theory and practice through sequenced coursework, class discussions, and scaffolded learning.

Supporting courses required for the major ensure 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, and human diversity. 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.

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.

The program has utilized a framework espoused by Kirst-Ashman and Hull (2012)[[8]](#footnote-9) which emphasized four processes used by generalist social work practitioners to facilitate change. These include an emphasis on client empowerment, working effectively within organizations and social structures, assuming a wide range of roles in intervention efforts, and use of critical thinking in the change process. As such, the BSW curriculum was designed with the conceptual of an eclectic knowledge base, professional values and ethics, and a wide range of skills applied at all levels of practice micro to macro and in critique of the profession itself.

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| 1. Compliance Statement: Narrative explains how the program’s curriculum design is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options. |

**Curriculum Requirements**

All undergraduate students at the University of Wisconsin-Green Bay require successful completion of 120 credits to graduate. Each program of study identifies any required support courses and those needed to meet the requirements for the major. Students in the social work major are required to take 12 support courses for up to 37 credits. These credits can also meet the student’s general education requirements. Three required support courses that all students must take are: *WR 105: Research and Rhetoric*, *PSYCH 203: Introduction to Lifespan Development*, and *SOC WORK 275: Foundations of Social Welfare Policy*. In addition, students choose a course from identified options within seven areas: statistics, government, human behavior, social environmental challenges, social theory, women’s and gender studies, biological sciences, and ethnic studies. Except for women’s and gender studies, biological sciences, and ethnic studies (categories with course selections identified by the University), social work faculty have identified courses for students to choose within these areas. Because the first course in the program (*SW 305: The Social Work Profession*) is a writing emphasis course, students are strongly encouraged to take WR 105 prior to starting the program. If not taken prior to the junior fall, students must take the course concurrently with SW 305. A statistics support course is also a prerequisite for *SW 301: Research Methods of Generalist Social Work Practice* and PSYCH 203 a prerequisite for *SW 371: Human Behavior in the Social Environment* which students take in the spring semester of their first year in the program. Students are also encouraged to have their biological sciences general education requirement completed before enrolling in SW 371 although this was removed as a prerequisite during this review period. SW 275 is a prerequisite for the senior level course, *SW 461: Program Evaluation I*. Over the course of this review period, increased offerings of SW 275 were integrated into the timetable in order to assist students transferring from another university or program to be prepared for their senior year course. The curriculum is outlined on the Social Work page of the [University’s Undergraduate Academic Catalog.](http://catalog.uwgb.edu/undergraduate/programs/social-work/)

Students must complete 41 credits in the major, of the required 120, to ear na Bachelor of Social Work (BSW) degree. The program is designed to follow a cohort model with the courses within the major following a prescribed order, requiring successful completion in order to advance in the program.

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 Social Work Profession.* 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.

Over the course of the last review period, the requirement for a research support course was instead integrated into the junior year curriculum with students taking the course in fall of their junior year. Including this course as a required element of the curriculum ensured that students are taught elements of research through the social work lens of inclusivity and socially just practice. *SW 301: Research Methods of Generalist Social Work Practice* course objectives were designed with this emphasis in mind.

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. Using the social issue of poverty, the course examines social justice holistically, including the 2015 EPAS addition of environmental justice.

Over the 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 families 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: Professionalism and Teamwork*, which includes a service–learning 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.

An additional adjustment of course requirements over the last review period was alteration in SW 300. The aim for the course previously was a field-experience emphasizing macro-level practice. Based on the types of experiences open to students for this limited placement, and using feedback from our community partners, the course was adjusted from a formal field placement to a service-learning experience. Agency representatives indicated the prior placement experience’s expected hours did not foster a deep understanding of macro practice and students were instead simply observing direct practice social workers. Students now work toward a social justice-oriented project. Prior placement structure inadequately exposed students to these opportunities. Additionally, also in response to feedback from our Program Advisory Committee (composed of community partners from a range of practice areas), a component of SW 300 focuses on professionalism and readiness for the senior level field practicum.

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: Methods II* and *SOC WORK 420: Methods III* are taught in combination with practice-related skills courses *SOC WORK 413: Skills Lab III* and *SOC WORK 423: Skills Lab IV* that draw on and are integrated with associated field experiences, *SOC WORK 402: Field Practicum and Integrative Seminar I* and *SOC WORK 403: Field Practicum and Integrative Seminar II*. Typically, during the senior year, students spend 16 hours per week for 15 weeks each semester in their field agencies. These requirements were amended to the minimum requirements outlined in response to the COVID pandemic in the spring 2020 semester and were maintained for the 2020-2021 academic year. 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.

Over the course of the last several years (even prior to adjustments necessary due to the COVID-19 pandemic), Program faculty have recognized the inherent difficulties of students to meet the demands of field while also meeting family responsibilities, necessary work functions, and the academic coursework. As such, the Program faculty evaluated the required number of hours for the senior field placement. Traditionally, the program has required more than the CSWE required minimum hours for field experiences. Beginning with the 2022-2023 academic year, the minimum required field placement hours will be 200 per semester totaling 400 hours, reducing weekly hours to around 13 per week.

An integrative seminar was also added to SOC WORK 402 & 403 during this past review period. Prior to implementation of the seminar hour, the expectation was that opportunity to process field experiences as a group would occur during the Methods II and III classes. Student evaluations noted the desire to discuss their field experiences more often and faculty teaching the Methods courses noted the difficulty in appropriately meeting this need. While integrated with the field practicum course, the classroom hours spent in seminar are not included in the field hour calculations for the placement.

At the same time the seminar hour was integrated into the course, field moved from a pass-fail status to graded consistent with that of other courses. Student evaluations commented on the “unfairness” of pass/fail for those who did better in field and faculty wanted to ensure critical reflection of the experiences as is completed through written assignments. Once again, the Program Advisory Committee was consulted. Faculty spent many meetings researching and developing criteria prior to implementation of a coherent grading process.

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 sequence (*SOC WORK 431: Program Evaluation I* in the fall semester and *SOC WORK 433: Program Evaluation II* in the spring semester) in which students develop a research project at the request of a community agency, examine the meaning of research findings for clients, programs, and communities, and disseminate results of their research findings). The student work in this sequence also requires intensive engagement in research-informed practice and practice-informed research. In the Social Policy sequence (*SOC WORK 461: Social Policy Analysis I* in fall and *SOC WORK 463: Social Policy Analysis II* in spring) students explore social policy issues and closely examine policies around social, economic, and environmental justice. 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.

In addition to the generalist curriculum, students have the option of completing course work toward an area of emphasis. The Program offers Child Welfare as well as Substance Abuse emphases. Each of these emphases have four additional courses required toward earning the emphasis designation on the student’s transcript. The Child Welfare emphasis also requires the field practicum be completed in an agency which serves children and families.

The Child Welfare Emphasis requires students to take two developmental psychology courses, *PSYCH 331: Infancy and Early Childhood Development* and *PSYCH 332: Middle Childhood and Adolescent Development*. In addition, two social work electives are required. *SOC WORK 351: Overview of the Child Welfare System*, and *SOC WORK 431: Child Welfare Practice,* designed to reinforce systems understanding. 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 of 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.

In 2018, the Substance Abuse Emphasis was created in collaboration with Northeast Wisconsin Technical College (NWTC) to prepare BSW- level practitioners for certification as substance abuse professionals in Wisconsin. Students complete four required courses that are cross listed with coursework from the technical college which are later accepted as completed for any students wishing to earn that specialized certification post-graduation. Using a crosswalk of social work courses to those offered by NWTC, graduates can complete coursework for the substance abuse certification requirements. The four courses currently in the emphasis include two from psychology, *PSYCH 310: Drugs and Behavior*, and *PSYCH 438: Counseling and Psychotherapy*. The remaining courses are offered by social work faculty: *SOC WORK 340: Strengths-based Group Facilitation* and *SOC WORK 342: Psychopharmacology*.

Since creating the substance abuse emphasis, requirements for the coursework for substance abuse certification in Wisconsin have been revised. The BSW Curriculum committee will be re-evaluating the emphasis courses to determine the best sequence of courses to prepare students for this specialty practice area. Currently, upon earning their Bachelor of Social Work degree, students complete the remaining 31 credits of course work specific to substance abuse treatment (including an internship) at the technical college in preparation for the substance abuse counselor in training (SAC-T) credential.

**Integration Between Classroom and Field:**

As noted earlier, during this review period, the field course was amended to include an integrative seminar. Using a seminar course hour weekly, the application of social work theory and integration with their field experiences is examined and reinforced. Student work for the seminar is designed to reinforce the integration between field and coursework through field logs and seminar participation.

Additional integration between field and classroom are incorporated across course discussions and assignments during the senior year coursework. In order to reinforce the theory to practice continuum, the part time option created for the senior year requires students to be enrolled in the senior level Methods and Skills courses while concurrently enrolled in field. The Policy and Program Evaluation sequences can then be taken during the additional part time year.

As can be seen by this overview and the discussion under Standard 4.0, 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.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B2.0.3:The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program. |

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| 1. Compliance Statement: Programs that add additional generalist-level competencies must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable). |

Not applicable.

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| 1. Compliance Statement: Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options. |

The curriculum matrix which follows demonstrates the inclusion of competencies, dimensions, and levels of practice across the required courses for the BSW program. Using the 2015 EPAS competency statements, the curriculum committee evaluated course objectives and content to ensure learning for each of the competencies was scaffolded through the curriculum. Whereas the assessment plan matrix focuses on those assignments determined to be most representative of mastery of the differing dimensions of competencies, the curriculum matrix highlights ways each are reinforced during the students’ time in the BSW program. While courses often address a range of competencies, it is only those competencies assessed in the course that are included in this matrix. The Program is confident that we are preparing competent social work practitioners because they learn knowledge, values, skills and cognitively integrate them for all competencies. In addition, that learning is applied across all systems levels. Evidence of this is included in the matrix below.

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| **Generalist Practice Curriculum Matrix** | | | | | |
| **Competency** | **Course Number & Title** | **Generalist Course Content** | **Dimension(s)**  ***(Knowledge, Values, Skills, Cognitive & Affective Processes)***  [\* =Embedded Assessment Assignment] | **Systems  Levels *(Individuals, Families, Groups, Organizations, Communities)*** | **Page Number in Volume 2 *(Syllabi)* and/or Direct Link to Page of Syllabi** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | SW 300: Professionalism & Teamwork | Readings: MPSW 20, Writer’s Handbook p. 379-402.; NASW *Code of Ethics.*  Activities: (1) Completion of service learning project- hours, reflective log & evaluation by supervisor (2) Guest speaker from Career services (resumes); (3) Scenarios on topics of professionalism, social justice & ethics (4) Video- *Ethics in Action*; (5) Boundaries quiz & discussion  Assignments: (1) Seminar Participation & Engagement [**S**]; (2) Service Learning Project Evaluation [**S**]; (3) Resume [**S**]; (4) Essay 1 [**K**]; (5) Essay 2 [**K**]; (6) RAPB [**V**]; (7) Log **[S**]; (8) Professionalism self-assessment [**V**] | Knowledge   * SW 300 * SW 305 * SW 323 * SW 402 * SW 403 * SW 411\* * SW 420 * SW 433   Values   * SW 300\* * SW 305 * SW 370 * SW 371 * SW 402 * SW 403 * SW 423 * SW 433   Skills   * SW 300 * SW 305 * SW 313 * SW 323 * SW 402 * SW 403 * SW 411 * SW 420\* * SW 423 * SW 433 * SW 461 * SW 463   Cognitive & Affective Processes   * SW 403\* |  | [**SW 300**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_300)  Readings: p. 6-7  Assignments: pp. 11-13  Assessments: p. 13  Activities Grid: p.14-15  [**SW 305**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_305)  Readings: p. 34  Assignments: pp 38-40  Assessments: p. 41  Activities Grid: p.42-45  [**SW 313**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_313)  Readings: p. 50-51  Assignments: p. 52-53  Assessments: p. 53  Activities Grid: 56-58  [**SW 323**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_323)  Readings: p. 62  Assignments: p. 65-66  Assessments: p. 66-67  Activities Grid: p. 67-68  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp.77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 371**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_371)  Readings: p. 90-91  Assignments: pp. 95-98  Assessments p. 98  Activities Grid: p. 98-100  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp.107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp.120-124  Assessments p. 124  Activities Grid: N/A  **[SW 411](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx" \l "SW_411)**  Readings: p. 130  Assignments: pp.133-134  Assessments p. 134  Activities Grid: 134-137  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp.163-164  Assessments p. 164-165  Activities Grid: 165-170  [**SW 423**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_423)  Readings: p. 174-175  Assignments: pp. 179-181  Assessments p. 181  Activities Grid: 182-183  [**SW 433**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_433)  Readings: p. 201-203  Assignments: pp. 206-208  Assessments p. 208  Activities Grid: 209-210  [**SW 461**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_461)  Readings: p. 215-216  Assignments: pp. 220-222  Assessments p. 222  Activities Grid: 222-228  [**SW 463**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_463)  Readings: p. 233  Assignments: pp. 236-238  Assessments p. 238  Activities Grid: 238-241 |
| SW 305: Social Work Profession | Readings: NASW *Code of Ethics*; *BSW Student Handbook*; Saleebey (2000); DuBois & Miley CH 1-2;*Writer’s Handbook* CH 1, 6, 8, 9, 13,18, 20; Sandel (2004); Dolgoff, Harrington, & Loewenberg (2021); MPSW 20; NASW-WI's FAQ about SW Certification & Licensing  Activities: Lectures (Weeks 1-5, 11-12, 14); Discussions (Weeks 2-5, 11-12, 14); Three Writing Workshops (APA formatting, Pronouns, Cohesive and Coherent Paragraphs); Individual Conference with Instructor; Video *Legacies of Social Change*  Assignments: Professionalism & Engagement [**S**]; Discussion Posts and Responses (Weeks 2-5, 11-12, 14) [**K &** **V**]); Attitudes Survey [**V**]; APA Formatting Quiz [**K**]; *Writer’s Handbook* Quizzes [**K**]; Required Readings Quizzes (Weeks 1, 3-5, 11-12, 14) [**K**]; Social Work Values & Assumptions Papers [**K & V**]; Ethical Decision-Making Application Exam [**K &S**] |  |
| SW 313: Skills Lab 1 | Readings: Ivey, Ivey, & Zalaquett  Activities: Video Role play feedback  Assignments: Professional Engagement, Multicultural Practice Paper [**S**] |  |
| SW 323: Skills Lab II | Readings: Hardina; Kirst-Ashman & Hull (pp.87-107)  Activities: Benne & Sheats group roles; Networks activity; Supervision role play; Organizational culture activity; Macro ethical scenario worksheet; Case study re: power in organizations;  Participation in group facilitation demonstrations & feedback  Assignments:(1)  Participation and Attendance [**K**]; (2)  Critical Thinking Papers [**K & S**] |  |
| SW 370: Social Work Methods I | Readings Kirst Ashman & Hull CH 1  MacDull & Netting  Activities  Class discussions  Presentation to Peers  Groupwork process  Case Study Disc.  Assignments: (1) Quiz on CH 1 & 8 [**K**] (2) Participation [**S**] |  |
| SW 371: Human Behavior in the Social Environment | Readings: Greene CH 8; McColdrick, Carter & Preto CH 1  Activities: Class discussions & Lectures  Assignments: (1) Developmental Experiences Paper [**V]** (2) Reading Reflection on Greene & McColdrick et. Al [**V]** |  |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Professionalism [**S**]; (5) Mastery of Competencies & Prof. Behaviors.[**S**] |  |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics*, *BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**V, K & S**]; (3) Log of Experiences [**K.V. & S**]; (4) Professionalism [**S**];  (5) Mastery of Competencies & Prof. Behaviors [**CA**] |  |
| SW 411: Social Work Methods II | Readings: Hepworth et. al CH 2-4, Dolgoff et. al  Activities: Week 1 course activities-ethical dilemma discussion. Week 2- principles exercise  Assignments: (1) Exam I [**K**]; |  |
| SW 420: Social Work Methods III | Readings: Dolgoff, Lowenberg, & Harrington, CH 3 & 4; Reamer; Hepworth et al. CH 19  Activities: Wkly, student led & facilitated discussion boards; Ethical Decision Making Model small group activity  Assignments: (1) Exam III [**S**]; (2) Exam IV [**S**]; (3) Reading Summaries [**K**] |  |
| SW 423 Skills Lab IV | Readings: Nichols CH 4; Ephross Intro.;  Activities: Week 1 -4 Lecture & Disc.  Assignments: (1) Reflection Paper I [**S**]; (2) Engagement & Participation [**S**] |  |
| SW 433: Social Policy Analysis II | Readings: None Activities: Class discussions;Review of materials on Canvas  Assignments: (1) Engagement and Professionalism [**K, V, S]** |  |
| SW 461: Program Evaluation I | Readings: Anderson-Meger,Cannon & Butell, UWGB IRB Policies & Procedures Manual  Activities: Group guidelines worksheet, IRB editing worksheet; group recalibration worksheet  Assignments: (1) Wkly participation[**S**]  (2) Dev. Research design [**S**] |  |
| SW 463: Program Evaluation II | Readings: None  Activities: Data wall discussion; Formal presentation to community partner; Logic models discussion; Variables discussion  Assignments: Participation & attendance [**S**] |  |
| **Competency 2: Engage Diversity and Difference in Practice** | SW 305: Social Work Profession | Readings: DuBois & Miley Chapters 6-7; Delois (2003)  Activities: Lectures (Weeks 6-7, 9-10); Discussions (Weeks 6-7, 9-10); Colorblind Racial Attitudes Scale; Video Cultural Humility; Video Big Mama; Video It’s Elementary: Teaching About GLB Issues in Schools  Assignments: Discussion Posts & Responses (Weeks 6-7, 9-10) [**K**], Required Readings Quizzes (Weeks 6-7)[**K**] | Knowledge   * SW 305 * SW 371\* * SW 402 * SW 403 * SW 411 * SW 420   Values   * SW 313\* * SW 370 * SW 371 * SW 402 * SW 403 * SW 420 * SW 431   Skills   * SW 371 * SW 402 * SW 403 * SW 411\* * SW 423   Cognitive & Affective Processes   * SW 403\* |  | [**SW 305**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_305)  Readings: p. 34  Assignments: pp. 38-40  Assessments: p. 41  Activities Grid: p. 42-45  [**SW 313**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_313)  Readings: p. 50-51  Assignments: p. 52-53  Assessments: p. 53  Activities Grid: p. 53-58  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp.77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 371**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_371)  Readings: p. 90-94  Assignments: pp. 95-98  Assessments p. 98  Activities Grid: p. 98-100  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 411**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_411)  Readings: p. 130  Assignments: pp. 133-134  Assessments p. 134  Activities Grid: 134-137  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp. 163-164  Assessments p. 164-165  Activities Grid: 165-170  [**SW 423**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_423)  Readings: p. 174-175  Assignments: pp. 179-181  Assessments p. 181  Activities Grid: 182-183  [**SW 431**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_431)  Readings: p. 187-188  Assignments: pp. 191-193  Assessments p. 193  Activities Grid: 193-196 |
| SW 313: Social Work Skills Lab I | Readings: Ivey, Ivey, & Zalaquett  Activities: Discussion diversity differences in role plays  Assignments: Multicultural Practice Paper [**V**] |  |
| SW 371: Human Behavior in the Social Environment | Readings: Schriver, CH 2; Greene CH 8; McColdrick, Carter & Preto, CH 1; Morrison-Dore in Thyer, Dulmus & Sowers, CH 11  Activities: Class discussions and lectures; Privilege  activity; Reading reflections; Bio-Psycho-Spiritual-Cultural Framework; Singer Podcast  Assignments: Diversity Project [**K, V & S**] |  |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |  |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics*, *BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**K & S**]; (3) Log of Experiences [**K, V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |  |
| SW 411: Social Work Methods II | Readings: (1) NASW *Standards for Cultural Competence*; (2) Hepworth CH8 (3) McIntosh  Activities: Power, Privilege & Oppression video; Social Work Power Podcast. Activities (Week 3 & 5); Implicit Bias You Tube; *How Culture Connects to Healing & Recovery* video  **Assignments**: (1) Exam II [**S**]; (2) Assessment Paper II [**K & S**]; (3) Wk. 3 & 5 activities/Course Engagement [**K & S**];(4) Assessment I [**K & S**] |  |
| SW 420: Social Work Methods III | Readings: None  Activities: Small group work- incorporating diversity into presentation.  Generalist Practice Presentation Proposal & Outline  Assignments: (1)  Generalist Practice Presentation [**V**]; (2) Reading Summaries [**K**] |  |
| SW 423: Skills Lab IV | Readings: Ephross Intro.; Nelson et. al; Heron  Activities: Role Plays (esp. Wk. 8), Discussions Wk 4  Assignments: (1) Reflection Paper II [**S**]; (2) Facilitation [**S**] |  |
| SW 431: Policy I | Readings: Chambers & Bonk CH 1, 4, & 5  Activities: Media literacy lecture; Lectures and discussion  Assignments: (1) Social Policy Paper [**V**] |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | SW 301: Research for Social Work | Readings:  Engel & Schutt CH 4 (sampling)  Belmont Report  Unit 2-4: Marlow (pp. 33 -49 & 51-71)  Activities:  Lectures  Library journal search  Assignments:  (1) Quizzes- CH 3 & 4 [**K &V**]; (2) Group Research project [**S**] | Knowledge   * SW 301 * SW 371\* * SW 402 * SW 403 * SW 431 * SW 433 * SW 463   Values   * SW 301 * SW 371 * SW 402 * SW 403 * SW 433\* * SW463   Skills   * SW 301 * SW 370 * SW 371 * SW 402 * SW 403 * SW 433\* * SW 463   Cognitive & Affective Processes   * SW 403\* |  | [**SW 301**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_301)  Readings: p. 18-19  Assignments: p. 22-25  Assessments: p. 25  Activities Grid: p. 25-28  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp.77-82  Assessments p. 77  Activities Grid: 83-86  [**SW 371**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_371)  Readings: p. 90-91  Assignments: pp. 95-98  Assessments p. 98  Activities Grid: p. 98-100  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 431**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_431)  Readings: p. 187-188  Assignments: pp. 191-193  Assessments p. 193  Activities Grid: p. 193-196  [**SW 433**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_433)  Readings: p. 201-203  Assignments: pp. 206-208  Assessments p. 208  Activities Grid: p. 209-210  [**SW 463**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_463)  Readings: p. 233  Assignments: pp. 236-238  Assessments p. 238  Activities Grid: p. 238-241 |
| SW 370: Social Work Methods I | Readings; Kirst Ashman & Hull  Activities  Agency Questionnaire, Class Discussion; Group Work  Assignments: (1) Quizzes 2 & 3 [**K**](2) Macro Change Proposal (Advocacy & Social Action) [**S**] |  |
| SW 371: Human Behavior in the Social Environment | Readings: Schriver, CH 2; Morrison-Dore in Thyer, Dulmus & Sowers, CH 11; Greene & Schriver, CH 9  Activities: Class Discussions & Lectures  Assignments: (1) Diversity Project [**K,V & S**]; (2) Reading Reflections [**K**]; (3) Participation [**S**] |  |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |  |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions; Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**K & S**]; (3) Log of Experiences [**K, V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |  |
| SW 431: Social Policy I | Readings: Chambers & Bonk CH 1-2, 4, 5  Activities: Participation in course discussions; Electoral College lecture; Class Activity on Reading the news.  Assignment: (1) Policy Analysis Team Project & Presentation [**K**] |  |
| SW 433: Social Policy II | Readings: Berry; Besthorn; Bliss;Chard & Roth; Dailey et. al; Dennis et. al; Dessel, et. al; Glennie & Hope Alkon; Hoefer; Muller & Wallinga; Reyes-Mason & Rigg (2);Twill; Whitley  Activities: Videos and Policy brief review; Advocacy and Food insecurity course discussions  Assignments: (1) Learning Labs **[V**]; (2) Social Policy Project Paper [**S**]; (3) Social Policy Advocacy Project-Group presentation [**K & S**] |  |
| SW 463: Program Evaluation II | Readings: None  Activities: Data wall discussion; Formal presentation to community partner;  Logic models discussion; Variables discussion; Case study walk-through;  Program Eval Bingo  Assignments: Program Evaluation Assessments-4 **[K, V, &S**] |  |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | SW 301: Research for Social Work | Readings:  Angell & Schutt.text  Marlow; *APA 7th Edition* ; NASW *Code of Ethics*  Activities:  Lectures each week  Review of sample surveys/research tools; Online CITI Training; Data collection and entry into SPSS, Development of Codebook; Small group work  Assignments:  (1) CITI Training (earn Certificate **[V**] (2) Chapter Quizzes [**K**]  (3)Exams I & II [**K**]  (4) Research paper [**K & S**]  (5) Participation in Class [**K &** **S**] | Knowledge   * SW 301\* * SW 402 * SW 403 * SW 420 * SW 461 * SW 463   Values   * SW 301 * SW 402 * SW 403 * SW 461\* * SW 463   Skills   * SW 301 * SW 402 * SW 403 * SW 420\* * SW 461 * SW 463   Cognitive & Affective Processes   * SW 403\* |  | [**SW 301**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_301)  Readings: p. 18-19  Assignments: p. 22-25  Assessments: p. 25  Activities Grid: p. 25-28  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp.163-164  Assessments p. 164-165  Activities Grid: p. 165-170  [**SW 461**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_461)  Readings: p. 215-216  Assignments: pp. 220-222  Assessments p. 222  Activities Grid: p. 222-228  [**SW 463**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_463)  Readings: p. 233  Assignments: pp. 236-238  Assessments p. 238  Activities Grid: p. 238-241 |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**]; (5) Reading Summaries [**K**] |  |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [ **K & S**]; (3) Log of Experiences [**K,V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |  |
| SW 420: Social Work Methods III | Readings: Jenson, Jeffrey, & Howard; Dodd & Savage  Activitites; Computer lab activity- locating reliable sources/ evidence based resources; Weekly, student led & facilitated discussion board  Assignments: (1) Exam III [**S**] |  |
| SW 461: Program Evaluation I | Readings: Anderson-Meger, Engel & Schutt  Activities: IRB editing worksheet, Epistemology survey & discussion; Arranging literature review activity  Assignments: (1) Annotated Bibliography [**K**]; (2) Research Question Presentation [**S**]; (3) Dev. Research Question [**S**]; (4) Epistemology Self-Reflection [**V**]; (5) Exam [**K**] |  |
| SW 463: Program Evaluation II | Readings: Engel & Schutt  Activities: Data wall discussion; Formal presentation to community partner; Logic models discussion; Case-Study walk-through; Program Evaluation Bingo  Assignments: (1) Research Team Presentation [**S**]; (2) Final Research Report [**S**]; (3) Program Evaluation Assessments-4 [**K, V, & S**] |  |
| **Competency 5: Engage in Policy Practice** | SW 370: Social Work Methods I | Readings Kirst Ashman & Hull CH 6 & 7  Activities  Case Studies; Class Discussion; Group Work; Presentation  Assignments: (1) Quiz 5 [**K**]; (2) Macro Change Project (Organizational Analysis portion) [**S**] | Knowledge   * SW 370 * SW 402 * SW 403 * SW 431\*   Values   * SW 402 * SW 403 * SW 431\*   Skills   * SW 370 * SW 402 * SW 403 * SW 431 * SW 433\*   Cognitive & Affective Processes   * SW 403\* |  | [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp. 77-82  Assessments p. 77  Activities Grid: 83-86  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 431**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_431)  Readings: p. 187-188  Assignments: pp. 191-193  Assessments p. 193  Activities Grid: p. 193-196  [**SW 433**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_433)  Readings: p. 201-203  Assignments: pp. 206-208  Assessments p. 208  Activities Grid: p. 209-210 |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |  |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**K & S**]; (3) Log of Experiences [**K**,**V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |  |
| SW 431: Social Policy I | Readings: Chambers & Bonk CH 1-9  Activities: Media literacy lecture; Legislative bureau lecture; Lectures and discussion  Assignments: (1) Learning Labs [**K, V** **&S**]; (2) Social Policy Paper [**K** &**S**]; (3) Policy Analysis Team Project & Presentation [**K & V**]; (4) Attend & Part. [**V**] |  |
| SW 433: Social Policy II | Readings: Bliss; Brooks; Chanmbers & Bonk; Dessle et al.; Hoefer; Jackson-Elmore; Lens; Mosley.  Activities: Review Social Policy Briefs, NASW *Social Work Speaks;* Advocacy websites  Assignments: Social Policy Brief [**S]** |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | SW 300: Professionalism & Teamwork | Readings: NASW *Code of Ethics* Standard 6  Activities: Class discussion connecting service learning to *Code*.  Assignments: (1) Seminar Engagement and Professionalism [**S**]; (2) Service Learning Project Evaluation [**S**] (3) Professionalism Self-Assessment.[**S**] | Knowledge   * SW 313\* * SW 370 * SW 402 * SW 403 * SW 411 * SW 420   Values   * SW 313\* * SW 323 * SW 402 * SW 403   Skills   * SW 300 * SW 313 * SW 323 * SW 370 * SW 402 * SW 403 * SW 411 * SW 413\* * SW 420 * SW 461   Cognitive & Affective Processes   * SW 403\* | Individuals   * SW 313 * SW 402 * SW 403 * SW 411 * SW 413 * SW 420   Families   * SW 323 * SW 402 * SW 403 * SW 411 * SW 420   Groups   * SW 300 * SW 323 * SW 402 * SW 403 * SW 411 * SW 420 * SW 461   Organizations   * SW 300 * SW 323 * SW 402 * SW 403 * SW 461   Communities   * SW 323 * SW 370 * SW 402 * SW 403 * SW 411 * SW 461 | [**SW 300**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_300)  Readings: p. 6-7  Assignments: pp. 11-13  Assessments: p. 13  Activities Grid: p.14-15  [**SW 313**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_313)  Readings: p. 50-51  Assignments: p. 52-53  Assessments: p.53  Activities Grid: p. 53-58  [**SW 323**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_323)  Readings: p. 62  Assignments: p. 65-66  Assessments: p. 66-67  Activities Grid: p. 67-68  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp. 77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 411**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_411)  Readings: p. 130  Assignments: pp. 133-134  Assessments p. 134  Activities Grid: p. 134-137  [**SW 413**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_413)  Readings: p. 142  Assignments: pp. 145-147  Assessments p. 147  Activities Grid: p. 147-152  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp. 163-164  Assessments p. 164-165  Activities Grid: p. 165-170  [**SW 461**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_461)  Readings: p. 215-216  Assignments: pp. 220-222  Assessments p. 222  Activities Grid: p. 222-228 |
| SW 313: Social Work Skills Lab I | Readings: Ivey, Ivey, & Zalaquett  Activities: Role-plays to practice engagement skills  Assignments: Final Video [**K**], Multicultural paper [**K & V]** |
| SW 323: Social Work Skills Lab II | Readings: Turner & Rowe  Activities: Benne & Sheats group roles activity; Supervision role play; Organizational culture activity;  Participation in group facilitation demonstrations & feedback  Assignments: Community Assessment Project [**V & S**] |
| SW 370: Social Work Methods I | Readings:  Kirst-Ashman & Hull  (CH 8 & 9)  Activities: In class discussions; problem identification  Assignments: (1) Macro Change Project [**S**]; (2) Quiz [**K**] |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**V, K & S**]; (3) Log of Experiences [**K.V. & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |
| SW 411: Social Work Methods II | Readings: Hepworth Ch 5 & 7; Saleebey  Activities: Brene Brown Empathy video; Partnering & Empathy Worksheet based  Assignments: (1)  Weeks 5 & 6 Course Engagement [**K & S**]; (2) Assessment I [**K & S**] |
| SW 413: Skills Lab III | Readings: Ivey & Ivey CH 1-8; CH 16  Activities: In class skill demonstration; Discussion question responses on Canvas/Reading Responses; Role Plays 1 & 2  Assignments: (1) Role Play Assignment 6 [**S**]; (2) Self-Reflection of skills [**S**] (3) Reflections on Canvas [**S**] |
| SW 420: Social Work Methods III | Readings: Hepworth et al. CH 13; Lee; Bogo; Zalmanowitz et. al; Naar-King & Suerez  Activities: Guest Speaker on Motivational Interviewing ; Wkly, student led & facilitated discussion boards  Assignments: (1) Exam III [**S**]; (2) Prof. Engagement [**S**]; (3) Reading Summaries [**K**] |
| SW 461: Program Evaluation I | Readings: Anderson-Meger  Activities: Group guidelines worksheet; Group recalibration worksheet; Consult w/librarian & comm. partner  Assignments: (1) Dev. Research Design [**S**] |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | SW 323: Social Work Skills Lab II | Readings: Turner & Rowe  Activities: Benne & Sheats group roles activity; Supervision role play; Organizational culture activity;  Participation in group facilitation demos & feedback;  Assignments: Community Assessment Project [**V & S**] | Knowledge   * SW 371 * SW 402 * SW 403 * SW 411\* * SW 431 * SW 463   Values   * SW 323 * SW 371\* * SW 402 * SW 403 * SW 431 * SW 463   Skills   * SW 323 * SW 370 * SW 402 * SW 403 * SW 411 * SW 413 * SW 431 * SW 463\*   Cognitive & Affective Processes   * SW 403\* | Individuals   * SW 323 * SW 371 * SW 402 * SW 403 * SW 411 * SW 413   Families   * SW 323 * SW 371 * SW 402 * SW 403 * SW 411   Groups   * SW 323 * SW 371 * SW 402 * SW 403 * SW 411 * SW 431   Organizations   * SW 323 * SW 370 * SW 371 * SW 402 * SW 403 * SW 431   Communities   * SW 323 * SW 370 * SW 371 * SW 402 * SW 403 * SW 411 * SW 431 | [**SW 323**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_323)  Readings: p. 62  Assignments: p. 65-66  Assessments: p. 66-67  Activities Grid: p. 67-68  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: p. 77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 371**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_371)  Readings: p. 90-91  Assignments: pp. 95-98  Assessments p. 98  Activities Grid: p. 98-100  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp.120-124  Assessments p. 124  Activities Grid: N/A  [**SW 411**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_411)  Readings: p. 130  Assignments: pp. 133-134  Assessments p. 134  Activities Grid: p. 134-137  [**SW 413**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_413)  Readings: p. 142  Assignments: pp. 145-147  Assessments p. 147  Activities Grid: p. 147-152  [**SW 431**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_431)  Readings: p. 187-188  Assignments: pp. 191-193  Assessments p. 193  Activities Grid: p. 193-196  [**SW 463**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_463)  Readings: p. 233  Assignments: pp. 236-238  Assessments p. 238  Activities Grid: p. 238-241 |
| SW 370: Social Work Methods I | Readings Kirst Ashman & Hull CH 8 & 9; Fauri Case Study  Activities: Class discussion, case studies, groupwork  Assignments: (1) Quiz 2 &3 [**K**] (2) Macro Change Project (Population) [**S**] |
| SW 371: Human Behavior in the Social Environment | Readings: Greene, CH 8; McColdrick, Carter & Preto, CH 1; Morrison-Dore in Thyer, Dulmus & Sowers, CH 11; Hutchinson CH 4 &5; Greene & Schriver, CH 9  Activities: Class discussions and lectures; Bio-Psycho-Spiritual-Cultural Framework; Ecomap and genogram  Assignments: (1) Developmental Experiences Paper [**K & V**]; (2) Reading Reflections [**K**] |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [ **K & S**]; (3) Log of Experiences [**K,V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |
| SW 411: Social Work Methods II | Readings: Hepworth CH 8, 9 & 10; Saleeby; Cunningham; SAMHSA Tip 57 excerpt  Activities: *How Culture Connects to Healing & Recovery* video; Activities wks 7-11); Peer reviews of Case Presentations; Community Needs Assessment video; Dudley Street Activity Wk 12 Assignments: (1) Assessment I [**K & S**] (2) Assessment II [**K & S**] |
| SW 413: Skills Lab III | Readings: Ivey & Ivey CH 9  Activities: In-class role plays 2 -4  Assignments: (1) Process recording [**S**] |
| SW 431: Social Policy I | Readings: Chambers & Bonk CH 1-9  Activities: In-class discussions on readings, policy related document review  Assignments: (1) Learning Labs [**K & S**]; (2) Social Policy Paper [**K & V**] |
| SW 463 Program Evaluation II | Readings: None  Activities: Computer lab data analysis;  Logic models discussion; Variables discussion;Case study walk-through;  Program Eval Bingo  Assignments: Program Evaluation Assessments-4 [**K**, **V & S**] |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | SW 305: Social Work Profession | Readings: DuBois & Miley CH 3, 8, 9 Activities: Lectures Wks 5, 7-8; Discussion Wks. 8-9; Video *Beginnings with Groups;*  Video *Big Mama*  Assignments: (1) Required Readings Quizzes (Weeks 5, 7-8( [**K**]; Discussion Posts & Responses (Week 8-9) [**V & K**], Social Work Values & Assumptions Papers [**V**] | Knowledge   * SW 305 * SW 323 * SW 370\* * SW 402 * SW 403 * SW 411 * SW 413 * SW 420   Values   * SW 305\* * SW 402 * SW 403 * SW 413   Skills   * SW 323\* * SW 370 * SW 402 * SW 403 * SW 411 * SW 413 * SW 420 * SW 423   Cognitive & Affective Processes   * SW 403\* | Individuals   * SW 323 * SW 402 * SW 403 * SW 411 * SW 413 * SW 420   Families   * SW 323 * SW 402 * SW 403 * SW 411 * SW 420 * SW 423   Groups   * SW 323 * SW 402 * SW 403 * SW 413 * SW 423   Organizations   * SW 370 * SW 323 * SW 402 * SW 403   Communities   * SW 305 * SW 323 * SW 370 * SW 402 * SW 403 * SW 411 | [**SW 305**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_305)  Readings: p. 34  Assignments: pp. 38-40  Assessments: p. 41  Activities Grid: p. 42-45  [**SW 323**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_323)  Readings: p. 62  Assignments: p. 65-66  Assessments: p. 66-67  Activities Grid: p. 67-68  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: p. 77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 411**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_411)  Readings: p. 130  Assignments: pp. 133-134  Assessments p. 134  Activities Grid: p. 134-137  [**SW 413**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_413)  Readings: p. 142  Assignments: pp. 145-147  Assessments p. 147  Activities Grid: p. 147-152  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp.163-164  Assessments p. 164-165  Activities Grid: p. 165-170  [**SW 423**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_423)  Readings: p. 174-175  Assignments: pp. 179-181  Assessments p. 181  Activities Grid: p. 182-183 |
| SW 323: Social Work Skills Lab II | Readings: Conyne & Diederich; Turner & Rowe; Stanfield  Activities: Networks activity; Supervision role play; Green Bay homelessness video & systems theory worksheet;  Organizational culture activity ;  Case studies during group presentations;  Macro ethical scenario worksheet;  Case study re: power in org.; Participation in group facilitation demos & feedback  Assignments: (1) Critical Thinking Assessments (3) [**K &** **S**]; (2) Group Facilitation [**S**] |
| SW 370: Social Work Methods I | Readings Kirst Ashman & Hull; CH 14; Fauri Case Study  Activities  Class discussion.  Groupwork  Assignments: (1) Quiz 5 & 6 [**K**] (2) Macro Change Proposal (PREPARE & IMAGINE) [**K &** **S**] |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions.  Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competencies & Prof. Behaviors.[**S**] |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**K & S**]; (3) Log of Experiences [**K, V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |
| SW 411: Social Work Methods II | Readings: Hepworth CH 12  Activities: SMART goals activity. Case scenarios & application; Student Case Presentations  Assignments: (1) Assessment III [**K & S**] (2) Case Presentations [**S**] |
| SW 413: Skills Lab III | Readings: Sidell documentation CH; Ivey & Ivey CH 10-13  Activities: Reflection of Meaning responses; In-class role plays 4- 6  Assignments: (1) Student reflective responses [**K**]; (2) End of Semester Eval of Skills [**V &S**]; (3) Participation & Engagement [**S**] (4) Role play Assignment [**S**] |
| SW 420: Social Work Methods III | Readings: Hepworth et al. CH 13; Lee; Bogo; Zalmanowitz et al; Naar-King & Suarez  Activities: Guest Speaker on Motivational Int.; Weekly student led discussion boards  Assignments: (1) Exam II [**S**]; (2) Exam III [**S**]; (3) Reading Summaries [**K**] |
| SW 423: Skills Lab IV | Readings: Alle-Corliss & Alle-Corliss CH 3; Benson, CH 7; Corey & Corey CH 5; Greene CH 2; Nichols CH 7; Thomlison CH 5  Activities: Facilitation & Debriefings  Assignments: (1) Facilitation [**S**]; (2) Reflection Paper I [**S**]; (3) Reflection Paper II [S]; (4) Engage & Part. [**S**] |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | SW 301: Research for Social Work | Readings:  Engel & Schutt text  Activities:  Class Discussion/  Lectures on Reporting Research,  Writing Results  Assignments:  (1)Chapter Quizzes [**K**];(2)Exams I & II [**K & V**]; (3) Group Research Paper [**S**] (4)Participation in class [**K & S**] | Knowledge   * SW 301 * SW 370 * SW 402 * SW 403 * SW 420 * SW 463\*   Values   * SW 301 * SW 402 * SW 403 * SW 420 * SW 461 * SW463\*   Skills   * SW 301 * SW 313 * SW 370 * SW 402 * SW 403 * SW 413 * SW 420\* * SW 463   Cognitive & Affective Processes   * SW 403\* | Individuals   * SW 301 * SW 402 * SW 403 * SW 413 * SW 420   Families   * SW 301 * SW 402 * SW 403 * SW 420   Groups   * SW 301 * SW 402 * SW 403 * SW 420 * SW 461 * SW 463   Organizations   * SW 370 * SW 402 * SW 403 * SW 461 * SW 463   Communities   * SW 301 * SW 370 * SW 402 * SW 403 * SW 461 * SW 463 | [**SW 301**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_301)  Readings: p. 18-19  Assignments: p. 22-25  Assessments: p. 25  Activities Grid: p. 25-28  [**SW 313**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_313)  Readings: p. 50-51  Assignments: p. 52-53  Assessments: p. 53  Activities Grid: p. 53-58  [**SW 370**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_370)  Readings: p. 73-74  Assignments: pp. 77-82  Assessments p. 77  Activities Grid: p. 83-86  [**SW 402**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402)  Readings: p. 105  Assignments: pp. 107-111  Assessments p. 111  Activities Grid: N/A  [**SW 403**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_403)  Readings: p. 117  Assignments: pp. 120-124  Assessments p. 124  Activities Grid: N/A  [**SW 413**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_413)  Readings: p. 142  Assignments: pp. 145-147  Assessments p. 147  Activities Grid: p. 147-152  [**SW 420**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_420)  Readings: p. 157-159  Assignments: pp. 163-164  Assessments p. 164-165  Activities Grid: p. 165-170  [**SW 461**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_461)  Readings: p. 215-216  Assignments: pp. 220-222  Assessments p. 222  Activities Grid: p. 222-228  [**SW 463**](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_463)  Readings: p. 233  Assignments: pp. 236-238  Assessments p. 238  Activities Grid: p. 238-241 |
| SW 313: Social Work Skills Lab I | Readings: Ivey, Ivey, & Zalaquett  Activities: Comparison of initial and final videos.  Assignments: Video recorded interview and reflections (intial and final) [**S**] |
| SW 370: Social Work Methods I | Readings Kirst-Ashman & Hull CH 10  Activities Class discussions; peer presentations  Assignments: (1) Quiz 8 [**K**] (2) Macro Change Proposal (Proposal Paper & Presentation) [**S**] |
| SW 402: Field Practicum I & Integrative Seminar | Readings: NASW *Code of Ethics;BSW Student Handbook*  Activities: Seminar Discussions. Assignments: (1) Participation in Seminar [**K & V**]; (2) Learning Contract & End of Semester Self-Assessment [**K, V, & S**]; (3) Log of Experiences [**K & V**]; (4) Mastery of Competenties & Prof. Behaviors.[**S**] |
| SW 403: Field Practicum II & Integrative Seminar | Readings: NASW *Code of Ethics, BSW Student* & *Field Handbooks*  Activities: Seminar discussions  Assignments: (1) Participation [**K & V**]; (2) Learning Contract [**K & S**]; (3) Log of Experiences [**K,V, & S**]; (4) Mastery of Competencies & Prof. Behaviors [**CA**] |
| SW 413: Skills Lab III | Readings:Ivey & Ivey CH 16  Activities: Peer review feedback on all role plays  Assignments: (1) Role play worksheet [**S**]; (2) End of Semester Self Evaluation [**S**] |
| SW 420: Social Work Methods III | Readings: Hepworth et. al CH 12 & 19; Mirick; Ballan & Mera  Activities: Speaker on termination & loss; Weekly student led discussions; Gen.Practice  Presentations; Team member & Self-Eval.of Presentation  Assignments: (1) Exam IV [**S**]; (2) Generalist Practice Presentations [**K, V,** **& S**]; (3) Prof. Emgagement [**S**]; (4) Reading Summaries [**K**] |
| SW 461: Program Evaluation I | Readings: Anderson-Meger; Royse, Thyer & Padgett  Activities: Epistemology survey & discussion  Assignments: (1) Epistemology Self-Reflection [**V**] |
| SW 463: Program Evaluation II | Readings: Royse, Thyer & Padgett  Activities: Data wall discussion;  Computer lab data analysis; Formal presentation to community partner;  Logic models discussion ; Variables Discussion;  Case study walk-through; Program Eval Bingo  Assignments: (1) Research Team Presentation [**S**]; (2) Final research report [**K**]; (3) Case study [**K**]; (4) Program Evaluation Assessments-4 [**K,** **V & S**] |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 2.2 — Field Education

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

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s field education program connects the theoretical and conceptual contributions of classroom and field across all program options. |

**Examples of Connecting Theories Between Classroom and Field:**

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.

While enrolled in *Field Practicum and Integrative Seminar 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). Each course contains opportunities to integrate field work with course theories. For example:

* + **SOC WORK 411: Methods II (Fall) & SOC WORK 420: Methods III (Spring):** Best practices for all components of the change process are covered throughout the two-semester Methods sequence. Methods II focuses on engagement and assessment theories; Methods III completes the change process by focusing on intervention and evaluation theories. The integration of course content, which includes emphasis on research-informed and best practice models with the field experience, provides a tangible demonstration of the linkage of theory and research-informed practices beyond the classroom. For example, in Methods II students apply concepts of partnership, multicultural relationships, and stages of change theories, as well as biopsychosocial assessment theories through formal written papers and to a case study from their field practicum site. Methods III often invites guest speakers from the practice world who discuss theories, traditionally including such topics as trauma-informed care, crisis intervention theory, motivational interviewing, and grief and loss.
  + **SOC WORK 413, Skills III (Fall) & SOC WORK 423, Skills IV (Spring):** During the Skills Lab III course, students learn advanced interviewing skills. 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 research supports for use in practice. Students apply these theories as they conduct role play interviews with peers. Skills IV focuses on family-based interventions and counselling, and thus draws upon group and family development theories. Students apply these theories as they facilitate mock family sessions.
  + **SOC WORK 402, Field Practicum & Integrative Seminar I (Fall) & SOC WORK 403, Field Practicum & Integrative Seminar II (Spring):** The field seminar is facilitated by Faculty Field Liaisons in a very open format, driven by student contributions based on their experiences in field. Faculty Field Liaisons are social work faculty who teach across the social work curriculum and thus can ask facilitative questions to draw out common social work theories, including systems theory, person in environment theory, engagement theories, and more.

**Examples of Connecting Concepts Between Classroom and Field:**

Likewise, concurrent enrollment in Methods II and III (SOC WORK 411 and 420) and Skills III and IV (SOC WORK 413 and 423) during the field experience provides opportunities to integrate field work with course concepts via activities and assignments. For example:

* **SOC WORK 411: Methods II (Fall) & SOC WORK 420: Methods III (Spring):** Methods II reinforces concepts of engagement and assessment via classroom discussion based on observations gathered in the field. For example, students are encouraged to investigate and share in class their agencies’ informed consent form or process and intake/assessment form or process. Methods III contains a reading presentation assignment where students must link evidence-based practices on intervention and evaluation concepts to their field placements. Furthermore, Methods III includes an evidence-based practice assignment, where each student must research an evidence-based practice suitable for their field setting. Loewenberg and Dolgoff’s ethical decision-making model is reviewed in this course, and students consider implications for their field work in classroom discussions.
* **SOC WORK 413: Skills III (Fall) & SOC WORK 423: Skills IV (Spring):** In addition to advanced interviewing skills, Skills III also covers documentation concepts. Students write a mock documentation of a client session based on a video case study. Another written assignment (the process recording) in Skills III is derived from experiences within the field site, allowing students to self-assess their use of advanced interviewing skills and concepts in practice. In Skills IV, the family theory models that are discussed are applied within student-facilitated family group sessions. After facilitation, students write a self-reflection to analyze their use of these concepts.
* **SOC WORK 402, Field Practicum & Integrative Seminar I (Fall) & SOC WORK 403, Field Practicum & Integrative Seminar II (Spring):** The Integrative Seminar is a class in which students come together with the Faculty Field Liaison to process their experiences in field. Seminar hours do not count towards field hours. Students complete weekly logs of their field experiences. Logs are required to reflect activities completed toward competence in the nine competencies, as well as demonstrate students’ abilities to link course discussions and topics to their field experiences. Students also complete an Orientation to Field Agency assignment, where they are invited to imagine entering their field agency as though they were a client. This assignment is discussed in seminar in terms of inclusiveness and engagement. Professionalism is another concept that is frequently emphasized in field seminar and evaluated at mid-semester and the end of the semester via the *Rubric for Assessing Professional Behaviors*. Self-care is another frequent topic of seminar discussion, so that students are learning tools to care for themselves throughout the field experience. All seminar discussions are supported by the values reflected in the *Code of Ethics*. Faculty Field Liaisons have discretion in the activities they bring to seminar, allowing them to tailor their seminar to the needs of their students and their areas of expertise. Other topics beyond the concepts above include boundaries with co-workers, boundaries with clients, and case studies.

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.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. |

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| 1. Compliance Statement: Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options. |

The program utilizes a range of mechanisms designed to ensure that students are provided opportunities for generalist practice competency attainment**.**

**Field Site Recruitment:** In recruitment and approval of new field sites, the BSW 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. A ‘field site fact sheet’ is shared with prospective agencies encourages practice across micro to macro levels by stating: *“UWGB Social work students complete their field placements from September-mid May, completing activities towards the accomplishment of social work competencies. There are nine competencies, which focus on direct practice skills, ethical practice and awareness of oppression, leadership skills and program evaluation and policy. A wide variety of practice settings make wonderful internships, including child welfare agencies, nonprofits, aging & disability resource centers, agencies that work with diverse populations, advocacy organizations, hospitals, residential facilities, shelters, youth programs, and more.”* For a site to be approved, it must be able to provide adequate generalist practice opportunities for students in the areas of all nine competency areas and across all systems levels.

**Field Site Orientation:** To enhance understanding and integration of the competencies within the field experience, the BSW Program hosts annual orientations for Field Instructors and students prior to the start of the field placement. This event includes opportunities for small group discussions among agencies to discuss the learning opportunities/activities that have been successful in assisting students to attain competency in each of the competencies. Careful recruitment of field settings, along with attention to early development of the learning plan help limit challenges accessing generalist practice opportunities at all systems levels in the field.

**Learning Agreements:** 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 ensure competence in the ten core areas. (Learning plan is located with the embedded assessment assignment rubrics under [C1-C9 Cognitive Affective Dimension](C1%20–%20C9%20Cognitive-Affective%20Dimension)). 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. During the learning plan meeting, the Faculty Field Liaison will ask questions and offer suggestions to ensure that generalist practice opportunities are available at all systems levels, by offering suggestions from other placement experiences, probing the Field Instructor for further ideas at the field agency, and encouraging the student to think critically and creatively about their experience.

Students are encouraged to utilize their learning plan throughout the semester to guide their activities in the field as well as reflections in their field logs. Progress toward meeting the outcomes identified in the plan are monitored by the student and the Faculty Field Liaison throughout the semester via field seminar discussions and student field logs.

Progress towards meeting the outcomes identified in the plan is evaluated at the end of the Fall semester of the field practicum. Students receive a grade in each of the nine competencies, providing formative feedback midway through the field experience. Should there be components overlooked in the first semester and/or if it has proven to be difficult to provide opportunities for learning in any of the competency areas, additional plans are created for the Spring semester. This can be accomplished by arranging opportunities for development of competence in other program areas within the placement setting, or in rare instances, learning opportunities are explored in other areas to provide the needed experiences to ensure student success. These opportunities will then be included in the student’s Spring semester learning plan.

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| 1. Compliance Statement: Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options. |

BSW students are placed in a wide variety of practice settings. Guided by personal student learning goals, the BSW Field Coordinator strives to place students in both “traditional” social work settings as well as new and creative settings that may benefit from the social work perspective, such as culturally specific agencies, grassroots organizations, criminal justice settings, and public health programs. In any field agency, the procedures above are followed to ensure generalist practice opportunities at all systems levels are available.

**Examples**

Some examples of tasks, roles, and opportunities relevant to each of the five systems levels are described below. Please note that while the opportunities below are articulated as active learning opportunities, at the outset of the field placement, the BSW student may first observe or shadow their Field Instructor in these activities before taking them on more independently as preparedness and competence are demonstrated. This transition is negotiated between the Field Instructor and student, as supported by the Faculty Field Liaison.

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| **Systems Level** | **Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings** |
| Individuals | ***Child Welfare:*** Performing individual case management; Performing 1x1 client meetings; Conducting home visits; Preparing and facilitating activities for in-home parent education; Performing court and legal advocacy; Conducting intake assessments    ***Medical/Hospice:*** Performing individual case management; Performing 1x1 client meetings; Conducting home visits; Visiting patient rooms; Conducting intake assessments; Facilitating satisfaction evaluations during transitions & endings    ***Homeless and/or Domestic Violence Shelters:*** Performing individual case management; Performing 1x1 client meetings; Preparing and facilitating activities for in-home parent education; Performing court and legal advocacy; Conducting intake assessments; Facilitating satisfaction evaluations during transitions & endings    ***After School Programs:*** Conducting intake assessments; Facilitating satisfaction evaluations during transitions & endings    ***Parenting Programs:*** Performing individual case management; Performing 1x1 client meetings; Conducting home visits; Preparing and facilitating activities for in-home parent education; Conducting intake assessments; Facilitating satisfaction evaluations during transitions & endings |
| Families | ***Child Welfare:*** Conducting home visits; Providing mentoring and life skills support; Meeting with informal support systems; Facilitating parenting classes; Engaging during family meals; Supervising visitation between children and parents in child welfare settings    ***Medical/Hospice:*** Conducting home visits; Meeting with informal support systems to discuss care plans; Facilitating enrichment classes and events; Engaging during meals; Visiting patient rooms    ***Homeless and/or Domestic Violence Shelters:*** Conducting home visits; Conducting intake assessments with families; Providing mentoring and life skills support; Engaging during meals    ***After School Programs:*** Engaging with parents/guardians during pick-up; Engaging during family events    ***Parenting Programs:*** Conducting home visits; Providing mentoring and life skills support; Facilitating parenting classes; Engaging during family meals |
| Groups | ***Child Welfare:*** Planning and facilitating support groups; Planning and facilitating socioemotional, parenting, budgeting, resume/job preparedness educational classes and workshops; Assessing the programmatic needs of groups with co-facilitators; Evaluating group facilitation by debriefing with co-facilitators and/or conducting surveys or post-tests    ***Medical/Hospice:*** Planning and facilitating enrichment activities; Planning and facilitating socioemotional and other educational classes and workshops; Participating at congregate meal sites and other meal programs; Working with adults in group mental health or group home settings; Assessing the programmatic needs of groups with co-facilitators; Evaluating group facilitation by debriefing with co-facilitators and/or conducting surveys or post-tests    ***Homeless and/or Domestic Violence Shelters:*** Planning and facilitating support groups in domestic violence and sexual assault; Planning and facilitating socioemotional, parenting, budgeting, resume/job preparedness educational classes and workshops; Participating at congregate meal sites and other meal programs; Working with youth and adults in group mental health or group home settings; Assessing the programmatic needs of groups with co-facilitators; Evaluating group facilitation by debriefing with co-facilitators and/or conducting surveys or post-tests    ***After School Programs:*** Planning and facilitating support groups; Planning and facilitating socioemotional, budgeting, resume/job preparedness educational classes and workshops; Participating at meal programs; Working with youth and adults in group mental health or group home settings; Assessing the programmatic needs of groups with co-facilitators; Evaluating group facilitation by debriefing with co-facilitators and/or conducting surveys or post-tests    ***Parenting Programs:*** Planning and facilitating support groups; Planning and facilitating socioemotional, parenting, budgeting, resume/job preparedness educational classes and workshops; Participating at congregate meal sites and other meal programs; Assessing the programmatic needs of groups with co-facilitators; Evaluating group facilitation by debriefing with co-facilitators and/or conducting surveys or post-tests |
| Organizations | ***Child Welfare, Medical/Hospice, Homeless and/or Domestic Violence Shelters, After School Programs, Parenting Programs:*** Attending client staffings; Participating in team huddles/staff meetings; Interviewing staff in various departments to better understand the field agency and to seek projects/activities; Shadowing and participating in multiple departments throughout the academic year to gain stronger organizational perspective; Attending Board and other oversight meetings; Developing intern job descriptions or resource binders for future students; Entering and analyzing program data; Formulating and advocating for agency policy; Developing resource guides for agencies; Researching and developing staff training materials |
| Communities | ***Child Welfare, Medical/Hospice, Homeless and/or Domestic Violence Shelters, After School Programs, Parenting Programs:*** Attending community coalition meetings; Touring partner agencies; Planning community awareness-raising events; Attending or hosting booths at various community fairs on health, housing, education, community resources, etc.; Attending County Board or City Council meetings; Planning and/or attending rallies and demonstrations on social justice issues such as immigration, LGBTQ+ rights, Black Lives Matter, etc.; Formulating and advocating for community policy |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative explains how students across all program options in the program’s field education program demonstrate social work competencies through in-person contact with clients and constituencies. |

To ensure that students demonstrate social work competencies through in-person contacts with clients and constituencies, the BSW Program takes a similar approach as described in Accreditation Standard B2.2.2. First, in recruitment and approval of new field sites, the BSW Field Coordinator explains and discusses direct service expectations with the agency contact person at the potential field site. Possible student activities with in-person clients and constituencies are also discussed. For a site to be approved, it must be able to provide adequate in-person contact with clients and constituencies. These expectations are also addressed during fall Field Orientation. Currently, the BSW Field Coordinator is unaware of any field site that utilizes simulations or avatars; all provide in-person contact with clients.

Secondly, the learning plan is developed, monitored and evaluated as described in Accreditation Standard B2.2.2. The Faculty Field Liaison continues to support and encourage in-person contact with clients and constituencies with the Field Instructor and student.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative describes how the program’s field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options. |

Prior to the pandemic, the required number of field hours for undergraduate students was 480 hours per academic year, divided as 240 per semester. After consultation with field agencies as to hours requirements, the Program will be reducing required hours to the CSWE minimum effective the 2022-2023 academic year. The reduced number is more in line with the Universities per credit hourly expectation for internships, addressed workload demands for the students, and is believed to provide adequate experience opportunities to meet minimal competency. The Program defines these as minimum hour requirements and will require additional hours if the student is not demonstrating adequate mastery.

During the 2021-22 school year, students in the BSW program complete a minimum of 340 hours across two semesters of field education. Adjusted due to the pandemic, both *SOC WORK 402 and 403: Field Practicum & Integrative Seminar I & II* required a minimum of 170 total hours. This adjustment aligned with allowances made by CSWE in the Commission on Accreditation’s Statement from October 9, 2020: 340 hours is 85% of 400 hours, which is permissible per the statement.

The 2021-2022 adjusted hours requirement is outlined in the BSW Field Handbook (p. 5-6) as follows:

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| **Course Objectives and Field Activities**    All social work majors are enrolled in the senior level field practicum for both fall and spring semesters concurrently with methods and skills courses each semester that reinforce the learning of the field practicum. Full curriculum for the senior year can be found in the BSW Student Handbook.    Students take a field course which also includes a required integrative seminar. The field hours to be completed for each semester of the 2021-22 academic year are 170, or 340 total hours for the year. *(These hours are based on allowances made by CSWE due to COVID-19 challenges.)* In addition to the field hours, students are expected to participate in the seminar component of the course as outlined in the syllabus.    Students are in the classroom on Tuesdays and Thursdays and are expected to maintain a consistent schedule in Field outside of class time. Students may accumulate and carry-over up to, but no more than, 20 hours in the fall semester which can be applied to the spring semester. This policy is to help students create a buffer for their final semester; it is not intended to allow students to finish field “early”. Field hours should be evenly spaced throughout the semesters. [Note: University policy excludes field during winter break.]    During the senior field experience, students are expected to develop increasing levels of skill leading toward independent generalist social work practice. Upon the completion of the field experience, students must meet a basic level of competence with all practice behaviors. (The *SOC WORK 402 and SOC WORK 403, Field Practicum & Integrative Seminar I & II*, syllabi specifically outline parameters required to pass field.) |

Prior to the senior year, students complete a 25-hour service-learning experience. Although not considered within the field hours requirement, this experience provides students exposure to organizations and also highlights social justice and advocacy within social work practice. Addition of this experience allows students to better visualize opportunity for activities within the competency dimensions when developing senior field learning experiences.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative provides the program’s criteria for admission into field education across all program options. |

Admission to the field education program occurs after successful completion of the junior-level courses, including completion of the service-learning project in SW 300. Only students in the social work major having met academic and non-academic retention requirements are eligible to participate in the field education program.

The criteria for entering field education include:

* Admission to the BSW Program
* Successful completion of junior level courses
* Concurrent enrollment with Methods & Skills courses
* Successful completion of the field matching process, as facilitated by the BSW Field Coordinator
* Successful meeting of academic retention standards
* Successful completion of Field Orientation

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| 1. Compliance Statement: Narrative explains how the program’s field education program admits only those students who have met the program's specified criteria across all program options. |

**Admission to the BSW Program:** BSW students participate in the field experience during their senior year. Therefore, they have previously met all admission criteria for the BSW Program and must successfully complete the junior level curriculum (including SOC WORK 301, 305, 313, 300, 323, 370, and 371) by the time they begin field in the senior Fall semester. The BSW field courses (*SOC WORK 402 & 403: Field Practicum & Integrative Seminar I & II*) also require concurrent enrollment in the senior Methods (SOC WORK 411 and 420) and Skills (SOC WORK 413 and 413) courses, to ensure integration of those course theories and concepts with the field experience.

**Field Matching Process:** Students work with the BSW Field Coordinator to identify a field placement match during the Spring semester preceding their enrollment in *Field Practicum and Integrative Seminar I: SOC WORK 402*. Students must complete a series of asynchronous online modules to prepare for and complete the field matching process, including a field application, a field advising meeting, and a field site preferences form. If students do not complete steps in this process, the Field Coordinator notifies the student and their Faculty Mentor, so the student and Faculty Mentor can jointly discuss preparedness for field and rectify any missing steps in the field matching process.

**Academic Retention:** If a student is on academic retention during the Spring semester preceding enrollment in SOC WORK 402, they still complete the field matching process. However, beginning field is contingent upon their continued success in meeting their academic retention goals, determining their continuance in the program.

**Field Orientation:** Finally, all BSW students entering *Field Practicum & Integrative Seminar I: SOC WORK 402* are required to complete a field orientation. Students are notified of the field orientation responsibilities approximately one month prior to the start of *SOC WORK 402: Field Practicum & Integrative Seminar I* and must complete these responsibilities by approximately ten days into the semester.

The field orientation has two components:

* A series of asynchronous online modules and activities addressing field roles and responsibilities, professionalism, competencies, safety, and self-care.
* A live, virtual session with Field Instructors, facilitated by the BSW Field Coordinator and BSW Faculty Field Liaisons.

If a student does not complete these two components, the BSW Field Coordinator notifies the student via email that they must complete the tasks in order to begin field successfully, and if not completed, the BSW Field Coordinator would notify the Field Instructor and Field Agency that the student is not eligible to begin accruing field hours until the field orientation work is complete.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

The [*BSW Field Handbook*](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#BSW_Field_Education_Handbook) 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 BSW Field Handbook upon acceptance into the major and is also available on the Program’s website. Program field policies are included and described below.

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| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **selecting field settings** across all program options. |

**Selecting Field Settings Policies:**

The *BSW Field Handbook* (p. 9) includes the following policy:

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| **Approval and Selection of Agencies**    **Procedures for Approval of Field Agencies in the Practicum**     1. An agency expresses interest in becoming a field agency for the program or the field coordinator inquires about interest. The field coordinator may request additional information from the agency and field supervisor (to ensure meets CSWE requirements) and an agency description. 2. The Field Coordinator and agency representative discuss placement policies and procedures as well as identify a prospective Field Instructor. 3. The Program Advisory Committee will act in the capacity of consultants regarding the establishment of field placement sites as needed, keeping in mind the criteria for selection of field agencies and Field Instructors as well as utilizing the Committee’s knowledge of experience in the practice community. 4. The Field Coordinator discusses proposed new field agencies with the BSW Field Committee so the committee may provide input into strengths or challenges related to the placement that would impact student development and learning 5. Approval of the field agency will be based upon the selection criteria for agencies and Field Instructors as described below. 6. Should a field site lack the CSWE-required BSW or MSW credentialed staff, the Field Coordinator will work with the agency to identify a Field Instructor with a related background with demonstrated understanding of and commitment to professional social work practice. The Field Coordinator will also work with the Social Work Program Chair to ensure an FFI is assigned to the student. |

**Selecting Field Settings Procedures:**

The BSW Field Coordinator carries out the procedures detailed above from the BSW Field Handbook.

Suggestions for field agencies come from myriad sources. Agencies may express interest by contacting the BSW Field Coordinator, other social work faculty may recommend an agency based on their community connections, and social work students sometimes suggest agencies with which they are familiar or get to know via their field placements. Because students must concurrently enroll in coursework, international field placements are not accepted. Any out-of-state placement must be within close proximity of campus so limits placement to upper Michigan sites.

In all cases, the BSW Field Coordinator conducts the assessment of the agency by contacting the agency, typically via email, to share a Field Placement Fact Sheet, and inquire about a phone, virtual, or in-person meeting. At such a meeting, the BSW Field Coordinator describes UWGB’s field placement processes and policies and interviews the prospective agency regarding the field experience they may be able to provide.

If, at the end of the meeting, the BSW Field Coordinator and agency would like to proceed in creating a field placement, the BSW Field Coordinator will either add the agency to the Query contact list, to be queried for a field placement in the coming academic year, or, if a list of agencies for the coming year has already been released to students, add the agency to that list with the pertinent details.

**Selection of Field Settings Criteria:**

The BSW Field Handbook (p. 10) includes the following criteria for the selection of field agencies and Field Instructors:

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| **Criteria for the Selection of Field Agencies:**     1. The presence of a qualified Field Instructor or a team of Field Instructors who are 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 (please see page 24). 5. The promotion of the four purposes of the Social Work Profession:    1. enhancing people’s capacities to resolve problems, cope, and function effectively,    2. linking clients with needed resources,    3. improving the social service delivery network,    4. promoting social justice through the development of social policy  (DuBois and Miley, 2011, p.9); 6. And promotion of the six core values of social work: service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence (NASW, 2021)     **Criteria for the Selection and Retention of Field Instructors:**   1. The acceptance of the responsibilities for field instruction previously stated in the section titled: Participants and Responsibilities - Field Instructor (p. 9). 2. Have an MSW or BSW earned from a CSWE accredited program and two years of practice experience; or a related degree from another discipline with demonstrated understanding of and commitment to professional social work practice. 3. In situations where the Field Instructor does not hold an MSW or a BSW degree, a qualified faculty member will sign on as faculty Field Instructor to provide needed support. Exceptions to this general CSWE 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 diverse practice settings. In all such cases, placements are supported by a Faculty Field Instructor (see pg. 9). 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*. |

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| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **placing and monitoring students** across all program options. |

**Placing Students Policies:**

The BSW Field Handbook (p. 11) includes the following policy:

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| **Placement Procedures for the Practicum**    Arrangements for field practicum will occur during the spring semester prior to enrollment in Field Practicum I. 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.    Throughout the field matching process, all students must demonstrate professionalism and adhere to deadlines set forth by the Field Coordinator. Missing deadlines or lack of professionalism throughout the field placement process may result in a non-academic retention meeting or deferred ability to enroll in field and other senior-level classes requiring concurrent enrollment in field practicum.    In order to maintain longstanding relationships with successful field agencies that express interest in hosting student(s), and due to reasonable limitations in procuring numerous new field sites, students must demonstrate an attitude of flexibility in accepting field placements. In addition, while the Field Coordinator may entertain recommendations of new field sites from students, the Program cannot guarantee placement in a specific agency requested by a student. |
| Placement procedures for all students include the following steps.     1. Early in the spring semester of the junior year, the Field Coordinator will notify students of the field practicum procedures and opportunities. 2. Students will complete the Senior Field Practicum & Integrative Seminar I and II - Student Application form and Field Agency Preferences form and return these forms and a professional resume to the Field Coordinator. Students will attend field advising sessions focusing on various areas of social work practice, facilitated by the Field Coordinator. 3. The Field Coordinator reviews the students’ completed applications and preference forms, may consult with other social work faculty and advisors, and makes preliminary, suggested field placement assignments.   The Field Coordinator distributes prospective field placements with students, acquainting the students with the potential placement(s), the reason(s) for the selection of the field placement(s) and sharing Field Instructor contact information. Students may express any questions or concerns.   1. Each student contacts the prospective Field Instructor to schedule a placement interview. 2. 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 complete the *Student Placement /Agent Liability Coverage Confirmation* form. 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.   The Field Coordinator will attempt no more than three field referrals per student. Three unsuccessful referrals will trigger discussion of the student’s current readiness for the field practicum. A referral will be considered unsuccessful and be included in the count of three if:   * + The agency declines to host the student for field practicum, based on the student’s application materials or interview performance   + The student declines the placement before beginning field practicum   + The student requests a change of placement for reasons other than those outlined in Change of Field Practicum Site (p.21) during the practicum.  1. The Field Instructor will receive a copy of the signed Student Placement/Agency Liability Coverage Confirmation form. 2. The Student Placement/Agency Liability Coverage Confirmation form is housed with the student file in the Social Work Professional Program. 3. Students will begin their field placements the first week of class each Fall and Spring semester. |

**Placing Students Procedures:**

The BSW Field Coordinator carries out the procedures detailed above from the BSW Field Handbook.

The BSW Field Coordinator creates and moderates a Canvas shell in which the field matching process occurs. This Canvas course includes the following modules:

1. **Prepare**: This module includes an overview of the field experience via videos and text. Students demonstrate understanding via a quiz. During this module, students are made aware of the dates when the field application, list of available agencies, and preference forms will become available.

1. **Apply**: This module includes a field application. Students must complete the field application, indicating their interest in a social work emphasis, the Title IV-E Child Welfare Stipend, areas of practice interest, and goals for senior field. Students are assigned priority numbers based upon the order in which applications are received.

1. **Determine & Indicate Preferences**: This module helps students identify the best placement for their learning and lives. At this time, the list of available agencies for the coming year becomes available for students to review. This list is generated from the query sent by the BSW & MSW Field Coordinators to about 300 agencies in the Northeast WI area. Agencies reply with the number of internships they have available, Field Instructor information, placement descriptions, and requirements for students.

During this module, students must also sign up and attend a synchronous group field advising session, in which they meet with the BSW Field Coordinator to learn more about possible placement agencies and can ask questions about their career goals and any agencies on the list. The BSW Field Coordinator can draw upon previous experiences and conversations with agencies to assist students in making thoughtful selections. Students also submit a resume and mock email in this module, which they complete in SOC WORK 300: Teamwork & Professionalism.   
  
Finally, in this module, students complete a Preferences Form, indicating their top six choices of field agency, and any new agency with which they would like the BSW Program to investigate a field opportunity. If a student does identify a placement with which the program has not worked in the past, the BSW Field Coordinator will speak with a representative of the agency to determine if the agency is appropriate for BSW placement, based on the Placement Criteria detailed below.

The program recognizes that many factors including learning goals, geography, access to transportation, class schedules, work and caregiving responsibilities, and more influence student preferences for field placements. The Preference Forms must be submitted by a due date, but they are reviewed in order of the priority number assigned from the Field Applications. This allows students to thoughtfully consider their preferences and life factors, rather than rushing to complete the Preferences Form.

1. **Field Matching**: In this step, the BSW Program Coordinator reviews Preference Forms and makes initial matches based on the priority numbers assigned in the Field Application step. The Field Coordinator sends a referral email to each student, with contact information for the agency that was available at their priority number.

Students must contact the agency via email including attached resume and set up an interview. If the student and Field Instructor feel the placement is a good fit, they each complete Student Placement/Agency Liability Coverage Confirmation Forms. Receipt of the Student Placement/Agency Liability Coverage Confirmation Form confirms the placement at the student has successfully completed the process. If the interview is not a fit, the student and BSW Field Coordinator will work together to identify another agency for interview based on their learning goals and agency availability at that time. The Field Coordinator will only attempt three referrals per student and will provide applicable support along the way to encourage success. However, a student unsuccessful in three attempts will prompt a conversation with the student’s Faculty Mentor and BSW Program Coordinator about readiness for field.

Last of all, this module contains information on background checks and medical requirements, directing students to familiarize themselves with the requirements of their field agency, and take steps to ensure those requirements are met by the start of the fall semester.

**Placing Students Criteria:**

The Field Coordinator will match students to field placements in the order that Field Applications were received. However, in order to ensure appropriate placements based on various program requirements, the BSW Field Coordinator matches students in three batches as follows:

1. First, the Field Coordinator will match students, based on priority number, who are Title IV-E Child Welfare Stipend recipients. The stipend requires placement in a county or Tribal child welfare agency. Frequently, there are only enough county or Tribal child welfare placements to accommodate stipend recipients.
2. Next, the Field Coordinator will match any students, based on priority number, who are pursuing the Child Welfare Emphasis within the BSW Program. This emphasis requires placement in an agency working with children and families. If a student in this group expresses interest and there are county or Tribal child welfare placements yet available and not needed by the MSW Program, students in this group may be matched to them.
3. Finally, the field coordinator will make matches for the rest of the students, based on remaining priority numbers. Again, if a student expresses interest and there are placements in agencies working with children and families or county or Tribal child welfare placements still available, students in this group may be matched to them.

Students are made aware of this process and these criteria via the asynchronous Canvas modules (discussed above in Standard 2.2.6 and preceding sections of 2.2.7), which are completed during the Spring preceding their enrollment in *SOC WORK 402: Field Practicum & Integrative Seminar*. In Spring 2021, all but three students were matched to one of the agencies students indicated on their initial Preferences Form. Twenty-five of 37 students were matched to their first choice.

**Monitoring Students Policies:**

Field Instructors, Faculty Field Liaisons, and Faculty Field Instructors all play a role in monitoring students in the field placement. The *BSW Field Handbook* (p. 7-9) includes the following definitions of these roles as they relate to monitoring students:

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| **Field Instructor (FI)**    The Field Instructor for the agency will hold a CSWE-accredited baccalaureate or master’s social work degree and have two years of practice experience. The Field Instructor or team of Field Instructors will be responsible for the following:   1. To enter into an agreement with the University of Wisconsin-Green Bay Social Work Professional Program as the designated agency representative who will provide students in placement with educationally guided experiences appropriate to the baccalaureate level of social work education. 2. To assume responsibility for implementation of learning activities with agency staff. 3. To develop a learning agreement/contract with the student and the Faculty Field Liaison. 4. To complete a Program-sponsored orientation session(s) embedded in the annual *Welcome to the New Year* workshop and the annual Program-sponsored workshop scheduled during the year. 5. To provide the instruction and opportunities necessary for the student to complete the contracted learning activities and assignments within the field agency. 6. To assure that at least one hour per week of face-to-face supervision is provided to each student by the Field Instructor. 7. To assure that the student has access to the necessary resources appropriate to the level of social work practice expected of the student. 8. To adhere to the affirmative action guidelines in the selection of student(s) for placement (please see page 24). 9. To monitor the progress of the student and provide ongoing feedback to the student and Faculty Field Liaison. 10. To notify the Faculty Field Liaison of problematic student performance in the field that requires faculty attention and action. 11. To assess the performance and development of the student placed in the agency with the student and the Faculty Field Liaison at midterm and the end of each semester.     **Faculty Field Liaison (FFL)**    The Faculty Field Liaison is a MSW trained, licensed, or certified social worker with at least two years of practice experience post-graduation. The responsibilities of the Faculty Field Liaison are:     1. To assist the Field Instructor and the student with the development of the student’s field practicum learning agreement/contract. 2. To plan and consult with the student and Field Instructor about relevant placement experiences and student performance. 3. To provide opportunities for the student to connect theories of practice with applications experienced in the field placement. 4. To keep informed about the student’s field experiences through the student’s participation in class discussions, review of student’s submitted logs, individual meetings with the student, and through meetings with the Field Instructor. 5. To have contact with the Field Instructor a minimum of three times per semester to assure the student’s progress toward the educational objectives of the field practicum. The first contact will be to establish the learning objectives of the field practicum; the second contact (usually by email), will be at midterm; the third contact will be at the end of the semester for the final assessment. A fourth contact may occur at the *Welcome* *to the New Year* workshop held every Fall and the Spring Workshop held in Spring. 6. To review the progress of the student toward the contracted learning objectives in the field practicum and to determine the final grade for the field practicum based upon the evaluation by the Field Instructor, the student and the faculty. 7. To assess problematic or unsatisfactory performance in the practicum and take appropriate action. 8. To meet with the Field Instructor at the end of the academic year to provide mutual feedback. 9. To help identify when a student is not getting adequate experiences in the field and work with the student and Field Instructor to rectify the inadequacy. If sufficient changes cannot be made to accommodate the student’s learning objectives, then consult with other faculty to facilitate transfer to a new placement.     **Faculty Field Instructor (FFI)**    When a field placement offers appropriate learning opportunities for students in a social work setting, but the agency lacks a qualified BSW-prepared staff member, a faculty member will assume the role of Faculty Field Instructor (FFI) and work with the student and the Faculty Field Liaison (FFL) to ensure that a social work perspective is presented during the field placement.    The Faculty Field Instructor will provide individual or group supervision above and beyond what other students receive from their Agency Field Instructor, via the following responsibilities:     1. Review student learning contract, logs, and progress toward learning objectives throughout the practicum. 2. Provide additional support in the understanding of the social work competencies and development of the learning plan. 3. Consult with the student on a monthly basis, in real or virtual space (asynchronously or synchronously, to reinforce the understanding of social work practice principles and assist in the integration of these principles within the practice setting. 4. Communicate with the Faculty Field Liaison for any student situations that require additional attention as needed. 5. Provide input into the evaluation of student progress at the end of each semester. |

The *BSW Field Handbook* (p.15-16) includes the following policy for monitoring students as part of the assessment process and format:

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| **Assessment Process and Format:**     1. Field Instructor Supervision - Ongoing Assessment:     Field Instructors will meet with students regularly to review student progress, discuss future plans, attend to any areas needing special attention, etc. The student will be encouraged by both faculty and Field Instructor to raise any issues or concerns 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 should be contacted immediately if issues arise which cannot be resolved by the Field Instructor and the student.     1. Mid-Semester Progress Assessment:     At the middle of each semester, the Faculty Field Liaison will utilize an online survey to receive a report on the student’s progress in field. Questions related to professionalism, fit with the agency, and progress toward the competencies are the focus of the mid-term progress assessment.     1. End-of-Semester Formal Assessment:     At the conclusion of the semester, there will be a formal assessment conference with the student, Field Instructor, and Faculty Field Liaison, regarding the student’s progress/ achievements during the semester. The final grade is assigned by the Faculty Field Liaison, not the agency Field Instructor. To graduate, the student is required to achieve a minimum mastery of each competency in the assessment tool during the spring evaluation. The formal assessment process follows:     * 1. The assessment conference will be arranged by the Faculty Field Liaison at a time convenient for the liaison, Field Instructor and student.      * 1. Prior to the conference, the student, Field Instructor, and the Faculty Field Liaison prepare for the conference. The student independently prepares a self-assessment relating to his or her evaluation of the learning contract. In the self- assessment materials, the student lists outcome objectives, experiences the student has had which relate to those objectives, and how that student measured and evaluated achievement of each objective. The student provides copies of these materials to the Field Instructor and Faculty Field Liaison prior to the conference. The Field Instructor prepares for the conference by sharing feedback with the student in relationship to the competencies. The student may integrate this feedback into the self-assessment.      * 1. At the evaluation conference, the student presents the completed self-assessment. It is expected that both Field Instructor and the Faculty Field Liaison will contribute to the student’s assessment. The purpose of this session is to engage in an honest, open discussion with the student about the student’s progress, strengths, and areas needing additional development. The roles of the faculty 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.      * 1. Learning activities for the second semester should 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 very clear sense of their professional strengths and skills, as well as limitations and areas which will need further attention as they enter professional practice.      * 1. Students who are considering attending graduate school should maintain copies of these materials in the event that the graduate school requires verification. The UWGB Professional Program in Social Work only maintains the signature page in the student file. |

**Monitoring Students Procedures:**

The procedures for monitoring students in field settings are outlined above as policy in the Field Manual.

Faculty Field Liaisons are the assigned instructors for the field sequence courses. Throughout the semester, the Faculty Field Liaisons coordinate with one another and seek guidance from the BSW Field Coordinator as needed. This team helps one another to holistically monitor student progress in field and brainstorm solutions for challenges and concerns.

**Monitoring Students Criteria:**

The criteria for monitoring and addressing challenges in field settings and how such challenges are monitored by the Faculty Field Liaison and Field Coordinator (*BSW Field Handbook,* pp*.* 17- 20).

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| **Addressing Challenges in the Field Practicum**    Students are encouraged to be self-directed in their learning and address challenges in their field practicums proactively, in partnership with the Field Instructor and Faculty Field Liaison. Likewise, Field Instructors are encouraged to share timely feedback, including concerns, with their students and the Faculty Field Liaison.    **General Field Problem-Solving**    When challenges arise in the field placement, the following steps will be followed:     1. The student and the Field Instructor will meet together to fully discuss the situation. If a satisfactory resolution is not accomplished, contact should be made with the Faculty Field Liaison.      1. The Faculty Field Liaison will meet with the student and the Field Instructor to clearly define the challenges and consider possible solutions. The BSW Field Coordinator should be notified and included in the problem-solving process.      1. Solutions will be implemented in the field practicum by the Student and Field Instructor, as monitored and supported by the Faculty Field Liaison.     **Student Request for Change of Field Placement**    Under ordinary circumstances, social work senior student placement is made for two consecutive semesters in the same agency. This allows for depth and breadth of learning. Changes in placements are considered problematic since leaving one agency for another disrupts the continuity of the learning experience. Placement changes are rare and conducted in a thoughtful and carefully planned manner.    Students requesting a change of field placement must first complete General Field Problem-Solving steps 1-3 above. If these steps are unsuccessful, the student may proceed to the following steps: |
| 1. The student must provide a compelling rationale for the change to the Faculty Field Liaison and Field Coordinator, including a statement of learning goals, why the goals cannot be accomplished at the current placement agency, and a plan outlining how the practicum experience can be successfully completed through a placement change.      1. If an agreement is made that a change of placement is in the best learning interest of the student and/or the agency, the Field Coordinator will partner with the student to seek an alternative placement.      * 1. The student will be responsible for following the required application-for-field-placement procedures in a time frame established by the Field Coordinator.      * 1. The student will be responsible for following the NASW *Code of Ethics* and agency policies governing termination of employment and termination of client services.      * 1. The student may be required to repeat some or all of the field hours to gain knowledge of the new placement agency and establish that learning requirements have been accomplished. Typically, the student will complete the remaining required hours for the semester plus additional hours, to be determined in conjunction with the new field agency, to catch up to the level of competence the student should be demonstrating to date. Because the recruitment of a new field placement occurs out of the normally scheduled timeframe for the placement process, students can anticipate a delay of up to one month in referral to a new placement setting.     **Student Request for Termination of Field Placement**    Student requests for placement termination might be related to inability to address field practicum challenges through the General Field Problem Solving and Change of Placement processes above, or due to issues of health, impairment, finances, or other life events.    When, during the course of the semester, a student wishes to terminate enrollment in the field practicum, the following steps should be taken:     * Notification should immediately be made to the Field Instructor, the Faculty Field Liaison, and the BSW Field Coordinator. The situation can then be discussed and if appropriate, a careful termination can be accomplished.      * Termination of enrollment in the Field Practicum & Integrative Seminar will require the student to withdraw from the course and may require the student to withdraw from other classes in the Social Work Program which require concurrent enrollment with Field Practicum and Integrative Seminar. Information regarding withdrawal dates and late drop petitions may be found on the [UWGB Registrar’s Registration Calendar website](https://www.uwgb.edu/registrar/registration-calendar/).      * Prior to re-enrolling in the field practicum in a future semester, the student must demonstrate, to the satisfaction of faculty, that the reasons for discontinuance have been adequately addressed and that the student is ready to carry out professional responsibilities at the bachelor’s level.     **Field Agency Request for Termination of Field Placement**    When Field Instructors have concerns about student performance in field, General Field Problem-Solving Steps 1-3 above should first be followed. Throughout the General Field Problem-Solving process, Field Instructor concerns should be documented and shared with the student and Faculty Field Liaison with regular updates regarding progress, or lack thereof.    Documentation could 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.     If concerns persist, the Faculty Field Liaison will inform the student’s faculty advisor and the BSW Program Field Coordinator.    If a satisfactory resolution cannot be reached during a meeting between the Student, Field Instructor, and Faculty Field Liaison (General Field Problem-Solving step 2, above), or if the student’s performance continues to be unsatisfactory, the Field Instructor may choose to terminate the placement and should notify the student and Faculty Field Liaison of this decision.    Based on information from the Faculty Field Liaison, Field Instructor and student, the BSW Field Coordinator, in connection with the BSW Program Coordinator, will make a ruling regarding continuance or termination of enrollment in the Field Practicum & Integrative Seminar course. The final decision regarding continuance or termination of enrollment in Field Practicum & Integrative Seminar is the responsibility of the Social Work Program.     * Continuance of enrollment in Field Practicum & Integrative Seminar may require extending the length of placement, repeating the placement, or transferring to another agency. (For details on transferring to another agency, see Student Request of Change of Field Placement, above).      * Termination of enrollment in the Field Practicum & Integrative Seminar will require the student to withdraw from the course and may require the student to withdraw from other classes in the Program which require concurrent enrollment with Field Practicum and Integrative Seminar. Information regarding withdrawal dates and late drop petitions may be found on the [UWGB Registrar’s Registration Calendar website](https://www.uwgb.edu/registrar/registration-calendar/).     Furthermore, field performance concerns or personal challenges that interfere with performance expectations may be grounds for dismissal from the Social Work Program altogether. Examples include, but are not limited to:     * Non-achievement or less than satisfactory achievement of BSW student contract goals. * Behaviors that violate the NASW *Code of Ethics* in the field agency (see examples below). * Personality characteristics that conflict with the professional values and professional role sets of the social work profession and the State of Wisconsin MPSW 20 Code of Conduct (see examples 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 handicapped.     The following list of behaviors serve as examples for those which could violate the NASW Code of Ethics or be deemed as conflicting with professional values and role sets. This list is offered as examples only and should not be considered to be all-inclusive.     * Challenges in addressing unresolved life issues which persistently interfere with judgment and performance. * The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance. * Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role. Challenges in one’s ability to develop professional relationships so that effective communication to engage others using effective relational and communication skills cannot be accomplished. * Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers, or others who are part of the professional practice environment. * Practicing beyond the scope of one’s competence. * Repeatedly misrepresenting competence or credentials to clients, agencies, others, etc. * Repeatedly and or seriously violating obligations concerning use of privileged information and violation of confidentiality.     Documentation of meetings and the outcome decisions will be completed by the BSW Field Coordinator or BSW Program Coordinator and placed in the student’s file. The BSW Program Coordinator or Field Coordinator will be responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to BSW students, may be found in the Dean of Students section pertaining to University Policies and Procedure use using the following link:  <https://www.uwgb.edu/dean-of-students/policies-procedures/students/#complaints-grievances> |

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| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **supporting student safety** across all program options |

**Supporting Students Safety Policies:**

The BSW Field Handbook ([pp. 21-22](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#BSW_Field_Education_Handbook_P2122)) includes the following policies clarifying safety policies regarding liability and driving in field:

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| **Term of Placement:**    Field practicum requirements are to be met during the Fall and Spring semesters only. Students may contract extra hours for independent study credits during the summer semester, if they desire. University policy excludes BSW field hours during the winter break for liability coverage so if continued involvement over the break occurs, this is completed as an agency volunteer and hours do not accumulate toward those required for the practicum. University liability coverage is generally available only during the registered course semesters (see *Liability* below).    **Liability**    The State of Wisconsin provides liability protection for its officers and employees when acting within the scope of their employment and extends this protection to the agents of the State where there is a written agreement on file. The *Student Placement and Liability Coverage Confirmation Form* serves as the means by which student status is confirmed as an agent of the State of Wisconsin with its liability protection. This form is signed upon completion of the placement interview and retained in the student file. This protection extends to time periods when students are actively enrolled in the field practicum courses.    **Driving**    During the preliminary field placement interview, students are advised to discuss the use of a vehicle in their field duties with the Agency Field Instructor. The Vehicle Use Authorization (VUA) form for driving in the field must be completed and approved for each academic year the student is in placement. |
| The State will only provide excess coverage to drivers when they are using their personal vehicles on official University business. Official University business means undertaking field tasks at the request or direction of field personnel for academic activities, which is common social work practice. The State will not cover travel for provision of direct services, such as transporting a client. If a student will be transporting clients while engaging in field activities, it is the student’s responsibility to understand their liability, as well as any coverage that may be provided by the agency. Driving to and from the field agency is not considered University business.    Students can access the VUA application on-line using the following link: <http://www.uwgb.edu/risk-management/operation-of-vehicle-on-university-business/driver-authorization/>. All paperwork needs to be submitted and approved before a student uses a personal vehicle in the field placement. The UW-Green Bay Risk Manager will notify students of approval to drive under University liability.    All approved drivers should be aware of the following:     * Student’s personal automobile insurance is primary over State coverage. * Students transporting clients or conducting agency business must maintain personal automobile insurance with current State of Wisconsin limits as the minimum; current minimums are $100,000/300,000. * Coverage is provided for the authorized state driver/employee pursuant to Wis. Statute, s. 895.46, which provides liability protection for the negligent acts of its state officers, employees and agents while acting within the scope of their employment. Liability coverage is limited to $250,000 per claimant per negligent authorized state driver, as stated in s. 893.82, Wis. Stats. * Claims that result from a state employee’s actions in states other than Wisconsin are not subject to this statutory limit.     Students who choose not to complete the necessary form(s) related to use of a vehicle assume complete liability for any situation that results in the use of their automobile in the line of university-related duty. Students are asked to discuss this with their field agency supervisor at the onset of the field placement. The Social Work Program encourages students who do not complete this form to refrain from using their vehicles to transport clients or to conduct ANY other type of ‘agency' business which involves the use of a vehicle in the field placement. Agencies requesting verification of driver authorization should contact the field coordinator.    Note: It is illegal for a student in the state of Wisconsin who does not hold a valid driver’s license to operate a vehicle even if the student completes the necessary driving forms(s) described above. Any new traffic citations should be reported to the risk management office for re-evaluation of driving status. |

**Supporting Students** **Safety Procedures:**

As noted above under “Placing Students”, students and field agencies sign the *Student Placement /Agent Liability Coverage Confirmation form* to confirm the placement when a match is made in spring. This provides liability coverage from the university during periods when the student is enrolled in the courses *SOC WORK 402 & 403: Field Practicum & Integrative Seminar I & II*. Students who choose to engage at their field agency over winter break do so as independent volunteers of their agencies. Students are made aware of this policy during Field Orientation and by their Faculty Field Liaisons as relevant.

The Field Coordinator includes a module on safety in the asynchronous Canvas Field Orientation modules which are completed by students at the start of the semester that they begin *SOC WORK 402: Field Practicum & Integrative Seminar*.

Furthermore, Faculty Field Liaisons discuss safety during the first field seminar of the year, including common strategies to keep students safe, while also directing students to their Field Instructors to learn more about agency-specific expectations. During initial fall field visits, Faculty Field Liaisons discuss protocols regarding safety, as noted on the signature page, which serves as an agenda for initial field site visits.

Students are encouraged to bring up safety concerns or discomfort during open field seminar discussions throughout the semester, in order to process with the Faculty Field Liaison and peers. If Faculty Field Liaisons have concerns, they may consult with the Field Coordinator. Field seminar topics also frequently include self-care, burnout, and other concepts that may affect student health and safety when working with clients, rooted in an awareness of ethical obligations around competence.

Finally, the BSW Program frequently encourages students to engage with campus resources including the Wellness Center, which provides counselling as well as the self-paced mental health resource SilverCloud. UW-Green Bay’s Dean of Students Office and Phoenix Cares program also provide supportive resources such as student advocacy, case management, childcare grants, and emergency grants to help students address financial challenges that may impact their studies, such as housing insecurity, food insecurity, transportation challenges, and other unexpected costs. Students can access any of these resources on the university website, and Faculty Field Liaisons are aware of these resources and may refer students to them as appropriate.

**Supporting Students** **Safety** **Criteria:**

Students who do not return signed field Student Placement/Agency Liability Coverage Confirmation forms and ensure their Field Instructors return Student Placement/Agency Liability Coverage Confirmation forms are ineligible to begin field until the Student Placement/Agency Liability Coverage Confirmation forms are completed.

Students review the University Travel policy and complete the [Driver Authorization](https://www.uwgb.edu/risk-management/operation-of-vehicle-on-university-business/driver-authorization/) procedures. While designed to provide liability coverage, the policy also outline minimum standards and addresses safety during use of vehicles.

If student wellness is impeding progress in field, the Faculty Field Liaison and/or Field Instructor express concerns to the student and consult with the BSW Field Coordinator and the BSW Program Coordinator, as needed. Should challenges rise to the level of not meeting non-academic retention standards, compromising safety in the field, the student and/or Agency Request for Termination of Placement policies will be followed. (Noted in the policy earlier in this standard.)

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| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **evaluating student learning and field setting effectiveness** congruent with the social work competencies, including any additional competencies added by the program across all program options. |

**Evaluating Student Learning Congruent with the Social Work Competencies**

The BSW Field Handbook (pp. 12-14) includes the following policies evaluating student learning congruent with the Social Work Competencies:

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| **Learning Contract/Self-Assessment for the Practicum:**    The Field Learning Contract is a learning agreement/understanding among the Field Instructor, the field liaison, and the student developed at the beginning of each semester which generally describes the practicum assignments and delineates the learning activities the student will complete during the placement. The learning activities for students are derived from assessment materials indicating the learning needs of the student and from the nine practice competencies which are a statement of the program’s educational outcomes. In addition to guiding the field experiences, the practice competencies direct the entire curriculum. Please see SOC WORK 402 & 403, Field Practicum & Integrative Field Seminar I & II syllabi for specific criteria necessary to receive a passing grade in Field Practicum & Integrative Seminar I and II.    Following is the process used by the student in the development of the student’s Learning Contract:     1. The student, at the beginning of the fall semester, thoughtfully examines each of the practice competencies to determine personal learning objectives for each competency. In doing this, the student draws upon past field and classroom experience, prior evaluations, and feedback from faculty to choose the most appropriate outcome objectives to enhance the student’s learning experience for the semester. 2. At the contracting meeting in beginning of the fall semester with the student, Field Instructor and field liaison in attendance, the Learning Contract is reviewed to be certain that the activities by the student can be accomplished in the setting and in the time frame indicated. This becomes both a guide and a measurement for the student’s activities in the field placement. 3. The student then writes the learning contract for each of the nine competencies that address the student’s personal learning needs. 4. At the end of each semester the student engages in a self-assessment based upon the Learning Contract. |
| **Assessment of Student Performance in the Practicum**    The awarding of BSW degrees from a CSWE accredited Social Work Program signifies to the student, clients, practice community and employing agencies that the graduate has achieved the profession’s specified level of acquired knowledge and skill, and thus is “competent” to practice as an entry-level professional social worker who understands and subscribes to the profession’s *Code of Ethics*.    The responsibility for the assertion of competence rests ultimately with the Social Work Professional Program and the University of Wisconsin – Green Bay. However, the issue is complex for the professional program as it is clearly understood that practice competence is not fully realized in the classroom but rather is also demonstrated through the field placement.    The demonstration of competence must include the student’s capacity to apply knowledge to specific practice situations toward the goal of realizing the profession’s major purposes in relation to people. The application of knowledge becomes skill. Finally, assertion of competence must also include the assessment of the student’s capability to practice within the ethics of the profession.    The assessment of student competence is carried out in partnership with the student and Field Instructor. The understanding and agreement of the faculty, 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, does assure 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 Instructors and students is essential to identify issues raised in the field and classroom.    The following material serves as a guide for the assessment of student performance in the University of Wisconsin-Green Bay, Social Work Professional Programs.    **Assessment Purposes**    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.     **Principles/Philosophy of the Assessment Process**     1. The assessment of the student’s professional growth and development of competence begins at the time the student enters the program and continues until the student 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 nine practice competencies. 2. Criteria, developed from the competencies to be achieved, are utilized in the assessment of the student’s professional growth and performance. These criteria are clearly specified to and known by the students. 3. The criteria for the assessment of student performance are developed from the program’s stated outcomes, the nine competencies. These criteria are utilized in structuring the student learning experiences in the practicum. The learning experiences provide an opportunity for students to demonstrate evidence for the achievement of competence. There are a range and variety of experiences that can be used to achieve and demonstrate competence. Thus, while the outcomes (competencies) are fixed and non-negotiable, the learning experiencesare varied and reflect the service activities of the agency, the student’s special needs and interests, etc. However, there cannot be learning objectives or experiences that conflict with the baccalaureate practice competencies. 4. The competencies and subsequent assessment criteria derived from them are used by faculty, Field Instructors, and students to assess the performance of each student. They assure that all students have achieved a comparable basic level of performance before leaving the program. 5. Faculty are responsible for delineating assessment criteria and for the development of the assessment tool. The advice and critique of the Program Advisory Committee and Field Instructors are reflected in this material. Faculty are responsible for seeing that the learning contract developed by the Field Instructor, student and Faculty Field Liaison provides the learning experiences which are both appropriate for BSW practice and relevant to the achievement of the practice competence required. 6. The formal assessment conference is intended to be a constructive, non-intimidating experience for everyone - especially 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 and not dealt with. It does mean, however, that such situations are called to the attention of the student long before the final conference. 7. 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. |

**Evaluating Student Learning Congruent with the Social Work Competencies**, **Procedures:**

The procedures for evaluating student learning congruent with the competencies are outlined above as policy in the Field Manual.

Conversations in class and assignments in *SOC WORK 402 & 403: Field Practicum & Integrative Seminar I & II* allow the Faculty Field Liaison to remain apprised of student progress towards competence in each competency throughout the semester. Each field log contains opportunities for students to reflect on the competencies with which they engaged in the most recent log period. The End-of-Semester Self-Assessment includes competency-specific reflections upon progress towards mastery and completion of tasks identified in the learning contract.

Additionally, students and Field Instructors complete an end-of-semester survey prior to the end-of-semester Fall field visit, in which they rate the student’s progress towards mastery in each competency. This survey is returned to the Faculty Field Liaison prior to the field meeting for review, which helps the Faculty Field Liaison to prepare meaningful questions to better understand student learning in each competency area and provides a written record from the student & Field Instructor perspective to later assist the Faculty Field Liaison with grading each competency.

**Evaluating Student Learning Congruent with the Social Work Competencies**, **Criteria:**

*SOC WORK 402 & 403: Field Practicum and Integrated Seminar I & II* are graded courses. In each course, the syllabus outlines grading criteria. (See [Volume II, page 102](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#SW_402) for specific information)

Furthermore, the Progress toward Mastery of Competencies Assignment and corresponding rubric is utilized to assign the final mastery of competencies grade. Fifty per cent of the course grade is assessment of competency through field activities and the remainder through written work. Each competency is assessed by the Faculty Field Liaison based on performance in the field (as informed by the agency field instructor and student written review of activities). Feedback from Field Instructors and other agency staff, as well as Self-Assessments from the student, are used to inform the mastery of competencies portion of the field grade. Field Instructors, however, do not determine a student’s grade. The Faculty Field Liaison is responsible for assigning the official points and letter grade for all field assignments. ([Rubric](#Mastery_of_Comptencies) is an embedded assessment measure.)

**Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies, Policies:**

The *BSW Field Handbook* (p. 25) includes the following policies evaluating student learning congruent with the Social Work Competencies:

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| **Assessment (Evaluation) 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.      1. To ensure a good match between the student, the Field Instructor, and field site.   This assessment process involves the input of students, Field Instructors and faculty. However, the ultimate responsibility to assess field placements and to provide and solicit feedback lies with the faculty. |
| Feedback to Field Instructors is expected to be provided by faculty 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 end of the academic year, students fill out evaluations of the placement and experience within the Annual Program Evaluation survey. 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, 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 will be 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.    **Discontinuance of a Field Learning Site and/or Field Personnel**    Any field placement site may be discontinued if contractual agreements have not been met. Discontinuance of a Field Instructor may occur if the Field Instructor no longer meets the criteria for selection and retention of Field Instructors. This must not be confused with the interrupted use of a learning site and/or Field Instructor.    In the event of the need for discontinuance, the Field Instructor will be notified by faculty prior to the assignment of students for the coming year. Depending on the reasons for the discontinuance, the Social Work Professional Program Chair may also take action as may be deemed appropriate. Such action may include discussing the issues directly with the agency administrator or the Field Instructor’s supervisor; removing the student from the field placement during the academic year; or other actions that appear necessary and appropriate. |

**Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies, Procedures:**

The procedures for evaluating student learning congruent with the competencies are outlined above as policy in the Field Manual.

The Field Committee is comprised of all faculty serving as Faculty Field Liaisons each year and convenes at least once per semester. Chaired by the BSW & MSW Field Coordinators, Field Committee members give feedback regarding opportunities in field settings. The Field Committee often serves to train new Faculty Field Liaisons in the role, and more seasoned members can offer support and advice in identifying activities for students that align with the competencies. When there are concerns about a field site or opportunities for activities in a particular competency, a Faculty Field Liaison will often consult with the Field Coordinators and/or the Field Committee to troubleshoot and identify solutions while working with their student.

**Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies, Criteria:**

Field sites are expected to meet the criteria described in the *BSW Field Handbook* policies as noted above regarding criteria for the selection of field agencies and Field Instructors which have been included above (pp. 10-16).

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative describes how the program’s field education program maintains contact with field settings across all program options |

There are several 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):

* 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 conducts a field meeting for contracting purposes.
* At mid-semester, the Faculty Field Liaison initiates contact with the agency Field Instructor to perform the mid-semester via an online survey that asks Field Instructors to rate their students based on the Rubric for Assessing Professional Behaviors (RAPB). The survey is administered automatically and electronically, and results are delivered directly to the Faculty Field Liaison’s inbox. The Faculty Field Liaison can then follow up with the Field Instructor with any concerns and will subsequently share the Field Instructor feedback with the student.
* In late November or early December, the Field Liaison again conducts a field meeting 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 Social Work Program provides an annual spring workshop for field supervisors and Field Instructors, which allows for another scheduled opportunity for contact.

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| 1. Compliance Statement: Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options. |

Typically, field site visits are conducted in-person on-site. With the onset of the COVID-19 pandemic, Faculty Field Liaisons began conducting field meetings virtually. During the 2021-22 school year, field meetings were conducted in-person or virtually, at the discretion of the Faculty Field Liaison. (The University has provided Zoom access to all faculty; privacy standards are embedded in the account). Since the BSW Program serves the Northeast WI region, students’ placements may span an approximately 18-county area. Overall, no matter the modality, the Faculty Field Liaison will have at least seven opportunities for contact with each student and Field Instructor, as detailed above, which allows for high levels of communication.

The expectation for the 2022-2023 academic year is that planned field site visits will again be consistently offered through in-person visits. Also, when student challenges with student learning and performance are identified, additional visits to the field site agency are arranged to allow discussion and development of performance improvement plans.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B2.2.9:The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished. |

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| 1. Compliance Statement: Narrative describes how the program’s field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options. |

In addition to the Criteria for the Selection of Field Instructors (included above in Standard 2.2.6 and in the *BSW Field Handbook*, p.10), the *BSW Field Handbook* (p. 7) describes the Field Instructor role, credentials, and practice experience required of Field Instructors in order to design learning opportunities for students and demonstrate social work competencies.

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| **Field Instructor (FI)**The Field Instructor for the agency will hold a CSWE-accredited baccalaureate or master’s social work degree and have two years of practice experience. The Field Instructor or team of Field Instructors will be responsible for the following: |
| 1. To enter into an agreement with the University of Wisconsin-Green Bay Social Work Professional Program as the designated agency representative who will provide students in placement with educationally guided experiences appropriate to the baccalaureate level of social work education. 2. To assume responsibility for implementation of learning activities with agency staff. 3. To develop a learning agreement/contract with the student and the Faculty Field Liaison. 4. To complete a Program-sponsored orientation session(s) embedded in the annual *Welcome to the New Year* workshop and the annual Program-sponsored workshop scheduled during the year. 5. To provide the instruction and opportunities necessary for the student to complete the contracted learning activities and assignments within the field agency. 6. To assure that at least one hour per week of face-to-face supervision is provided to each student by the Field Instructor. 7. To assure that the student has access to the necessary resources appropriate to the level of social work practice expected of the student. 8. To adhere to the affirmative action guidelines in the selection of student(s) for placement (please see page 24). 9. To monitor the progress of the student and provide ongoing feedback to the student and Faculty Field Liaison. 10. To notify the Faculty Field Liaison of problematic student performance in the field that requires faculty attention and action. 11. To assess the performance and development of the student placed in the agency with the student and the Faculty Field Liaison at midterm and the end of each semester. |

When Field Instructors sign the Student Placement/Agency Liability Coverage Confirmation form, they indicate whether they possess a BSW with two years post-degree practice, an MSW degree with two years post-degree practice, or do not have a BSW/MSW degree and/or do not yet have two years of post-degree practice. The BSW Field Coordinator uses the data from this form to determine whether a Faculty Field Instructor is needed, as described below in Standard B2.2.9, Compliance Statement 3.

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| 1. Compliance Statement: Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. |

**Required Field Instructor Credentials:**

All BSW Field Instructors must possess a BSW degree and at least 2 years post-social work degree practice experience in social work. This is defined in the policy located above.

When BSW Field Instructors complete the Student Placement/Agency Liability Coverage Confirmation form, the self-attest to possessing the required credentials. In cases where the Field Instructor does not have the required credentials, a Faculty Field Instructor is assigned, as described in Standard B2.2.9, Compliance Statement 3.

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| 1. Compliance Statement: Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options. |

The BSW Field Handbook (p. 9) contains the following description of the Faculty Field Instructor role which is assigned in cases where a Field Instructor does not hold a CSWE-accredited social work degree or does not have the required experience. Such exceptions for agency Field Instructors are 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 non-social work practitioners who understand the philosophical underpinnings of social work and its role(s) in the helping professions; and agencies in remote, rural regions or grassroots or community-based practice settings. In all such cases, placements are supported or complemented via increased faculty supervision or community practitioner oversight on a regular basis.

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| **Faculty Field Instructor (FFI)**  When a field placement offers appropriate learning opportunities for students in a social work setting, but the agency lacks a qualified BSW-prepared staff member, a faculty member will assume the role of Faculty Field Instructor (FFI) and work with the student and the Faculty Field Liaison (FFL) to ensure that a social work perspective is presented during the field placement.  The Faculty Field Instructor will provide individual or group supervision above and beyond what other students receive from their Agency Field Instructor, via the following responsibilities:   1. Review student learning contract, logs, and progress toward learning objectives throughout the practicum. 2. Provide additional support in the understanding of the social work competencies and development of the learning plan. 3. Consult with the student on a monthly basis, in real or virtual space (asynchronously or synchronously), to reinforce the understanding of social work practice principles and assist in the integration of these principles within the practice setting. 4. Communicate with the Faculty Field Liaison for any student situations that require additional attention as needed. 5. Provide input into the evaluation of student progress at the end of each semester. |

**Process for Reinforcing the Social Work Perspective with Students Placed at a Field Setting without a Credentialed Field Instructor:**

At the beginning of the academic year, students/field sites requiring a Faculty Field Instructor are identified by the BSW Field Coordinator. Instructors of SW 402 and SW 403 are alerted to the need for additional student support to reinforce the social work perspective. In 2021-2022, the list of students needing a Faculty Field Instructor (FFI) was provided to the Program Chair who assigned the FFI role to the appropriate faculty. (Faculty received workload credit for the assignment ensuring completion of the responsibilities.) Assessing this modified process mid-semester, full faculty endorsed a return to previous policy for 2022-2023. In 2022-2023 and going forward, the Faculty Field Liaison will arrange additional individualized support for these students beyond those supports programmatically provided. In most cases, the FFL will provide that support.

In 2021-2022, the Faculty Field Liaison and assigned FFI contacted students who have been assigned an FFI and introduce the purpose of involvement as reinforcing the social work perspective and competency understanding. Faculty Field Liaison grants “observer” status to the FFI within the learning management system to allow seamless review of learning plan and logs submission. FFI reviewed learning plans, field logs, and communicates with the student throughout both semesters. In addition, students were invited to reach out to FFI should questions arise. At the time of learning plan evaluation, FFI provided assessment of student competency attainment to the Field Instructor, which is used to inform the grade for the student.

This system of an additional involved person created some role confusion and blurred boundaries between instructor and the additional faculty member. It was for this reason that the process was revised for the 2022-2023 to have FFI responsibilities as an additional support provided by the FFL. Should a student’s needs benefit from an additional FFI, then an additional faculty member will be assigned to meet regularly with the student to reinforce the social work perspective.

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| 1. Compliance Statement: Narrative describes how the social work perspective is reinforced across all program options. |

**Description of Reinforcement Process with Students**

The reinforcement process with students is described above in the Faculty Field Instructor role policy from the *BSW Field Handboo*k, included above. To ensure that students receive social work perspective reinforcement above and beyond what all students receive in field seminar, the Faculty Field Instructor deliberately creates communication with students to support the social work perspective. When a member of the Social Work faculty other than the member who is serving as that student’s Faculty Field Liaison teaching *SOC WORK 402 & 403: Field Practicum & Integrative Seminar I & II*., the additional faculty will complete FFI responsibilities. Wherever possible, the Faculty Field Instructor is a faculty member who does not teach the student or have another relationship with the student receiving additional support through individualized instruction/support.

The FFI role may be implemented due to supervisor lack of credentials or because of student difficulty grasping concepts related to social work within the placement setting, Should a field agency supervisor change during the course of the academic year and the replacement supervisor fail to meet the criteria outlined in Standard 2.2.9(2) above, the Faculty Field Liaison begins providing additional support as needed to reinforce the social work perspective.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative describes how the program’s field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options. |

**Field Instructor Recruitment**

An annual query to social workers and agencies who have provided field instruction through the Program is conducted. Email communication by the BSW Field Coordinator to agencies which have been suggested by other faculty as a potential field site occurs periodically throughout the academic year.

In addition, when students identify an agency or area of practice of interest with whom the Program has not partnered previously, the BSW Field Coordinator sends a solicitation email query or calls the agency or identified social worker. When this occurs, policies as identified in the BSW Field Handbook (p. 10) are followed to ensure the agency can provide activities needed to promote competency attainment.

**BSW Orientation (Fall)**

At the beginning of the Fall semester, there is an orientation for all senior-level Field Instructors. Orientation is attended by Faculty Field Liaisons, new and returning Field Instructors, and students. When a Field Instructor is unable to attend the orientation, the Field Coordinator provides an individual training experience for the absent instructor.

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 Faculty Field Instructors 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.

The Orientation is also a time for introductions and networking, announcements regarding the Social Work Program, small group discussions, and review of potential learning contract activities to reinforce application of the competencies in the field experience.

**BSW Field Instructor Training (Spring Workshop)**

Each spring, the Social Work Professional Program provides a training opportunity for current Field Instructors. The purpose of this 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 as the spring workshop. Topics for the program represent those seen as emerging issues within the region. Additionally, the faculty have made a commitment to maintaining a diversity and/or social justice focus when selecting training. Training topics are solicited from Program Advisory Committee members and through the evaluation of the workshop and fall field orientation evaluation.

**Continuing Dialogue with Field Settings and Field Instructors:**

After Fall Field Orientation, the Faculty Field Liaisons become the primary point of contact for Agency Field Instructors. Faculty Field Liaisons have dialogue with Field Instructors during field meetings and other contacts throughout the year. This dialogue can be shared with Field Coordinators as needed and during semesterly Field Committee meetings.

Some 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.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options. |

**Policy about Field Placements in Employment Settings:**

The *BSW Field Handbook* (p. 23) outlines policy related to work-site placements.

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| **Paid Practicums:**    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 the student has worked 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. Procedures must be implemented in this situation which includes supervision separated between the employment supervisor and field supervision. 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. |

The BSW Program has infrequently encountered situations where a student desires a field placement at a workplace or is offered employment in the field site midway through the field experience. On such occasions, the Faculty Field Liaison and Field Coordinator work closely with the student and agency to clearly demarcate the differences between paid employment experiences and student field experiences, as outlined above, via the worksite placement form. Contents of the form are described below.

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| 1. Compliance Statement: Narrative describes how assignments and field education supervision are not the same as those of the student’s employment across all program options. |

**Ensuring Separate Assignments from Employment:**

The worksite placement form contains the following items to ensure separate assignments from employment:

* General Description of Employment Duties.
* General Description of Field Placement.
* Describe how the field practicum provides a distinct learning experience from the employment duties.
* Specify how field placement activities will differ from job responsibilities.
* Specify how the two different roles will be communicated to clients.
* Specify how the two different roles will be communicated to other staff.

**Ensuring Separate Supervision from Employment:**

The worksite placement form contains the following items to ensure separate supervision from employment:

* Specify how field supervision will differ from job supervision.
* Field Instructor Name.
* Work Supervisor Name.
* Verification of the credentials of the Field Placement supervisor.

The work supervisor may be the same as the Field Instructor, plan then designates a system of supervision which addresses the learning needs of the student apart from their work responsibilities. In any worksite placement, students must delineate different duties for their field placement activities that allow learning from their employment responsibilities regardless of who will be supervising the worksite placement.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.0 — Diversity

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| Accreditation Standard 3.0.1:The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference. |

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| 1. Compliance Statement: Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options. |

**Diversity in the Implicit Curriculum:**

*“The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the* *program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.” (EP 3.0, 2015 EPAS)*

**Implicit Curriculum Efforts:**

In line with expectations for competence outlined in the National Association of Social Workers’[[9]](#footnote-10) *Code of Ethics*, 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**. As a part of the larger University environment, the Social Work Program engages with the University’s initiatives. These four areas are embedded into discussion of the components of the learning environment, below.

***Program’s Institutional Setting***

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 culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels.” This commitment is reflected in five key, university-wide initiatives implemented since the last self-study, as well as the rich extracurricular offerings and community-wide resources and programs. Each is described below.

The first initiative is the development of the university’s **Inclusivity & Equity Certificate Program** (**on-going learning** and **advocacy efforts**), which launched in spring of 2014. The program is “designed to develop and recognize commitment to the UW-Green Bay Inclusive Excellence initiative…and consists of a combination of professional development, self-study and community service.”[[10]](#footnote-11) Since its inception, over 50 university faculty and staff have completed at least one of the two levels, including five Social Work faculty (Groessl, Rhee, Schanen-Materi, Trimberger, and Warren).

The second is the adoption of a campus **Civility and Inclusivity Statement**[[11]](#footnote-12) (**non-discriminatory actions**) in 2017. It states, in part:

As campus community members, we are responsible for our behaviors and are fully accountable for our actions. We must each take responsibility for our awareness of discrimination and its many forms (i.e. racism, sexism, ageism, xenophobia, transphobia, homophobia, etc.). The concept of campus civility and inclusiveness can be demonstrated in hallways, classrooms, student housing, and the workplace environment.

Next, UWGB adopted a **Land Acknowledgement** (**critical self-examination**) in 2018 to “acknowledge past, present, and future relationships with Indigenous communities across the state.”[[12]](#footnote-13) It reads:

We at the University of Wisconsin-Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.  
  
Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Forest County Potawatomi, Ojibwe Nation communities, Stockbridge-Munsee Community Band of Mohican Indians, and the Brothertown Indian Nation.

We acknowledge the First Nations Peoples of Wisconsin.

The fourth initiative was the creation of the **Council for Equity, Diversity, and Inclusion (EDI)** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**) in fall of 2020. Charged with, “support[ing] a community devoted to diversity/inclusivity of thought and experience”[[13]](#footnote-14) it provides advice and recommendations to the Vice Chancellor for University Inclusivity & Student Affairs. The Council established four strategic goals/objectives for 2020-2023:[[14]](#footnote-15)

1. Increase and enhance the recruitment and retention of a diverse employee population at the UW-Green Bay.
2. Facilitate professional development on equity, diversity, and inclusion for staff and faculty.
3. Develop intentional programming, structured interactions with community partners, and curricular recommendations to support learning and growth around equity, diversity, and inclusion for current and future students.
4. Increase the enrollment of under-represented learners at UW-Green Bay.
5. Reduce equity gaps in retention of racially minoritized and low-income degree and non-degree seeking students through research-based, data driven initiatives.
6. Increase engagement with community members/groups in areas related to inclusivity and equity.

The work toward these ambitious goals is ongoing. To date, the university has not published any information on the progress or initial outcomes of the work.

The fifth initiative, the development of a team of**Equity, Diversity, & Inclusion (EDI) Consultants**,[[15]](#footnote-16) (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**) was implemented in fall of 2021 to “align our actions more closely with our stated mission by providing tangible resources and expertise specific to diversity, equity, and inclusion in our academic programs and colleges.” Each of the four colleges has an internal consultant, and the campus as a whole has four additional consultants who provide expertise in: culturally responsive/sustaining pedagogy, universal design, open education resources, and supporting equity in gateway and introductory courses. Consultants are available for individual meetings with instructors and provide educational development opportunities for the campus. The EDI Consultant for the College of Health, Education, and Social Welfare is social work faculty member Dr. Cary Waubanascum.

Further supporting the mission, the University provides a rich, inclusive environment for students and employees. Included are: curricular efforts, institutional supports and resources, student organizations, and a wide range of special activities and celebrations with diversity as their focus. Offerings in each area are noted in Table 3.1, below.

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| **Table 3.1:**  **Institutional Setting** | |
| **University Arena** | **University Efforts** |
| Curricular Efforts (**on-going learning**) | * Ed.D. in First Nations Studies * First Nations Studies Major/Minor * Women & Gender Studies Minor * Women’s and Gender Studies Emphasis in Democracy and Justice Studies (DJS) Major * World Cultures Emphasis in Humanities Major * Religious Studies and World Cultures Emphases in Humanities Minor * Global Studies Minor * International Business Minor * Majors in French, German, and Spanish & Latin American Studies * Certificate in LGBTQ+ Studies |
| Institutional Supports and Resources (**on-going learning, non-discriminatory actions,** and **advocacy efforts**) | Student Services:   * Academic Success Coaches * BIPOC Rise * First Nations Student Success Coordinator * Gateways to Phoenix Success (GPS) Program * Office of International Education * Office of Multi-Ethnic Student Affairs (MESA)   + Peer Mentoring Program   + Jump Start Program for First-Year Students   + Authentic Me Program   + Monitored Academic Progress Program * Office of Student Accessibility Services (formerly Office of Disability Services) * Pride Center (LGBTQ+ Resource Center) * The Learning Center * Wellness Center (formerly Counselling and Health Center) * TRIO and Precollege Programs * Veteran’s Services   Employee Resources:   * Center for the Advancement of Teaching and Learning (CATL)   + Equity, Diversity, and Inclusion (EDI) Teaching Consultants * Employee Resource Groups: Ethnically Diverse Group of Employees (EDGE), Group for International Employee Support (GIES), Pride Center, Veterans and Woman’s Leadership Network Employee Resource Groups * Inclusivity & Equity Certificate Program   Student & Employee Resources   * Campus Cupboard & Clothes Closet * College of Health, Education, and Social Welfare’s listing of diversity resources[[16]](#footnote-17) * Diversity Task Force * Richard Mauthe Center for Faith, Spirituality, and Social Justice * Web listing of diversity events and entertainment[[17]](#footnote-18) * Wellness Committee   Specialty Centers   * Education Center for First Nations Studies * Center for Middle East Studies and Partnerships * Hmong Studies Center * Gerontology Center   Initiatives   * Phuture Phoenix Program |
| Student Organizations (**on-going learning, critical self-examination,** and **advocacy efforts**) | * Multicultural Clubs: Black Student Union, Multiracial Student Union, Muslim Student Association, Organización Latino Americana, Somali Student Union, South Asian Student Alliance Southeast Asian Student Union, Intertribal Student Council, Women of Color * Psi Theta Nu all gender inclusive sorority, Sexuality and Gender Alliance * Social Justice Club (formerly the Social Work Club) * Women in Engineering Club * Three International Clubs * Four Faith-Based Clubs * Numerous political and service clubs |
| Diversity-Themed Events & Celebrations (2019-2020[[18]](#footnote-19)) (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**) | * Black History Month events * Women’s History Month events * Day of Silence events * International Women’s Day luncheon and speakers * Safe Ally Trainings for Faculty, Staff, and Students * Kwanzaa Celebration * Soul Food Dinner * International Dinner * Cinco De Mayo-Spanish Tertulia (conversation table) * *And So We Walked Together: An Artist’s Journey Along the Trail of Tears*; live performances and community engagement programs with author DeLanna Studi * *Waking up white and finding myself in the story of race* Community Book Read with author Debby Irving * “Black in the Bay” panel discussion with Black professionals * Pride Center Open House * *Harriet* Film Screening and Discussion * “Diversity Discovery Free Day” educating students and their families about local diversity nonprofit and community organizations * “Makin’ Cake Performance & Cake Reception with Dasha Kelly,” a community conversation on culture, class, and race * SAFE Ally-Level 1 & Level II trainings * Intergenerational Series Parts 1 & 2, panel presentation with retired community members and small group discussions * *The Last Black Man in San Francisco* film screening and discussion * “(M)iyamoto is Black Enough”performance of poetry and musical compositions. * “Let’s Talk: Events with Comforting Coffee” Black History Month discussion. * Wisconsin Statewide Pre-Law Diversity Conference & Law Fair * Inclusive Excellence Certificate Program Level 2 (Advocate) * Inclusivity and Equity Foundations Training for Student Leaders * Additionally, a number of events scheduled for the second-half of the spring semester were canceled due to the COVID pandemic:   + All Campus Roundtable Campus Climate Discussion   + Dolores Huerta & Cesar Chavez Day of Service   + *Your Heart is the Size of Your Fist: A Doctor Reflects on Ten Years at a Refugee Clinic* common book read and discussion   + Annual Lavender Graduation   + Hosting of *Toward One Wisconsin* Conference |

***Selection of Field Education Settings and Their Clientele*** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)

BSW students are placed in a wide variety of practice settings. Guided by personal student learning goals, the BSW Field Coordinator strives to place students in both “traditional” social work settings as well as culturally specific, new and/or creative settings that may benefit from social work perspective, such as culturally specific agencies, grassroots organizations, criminal justice settings, and public health programs.

The BSW Program places students in a variety of culturally specific or culturally focused field agencies. Some examples include We All Rise African American Resource Center, Wise Women Gathering Place (serving primarily Native American children and families), Oskeh-Wapeqtah (the domestic violence program for the Menominee Indian Reservation), and the Howe Resource Center (serving a heavily Latinx population in Green Bay). Many students are placed within Green Bay and the city’s demographics naturally create highly racially diverse settings in many other agencies such as after school programs, shelters, and mental health programs. Some students prioritize working within their own communities and others may seek an opportunity to be immersed in a different culture, and these partnerships with culturally specific agencies and agencies serving diverse populations allow the BSW Program to offer such opportunities.

In addition to being exposed to racially diverse clients, the Program also places students in other diverse placements. For example, each year a number of students complete internships with the campus’ Pride Center and in Aging and Disability Resource Centers across the region.

In the past five years, several students have performed the majority of their internship in a language other than English, due to a match between their own language skills and the population being served by an agency. One student provided parent education in Spanish. Another led a Hmong support group for survivors of domestic violence. Other students have provided case management services in a variety of settings, in Spanish. Such students have shared thoughtful reflections about what it is like to provide social work services in their first language, noting the impact on intimacy and boundaries. The annual field query asks whether a language besides English is required to complete practicum duties, so that agencies may request this skill, and students may seek an agency where they will get to utilize this skill.

The BSW Program also seeks to place students in agencies where social workers may not typically be found, such as in criminal justice and public health settings. Students in criminal justice settings often reflect upon the challenge of feeling isolated in an interdisciplinary setting. However, observing a different paradigm often makes their social work perspective more tangible to them as they grow in confidence and their sense of professional identity. In public health settings, students often practice case management, community awareness-raising, and program development. A present student is working with the University of Wisconsin-Extension Manitowoc FoodWIse Program, advancing healthy eating habits, active lifestyles and healthy community environments for families with limited incomes through nutrition education at the individual, community and systems levels (FoodWIse is federally funded by the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) and the Expanded Food and Nutrition Education Program (EFNEP).).

Ultimately, all students are exposed to different dimensions of diversity. The faculty embrace a holistic definition of diversity that includes race and ethnicity, as well as gender, sexual orientation, socioeconomics, mental and physical health, ability, age, and unique lived experiences. Faculty field liaisons facilitate conversation regarding dimensions of diversity likely to be encountered in the field setting during field meetings, and encourage students to engage in thoughtful reflection during field seminar, logs, and self-assessments.

In any field agency, the BSW Field Coordinator takes steps, outlined in the field portion of this self-study (see [Faculty Field Instructors](#Faculty_Field_Instructor)), to ensure generalist practice opportunities at all systems levels are available. If a social worker is not present on staff, the BSW Field Coordinator will work with the Social Work Program Chair to ensure a faculty field instructor is assigned to support student learning.

***Composition of Program Advisory Committee*** (**on-going learning, critical self-examination,** and **non-discriminatory actions**)

Until Fall of 2015, Social Work maintained separate Program Advisory Committees for the BSW and MSW Programs. The Committees were merged into one if Fall of 2015, which corresponded with the beginning of our solo MSW Program, based on the recommendation of Advisory Committee members.

At that same time, the Program presented an idea to the Committee about creating an external committee focused on assisting the Program with issues of diversity and inclusivity. Advisory Committee members asked that such a committee be integrated into the Program Advisory Committee as members thought that would provide a more wholistic perspective to the Program and beneficial insight to Advisory Committee members too.

In Spring of 2016, the Advisory Committee approved a new document outlining its function and composition to reflect a single Program Advisory Committee that will intentionally attend to issues of diversity and inclusivity (see “[Program Advisory Committee](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#Program_Advisory_Committee)” in *BSW Student Handbook*). The document included a new function for the Committee, “[to] provide input and consultation related to current trends regarding the manner in which the Programs promote inclusive excellence and its promotion within the profession of social work.” To attend to this function, the composition of the Committee is now required to include not only diverse practice backgrounds, but also, “Representation from tribal and other diverse community and/or social service agencies with emphasis given to practitioners and other experts serving members of diverse identities.” Two non-Social Workers were added to the Committee in 2016 to advance the Committees goal: (a) the Director of Diversity and Inclusion at the local technical college and (b) the Project Co-Coordinator for the Summit for Addressing Disproportionality. Table 3.2 lists current Advisory Committee Members and their affiliations.

|  |  |  |
| --- | --- | --- |
| **Table 3.2: Program Advisory Committee Membership** | | |
| **Member** | **Organization** | **Term(s)** |
| Alisha Andrews\*  Member Rights Specialist | Lakeland Care, Inc. | 2017-2023 |
| Mohammed Bey  Director, Diversity & Inclusion | Northeast Wisconsin Technical College | 2016-2022 |
| Juliet Ebiere Cole  Project Co-Coordinator for the Summit for Addressing Disproportionality & Co-Facilitator for Beyond Diversity Training | Disproportionality Technical Assistance Network, a program of the WI Department of Public Instruction | 2016-2022 |
| Alebra Cornelius\*  Social Worker/On-Going Case Manager | Oneida Indian Child Welfare | 2016-2022 |
| Alisha Haase\*  Ongoing Manager | Rock County Human Services | 2017-2023 |
| Molly McGregor\*  Medical Home Outreach Coordinator | Children’s Health Alliance of WI | 2016-2022 |
| Lane Morein\*  Social Work Doctoral Student | ATTIC Correctional Facility;  Prior work with UWGB Pride Center | 2018-2024 |
| Andrea Pasqualucci\*  School Social Worker | Ashwaubenon School District | 2017-2023 |
| Erik Pritzl\*  Executive Director | Brown County Human Services | 2016-2022\*\* |
| Judy VanRyzin  Mental Health Supervisor | Outagamie Co. Health & Human Services | 2016-2022 |
| \* Indicates alumni of program | | |
| \*\*Accepted a new position effective January 1, 2022 and therefore resigned from Committee. | | |

***Educational and Social Resources***

While many areas discussed across standard 3.0.1 are also educational and social resources, five specific examples not highlighted elsewhere are included here: (a) revision of mission and goals, (b) *Student Handbook,* (c) development of Social Justice & Advocacy Initiative, (d) syllabi, and (e) the Program’s website.

**Program Mission and Goals** (**critical self-examination**)**.** The Program revised its mission and goals as a direct result of discussions that occurred within and following a 2.5 day “Understanding & Analyzing Systemic Racism” training it organized in May of 2017. While the training itself will be discussed below, under [Program Leadership](#Program_Leadership), the impact of this training is relevant here.

During the training, one exercise was to discuss program missions. Several faculty (Groessl, Sallmann, and Trimberger) sat with faculty from other units. One, the Chair of First Nations Studies, asked a simple yet provocative question: “You don’t have any goals for yourselves?” The question hit home and there was instant recognition that our mission and goals were framed completely about outcomes for others (e.g., students, the community).

Because of this discussion, a working group was convened during the 2017-2018 academic year to revise the Program’s mission and goals to include a focus on the development of ourselves as a faculty. Additionally, the Program had been becoming more visible in advancing professional development related to EDI and faculty discussions emphasized a desire to become leaders in the university. As such, revisions also focused on providing a more visible commitment to social justice advocacy. The working group also proposed the inclusion of both a prelude and vision statement. The former made explicit that goals also apply to faculty and staff; the latter provided commitment to the Program’s long-term objective of being a leader in advancing EDI work. The new mission, goals, and vision statement were approved in April of 2018 by the faculty. Table 3.3, below, contrasts the changes with the old statement, highlighting the stronger commitment to EDI and obligations of faculty and staff.

|  |  |  |
| --- | --- | --- |
| **Table 3.3: Changes to Mission & Goals** | | |
| **Section** | **Old Statement** | **Current Statement** |
| Prelude | N/A | The mission, vision, and goals of the UW-Green Bay Social Work Professional Programs reflect our holistic philosophy. They provide guidance in the areas of teaching, service, and scholarship for students, faculty, and staff. |
| Mission | 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. | Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being. |
| Vision | N/A | Leaders in promoting social justice advocacy and equity for people across all identities. |
| Goals | Our BSW Program has 5 goals that reflect this mission, they are: | Grounded in anti-racism and anti-oppression frameworks, our Programs have 5 goals that reflect our mission and move us toward our vision. |
|  | ~~Social Justice. Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.~~ | [This was eliminated as a separate goal as intent infused throughout the statement.] |
|  | Curriculum. Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession. | Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core. |
|  | Community Partnerships. Support the community by analyzing and responding to the dynamic needs of this region. | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities. |
|  | Interdisciplinarity. Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice. | Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. |
|  | Professional Development. Foster students’ abilities to assess and strengthen their ongoing professional growth, development, and competence. | Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action. |
|  | N/A | Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals. |

***Student Handbook*** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**). The *Handbook* provides information on the policies and procedures that guide the BSW Program (see [Volume III](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#BSW_Student_Handbook) of Self-Study). Areas particular to the diversity environment include Program expectations for non-academic retention, introduction to the campus’ Civility and Inclusivity Statement, and the myriad resources available to students related to identity (e.g., the Pride Center, MultiEthnic Student Affairs), ability (e.g., Student Accessibility Services, the Wellness Center), and success (e.g., The Learning Center, Writing Center).

**Social Justice & Advocacy Initiative** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)**.** Social Work launched its Social Justice & Advocacy Initiative, as a faculty committee, in Fall of 2018 as a way to systematically attend to diversity and inclusivity issues raised in faculty meetings, course evaluations, program evaluations, and conversations with students and employees.

A first project to emerge from the initiative was a systematic review of syllabi to examine where in the curriculum content on white privilege, institutional and systemic racism, racial prejudice, and biases are explicitly addressed. A subgroup examined syllabi and documented such topics in multi-media, readings, lecture topics, assignments, and classroom activities. Findings indicated such content is sprinkled across the curriculum, and that some courses attend to the material in more depth. When presenting the information to faculty, discussion revolved around how many of these topics are not explicitly noted in the syllabi but are included in the course and often raised in classroom discussions. Faculty were directed to make such content explicit in syllabi, when applicable, and a future discussion was to ensure. Once COVID-19 moved the program online, this project was postponed and will be relaunched in fall of 2022, particularly as we have had some turnover in the faculty.

Next, the initiative organized a full faculty training, as part of the regularly scheduled January 2019 retreat, on “Inclusive Leadership in the Social Work Classroom.” The training was paid for by the Program and provided a baseline from which the faculty could work together on advancing inclusivity initiatives.

A third outcome of the initiative was the suggestion of integrating anti-racism training into the annual student orientation for incoming students. The idea was supported by faculty, but its implementation was postponed due to COVID-19 and the need to move the orientation fully online.

The next two areas discussed also grew out of the work of the initiative.

**Social Work Syllabi** (**critical self-examination** and **non-discriminatory actions**)**.** As noted above, the university adopted a Civility and Inclusivity Statement in 2017 and a Land Acknowledgement in 2018. Social Work voted to include both statements on all syllabi starting in Spring of 2019. The Land Acknowledgement appears at the top of each syllabus as a reminder of the history of colonization that underlies our collective history. The Civility and Inclusivity statement is included as it frames the expectation that our classrooms will promote inclusivity and respect for diversity and will not tolerate discrimination.

**Program Website** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)**.** In the Summer of 2020, in the wake of the murders of George Floyd, Ahmaud Arbery, and Breanna Taylor, and growth of the Black Lives Matter movement, Social Work updated the homepage of its website to reflect its commitment to “educate ourselves, provide resources, and develop initiatives to further [social justice] efforts.”[[19]](#footnote-20) The site now begins with an endorsement of CSWE’s Center for Diversity and Social & Economic Justice’s call for freedom from oppression and commitment to creating social change. The site also provides a link to a compilation of anti-racism resources that are accessible to the public.

***Resource Allocation***

The Program’s small amount of discretionary funds are allocated to enhance the diversity environment of the Program through three mechanisms: (a) selection of electives offered to the university, (b) funding for professional development opportunities, and (c) creation of a Social Justice Summit.

**Elective Offerings** (**on-going learning**)**.** 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 213: Human Trafficking (global studies)
* SOC WORK 299: Travel Course to Cuernavaca, Mexico (global studies)
* SOC WORK 330: Understanding Diversity, Challenging Oppression: A Service Learning Course for Helping Professionals (ethnic studies)
* SOC WORK 380: Cross Cultural Diversity and the Helping Professions (ethnic studies)

**Professional Development** (**on-going learning** and **non-discriminatory actions**)**.** Each spring the Program funds a 4-hour continuing education workshop for our Field Instructors; most of the faculty attend the workshops as well. Beginning in 2014 we began using this workshop to focus on issues of diversity and inclusivity, and by 2018, the Program made a commitment to making that the primary focus of all the annual workshops. Topics since our last self-study include:

* Spring 2014: Advanced Ethics and Boundaries: Religion, Spirituality, and Ethics
* Spring 2015: Knowing Your Lens: A Cultural Competence Training
* Spring 2016: Moral Courage in the Workplace
* Spring 2017: Developing Leaders: Empowering Human Services Practitioners
* Spring 2018: Ethics & Boundaries: Trauma Informed Practice for Supervisors
* Spring 2019: Understanding First Nations
* Spring 2020: Ethics & Boundaries: Being Inclusive of LGBTQ+
* Spring 2021: Desperate Journeys: Asylum Seekers, Refugees and Immigrants

Additionally, the Program offered funding to all faculty for the following diversity-themed professional development opportunities:

* University of Wisconsin Madison’s Sandra Rosenbaum School of Social Work’s annual “Social Workers Confronting Racial Injustice” Conference.
* SWHELPER and CSWE’s Anti-Racism Virtual Summit, March 16-18, 2021, virtual. The Program bought a block of 100 admissions and allowed students and all faculty to register.

In addition to professional development paid for by the Program, faculty also prioritized spending considerable time on free opportunities, such as:

* UW-Madison Diversity Forum, “The Pandemic Effect: Exposing Racism & Inequities” with keynote Robin DiAngelo, October 27-28, 2020, virtual.
* SpeakOut Summer Institute, July 13-17, 2020, a virtual institute on “building equity and social justice education to create inclusive learning environments on campus and online.”[[20]](#footnote-21)
* Brave Conversations Facilitator Master Class, December 3, 2020, virtual.

**Social Justice Summit** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)**.** The current Social Work Chair (Dr. Groessl) proposed the creation of an annual Social Justice Summit in 2018. The goals are two-fold: (a) provide training and discussion opportunities on diversity initiatives within the community and (b) increase the visibility of the Program’s diversity and inclusivity offerings. She convened a subgroup of the Social Justice & Advocacy Initiative to explore the possibility and develop an implementation plan. The Summit, originally scheduled to premiere in Summer of 2021, was postponed due to COVID-19. It will be offered in June of 2022, organized and implemented by Social Work faculty with the Program providing the majority of the funds for the conference.

This summer’s premiere event is themed, “From Inclusion to Equity.” It features keynote speaker Dr. Denise O’Neil Green, an internationally known EDI leader. Smaller breakout sessions focus on service needs for typically minoritized populations particularly relevant to the Northeast Wisconsin region.

***Program Leadership***

The investment in addressing diversity concerns among social work faculty at UW-Green Bay is widely recognized within the University and Social Work is considered a leader in this area. Leadership is exemplified in: (a) faculty/program initiatives, (b) university service, and (c) community involvement.

**Social Work Faculty/Program Initiatives** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)**.**  Social Work organized several campus-wide diversity-related programs since its last reaffirmation of accreditation, many of these open to community members:

* Critical Cultural Competency, 7-hour workshop, June 15, 2015. Dr. Sallmann secured $11,000 from the Provost’s office to provide the speaker fee to representatives of Crossroads Antiracism Organizing & Training and lunch and refreshments for the training. Held on the campus and open to all employees, the workshop description read:

This workshop is designed to help participants create the spaces to be self-reflective about our cultural shaping as individuals and institutions, understand the power dynamics in society that impact us, develop the skills to interrupt old patterns and inequitable practices that limit access and exclude some people from our institutions, build trust and clear communication and begin to understand how to make decisions based on multiple perspectives where all people can be heard and represented.

* Symposium on the Recruitment and Retention of Diverse Populations (Ruffalo Noel Levitz), April 25-26, 2017, Chicago, IL. Dr. Sallmann secured $5,200 to send a team to the conference.
* Understanding & Analyzing Systemic Racism, 2.5-day training, May 22-24, 2017. Dr. Sallmann organized training on behalf of the College of Heath, Education, and Social Welfare, which provided all the funding for speakers, meals, and refreshments. The workshop description read:

A 2.5-day intensive workshop to build a common definition of racism and explore the historic development of institutional racism in the US. The workshop will examine ongoing realities of racism including the identity-shaping power racism has on People of Color and White people; explore racism’s individual, institutional and cultural manifestations; and consider the link between racism and other forms of oppression. A strategic methodology to dismantle racism will be introduced, focusing specifically on applying principles of organizing and social/cultural change.

* Racial Battle Fatigue Webinar Co-Facilitation, September 22, 2017 (Sallmann and Dean of Students Eric Arneson) and October 17, 2017 (Sallmann and Dean Susan Gallagher-Lepak).
* Antiracist Pedagogy, 14-hour training across three workshops, January 9 & 11, 2018. Dr. Sallmann organized training on behalf of the College of Heath, Education, and Social Welfare, which provided all the funding for speakers, meals, and refreshments.
  + Workshop I (5.5 hours):  The Complexity of Racism & Antiracist Practices in the American Academy
  + Workshop II (1.5 hours): Setting the Stage
  + Workshop III (7 hours):  Using Equity to Guide Curriculum and Antiracist Pedagogy. This session will explore a core set of principles related to equity and unpacks the ways antiracist behavior intersects with curriculum and pedagogy. Participants will practice developing inclusive strategies as well as action steps for sustaining their personal and professional development.
* 31st Annual National Conference on Race & Ethnicity, May 28-30, 2018, New Orleans, LA. Drs. Akakpo and Sallmann received competitive funding to attend conference with a group from UW-Green Bay and returned to participate in meetings to apply information learned to the campus environment.
* *Your Heart is the Size of Your Fist* by Martina Scholtens, common book read, small group discussion, and town hall. Sponsored by the College of Heath, Education, and Social Welfare and co-facilitated by Drs. Groessl and Trimberger, events were to be held March 25, 31, and April 3 of 2020 but postponed and offered in a revised modality September 8-17, 2020 due to COVID-19.[[21]](#footnote-22)

**University Service** (**on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**)**.** Social work faculty have been asked to participate with various University institutions committed to diversity and inclusivity through serving on committees, developing programs, and facilitating discussions. Such activities include:

* Equity, Diversity, and Inclusivity (EDI) Consultant for College of Health, Education, and Social Welfare (Dr. Waubanascum)
* Member, International Education and Global Studies Minor (Dr. Akakpo)
* Executive Committee member for Gerontology Center (Dr. Rhee)
* Member, Center for Middle East Studies (Dr. Sallmann)
* Member, Inaugural Executive Committee for Ed.D. in First Nations Studies (Dr. Sallmann)
* Chair and Executive Committee member, LGBTQ+ Certificate Development Committee (Dr. Sallmann)
* Executive Committee Member, Women’s & Gender Studies Faculty) Dr. Sallmann)
* Pride Center Executive Committee (Dr. Sallmann)
* Innovation in Aging Planning Committee (Rhee)
* Equity, Diversity, and Inclusivity Workgroup #2 (Dr. Sallmann)
* Search Committee Member, First Nations Education Assistant Professor (Dr. Sallmann)
* Search Committee Member, Vice Chancellor for Student Affairs and Campus Climate (Dr. Sallmann)
* Equity-Minded Institutional Change Teaching & Learning Community (Schanen-Materi)

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 faculty members have served on various committees and initiatives dedicated to advancing diversity and equity in the community. Some examples include (full listings of recent involvements can be found in the [Faculty Data sheets](#Faculty_Data)):

* Brown County Annual Dr. Martin Luther King Jr. Celebration Committee (Akakpo & Sallmann)
* Provision of Continuing Education & Community Engagement workshops on EDI content (Groessl & Lee Yang)
* Us2 Behavioral Health Board of Directors (Groessl)
* Provision of Trainings for Adult Protective Services (Groessl)
* Founder of Us2 Behavioral Health (Lee Yang)
* NEW Hmong Providers Board of Directors (Lee Yang)
* Advisory Committee Member, Curative Connections (Rhee)
* Wise Women Gather Place Board of Directors (Schanen-Materi)
* Board of Directors, Hospital Sisters Health System (Schneider)
* Board of Directors, Freedom House Ministries (Schneider)
* Oral Health Partnership Board of Directors (Trimberger)
* Board Member, Behavioral Health Training Partnership (Trimberger)
* Ecumenical Partnership for Housing (Warren)
* Co-development of training modules for the Center for Regional and Tribal Child Welfare Studies (Waubanascum)
* Publications Committee Member for Indigenous Wellness Research Institute (Waubanascum)
* Research Consultant for the Center for Regional and Tribal Child Welfare (Waubanascum)
* Advisory Council for University of Wisconsin-Madison Native American Center for Health Professions (Waubanascum)

***Research and Other Initiatives***

Three projects not covered elsewhere include the development of a research project, utilization of program evaluation questions addressing the Program’s climate, and having been awarded a distance education grant. Full listings of recent scholarly work and other initiatives can be found in the [Faculty Data sheets](#Faculty_Data).

First, under the direction of Dr. Rhee, several faculty members (Akakpo, Groessl, Lawrence, Sallmann, Schanen-Materi, Trimberger, and Waubanascum) are in the process of submitting a research and funding proposal for the **Social Work Kaleidoscope Project** (**on-going learning** and **advocacy efforts**)**.** The project will collect expressive writing and/or semi-structured interviews of racially or ethnically minoritized adults on their thoughts and feelings about stressful/traumatic events related to social issues. The outcome will be an edited book to be used in Social Work classes at UW-Green Bay and potentially offered to a wider audience.

Second, in the end-of-year **program evaluation** (**critical self-examination** and **non-discriminatory actions**) survey, students are asked three questions to provide insight into the diversity climate of each cohort. The items are:

1. The Social Work Program’s curriculum and expectations are culturally appropriate.
2. My instructors respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.).
3. My peers respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.).

The outcomes of these items are presented in Accreditation Standard 4.0.5 under the heading “[Curriculum & Climate Assessment](#Climate_Assessment).”

Finally, several faculty (Groessl, Lee Yang, Rhee, Sallmann, Schanen-Materi, Trimberger, and Warren) were collaboratively awarded a **distance education grant** (**on-going learning** and **critical self-examination**) from the university. While the goal of the grant is to increase instructor effectiveness in utilizing such modalities, recipients strive to integrate EDI into such offerings. As such, funding for recipients to attend the 2020 Social Work Distance Education Conference (virtually) were included in the proposal as its topic was “Removing Barriers and Expanding Borders Through Social Work Distance Education.” Per its website, the conference “[seeks] to explore how the 2020 pandemic and ethical responsibility of deconstructing racism impacts all aspects of social work distance learning within the context of the [theme].”[[22]](#footnote-23)

***Demographic Composition of Faculty, Staff, and Student Body***

The Program is committed to the recruitment and retention of diverse faculty and students. Currently, the permanent faculty make-up reflects gender diversity (8.3% male), racial diversity (33.3% Faculty of Color), 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 3.4, 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. The trend related to racial/ethnic diversity is maintained; however, as Table 3.4 demonstrates, the Program now has fewer non-traditional age students than the broader 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.

**Table 3.4: Fall 2019 Student Demographics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Female** | **Male** | **Non-Traditional Age[[23]](#footnote-24)** | **Person of Color** | **Non-Hisp. White Only** | **Population** |
| 96.0% | 4.0% | 17.3% | 24% | 76.0% | BSW Program[[24]](#footnote-25) |
| 86.3% | 13.7% | 25.0% | 19.8% | 80.2% | UWGB Undergraduates[[25]](#footnote-26) |
|  |  |  | 19.7% | 80.3% | Brown Co.\* |
|  |  |  | 19.3% | 80.9% | Wisconsin |

Each year, student demographics for incoming students are presented to the [Program’s Advisory Committee](#Advisory_Committee) and include a discussion of means of attracting those who are under-represented (**critical self-examination**). After enhancing our Advisory Committee with diversity experts, one such discussion revolved around recognizing that implicit bias may have an impact on our application review process. The Committee suggested utilizing an anonymous review of applicants whereby all identifying information (e.g., name, age, race, ethnicity, gender, gender identity, sexual orientation, etc.) is removed before being viewed by reviewers. The suggestion was made in the fall of 2017 and implemented in the spring of 2018 application review. While this review process has not significantly changed the demographics of incoming students, the Program continues to analyze admissions data and explore opportunities for enhancing the diversity of our students.

To increase diversity, faculty members participate 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 GB Orientation for new first-year students on the campus. Additionally, faculty developed relationships with advisors on the Green Bay campus of the College of the Menominee Nation to encourage tribal students to consider a social work career.

Overall, 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, Groessl, Lawrence, Sallmann, Schanen-Materi, Trimberger, Warren) participate annually in the hosting days, opening up their classrooms to the youth and providing educational/recruitment workshops.

In summary, UW-Green Bay and the Social Work faculty seek to model affirmation and respect for diversity across teaching, scholarship, and service to the university and community. All of the activities and initiatives above emphasize the continuous and varied 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 and indicates the Social Work faculty’s commitment to **on-going learning**, **critical self-examination**, **non-discriminatory actions**, and **advocacy efforts** with regard to diversity and social justice issues. Even more importantly, this environment reflects the challenges we offer our students to be lifelong learners with regard to these issues.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.0.2:The program explains how these efforts provide a supportive and inclusive learning environment. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options. |

**Implicit Curriculum Efforts (listed in AS 3.0.1) Impact on the Learning Environment:**

As noted above, Program faculty assume that development of respect for and understanding of diversity require **on-going learning**, **critical self-examination**, **non-discriminatory actions**, and **advocacy efforts,** and see the need to begin with the faculty as critical to providing a supportive and inclusive learning environment.As such, considerable time and resources are spent on professional development activities among the faculty. In this way, faculty members model a commitment to lifelong learning while building their capacity to serve and engage students regardless of identity and ability. In addition to modeling cultural humility and inclusivity, the impacts of specific efforts are explored below for each component of the learning environment.

***Impact of Program’s Institutional Setting***

The institutional setting contributes to the strength of the diversity environment as social work students function within this broader university system. The **Inclusivity & Equity Certificate Program** provides ongoing learning for faculty and staff and opportunities to engage in advocacy efforts across campus. The **Civility and Inclusivity Statement**provides clear direction for the entire campus community on expectations for behaviors with the goal of decreasing discrimination and harassment and creating more welcoming and inclusive environments. The **Land Acknowledgment** acknowledges the historic oppression experienced by the original inhabitants of the region and recognition that we are on occupied territory. The goals of the **Council for Equity, Diversity, and Inclusion (EDI)** intend to facilitate the recruitment and retention of more diverse students and employees, increase instructor and staff competence in working with diverse identities, and reduce equity gaps. Finally, the **Equity, Diversity, & Inclusion (EDI) Consultants** provide concrete resources for instructors to enhance their abilities to create supportive and inclusive classrooms. Overall, these initiatives highlight positive actions the university has undertaken to develop a supportive and diverse environment through making visible the voices and experiences historically invisible on the campus and in curriculums.

Additionally, UW-Green Bay offers a range of majors and minors focused on specific dimensions of diversity and social work students have access to the classes that comprise those programs. The institutional supports and resources assist in the recruitment and retention of diverse students and employees and create a dynamic extracurricular environment. The university’s specialty centers boast collaborations between University personnel and community members, and Social Work faculty are members of the Advisory Councils of both the Center for Middle East Studies and Partnerships (Dr. Sallmann) and the Gerontology Center (Dr. Rhee). UWGB’s varied student organizations address issues of diversity and oppression through creating opportunities for active engagement with these issues, as do the multitude of diversity-themed events and celebrations.

All of these initiatives, resources, events, and supports create an atmosphere in which diversity is valued, discrimination is not tolerated, and understanding and advocacy are encouraged. Faculty routinely participate in and 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 to increase their exposure to difference and encourage lifelong learning.

***Impact of Selection of Field Education Settings***

The BSW Program is comprised of primarily white students and situated in a primarily white institution. The pool of field education settings is intentionally comprised to provide such students with experience working with persons who differ from them, and for many, such experiences may represent the first such extended immersion. Field education provides students with rich opportunities to experientially learn about other groups and identities and challenge ideologies some do not even know they have. For our students of color, LGBTQ+ students, and students of diverse abilities, the pool of placement sites provides opportunities to work in agencies serving their communities and among leaders who share their backgrounds, should they want such experiences.

***Impact of Composition of Program Advisory Committee***

Since the inception of the new Advisory Committee function, each meeting includes an agenda item requiring the Program to report back on its inclusivity/anti-racism efforts since the last meeting. Most have also included discussion topics reflecting issues of diversity and inclusion the Program would like feedback on. Examples include introducing the concept of cultural humility, exploring client vs. student demographics, the role of social work education in a politically polarizing climate, program evaluation feedback related to diversity climate, implicit bias in the application review process, inclusivity initiatives in program orientations, the use of singular “they” in APA citation style, and the impact of COVID-19 on service systems/clients/students. The concerns and suggestions of members are brought to the full faculty for further discussion. A major initiative to stem from these discussions is transitioning the entire BSW application review process to an anonymous review in order to reduce the introduction of implicit bias. Overall, the new Advisory Committee structure has assisted in keeping EDI issues at the forefront of Programmatic discussions and resulted in concrete changes aimed at curbing implicit bias.

***Impact of Educational and Social Resources***

**Program Mission and Goals.** Revisions to the Program’s mission and goals, and inclusion of a vision statement have resulted in a philosophical shift in the Program and among the faculty. To keep EDI issues and social justice advocacy at the forefront of our Program, a standing item is included for every faculty meeting, providing an opportunity to continually explore the diversity environment of the Program and opportunities for enhancements. Additionally, the mission and goals are used in budgetary decisions resulting in the availability of discretionary funds for professional development opportunities in these areas. The Program has been fortunate to be able to avail many such opportunities to students as well as the broader community.

***Student Handbook.*** The *Handbook* provides transparent policies and procedures for behavior and retention in the major. As such it also seeks to extend a sense of belong to students regardless of their identities and abilities and outline expectations for respectful and inclusive behavior. For example, retention standards highlight the need to actualize social work values in behavior, including valuing diversity and recognizing the dignity and worth of all persons, and effectively manage their own biases. Additionally, it provides resources for personal and academic success, such as Student Accessibility Services, the Wellness Center, and the Pride Center. As a whole, the *Handbook* indicates the value the Program places on diverse identities and the supports available to facilitate success across learning preferences and educational backgrounds.

**Social Justice & Advocacy Initiative.** While new, this initiative shows promise for enhancing the diversity environment of the major. Based on its recommendations, the full faculty was trained in “Inclusive Leadership in the Social Work Classroom” to enhance the capacity of faculty to cultivate inclusive classrooms. The Initiative also began a systemic review of syllabi for EDI content to ensure comprehensive coverage and proposed the development of an anti-racism training for incoming majors. While both projects were postponed due to COVID-19, faculty established these as goals to begin in fall of 2022.

**Social Work Syllabi.** The prominent inclusion of the UW-Green Bay Land Acknowledgment at the top of all Social Work syllabi signals students to the value the Program places on this acknowledgement. No other unit on campus has taken this step as an entire faculty. Additionally, incorporating the campus’ Civility and Inclusivity Statement into all syllabi frames the expectation that our classrooms promote inclusivity and respect for diversity, and will not tolerate discrimination or harassment. Together, these statements are visual cues to the values of the Program and recognition of the need to attend both to historic oppression and current experiences.

**Program Website.** The Program’s website is considered part of the physical environment of the program, even if it is virtual. The homepage begins with a statement acknowledging systemic racism and oppression and noting the Program’s commitment to challenging social injustice and working for equity. The intention of the homepage is to signify the Program’s values and priorities, hopefully contributing to an inclusive environment.

***Impact of Resource Allocation***

**Elective Offerings.** Diversity and social justice related elective offerings provide on-going learning opportunities to students, as well as the instructors teaching them. As a small program, few electives are offered each year. Prioritizing these electives signifies our commitment to the topics and advancing social justice and inclusivity. They are also seen as gateway courses to the major, bringing in students committed to these issues who may not have selected the major if not for the elective.

**Professional Development Opportunities.** Access to and offering of EDI-related trainings provide on-going learning and opportunities for non-discriminatory actions for faculty and the professional community, enhancing the capacity of the region to be more inclusive.

**Social Justice Summit.** While this project is in the works for June of 2022, it is expected to provide on-going learning through professional presentations, critical self-examination through examination of our own learning needs, non-discriminatory actions through the educational trainings, and advocacy efforts as they are to be an emphasis of the presentations.

***Impact of Program Leadership***

The Program is proud of its **Social Work Faculty/Program Initiatives** and **University Service** related to EDI. These efforts create opportunities for on-going learning, critical self-examination, non-discriminatory actions, and advocacy efforts for the Social Work faculty and university and wider community. Both areas increase the visibility of Social Work faculty, and the Program as a whole, as leaders in advancing equity and inclusion on campus and in the community, assisting the Program is living its mission.

***Impact of Research and Other Initiatives***

Projects such as the **Kaleidoscope Project** and the **Distance Education Grant** demonstrate the commitment of the faculty to increase opportunities to learn about identity statuses and abilities and how to better serve all students. Faculty invest considerable time in these projects, as well as professional development opportunities, because they deeply believe in the need to engage in lifelong learning and their obligations to work with students across all aspects of identity and ability.

***Impact of Demographic Composition of Faculty, Staff, and Students.***

Faculty diversity contributes positively to the implicit curriculum in two primary ways. First, more diverse voices assist the Program in challenging itself and reducing the likelihood of simply maintaining the status quo. Second, more diverse faculty should assist in the recruitment of more diverse students as they provide students the opportunity to see themselves reflected in the faculty. Anecdotally this appears to be the case. In a recent conversation with the Chair of First Nations Studies, she shared she has had conversations with First Nations students who indicate that they are now considering Social Work as a major as it now has a Native faculty member.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.0.3:The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options. |

**Implicit Curriculum Plans:**

The Program addresses ongoing review of the learning environment through student assessment of the Program, annual faculty and student review of assessment outcome data, and in work with the Advisory Committee. Each of these provide opportunities for continual improvement, and, in addition to continuing the efforts noted above, the Program prioritized specific plans for the following components of the learning environment.

***Educational and Social Resources***

**Social Work Syllabi.** As stated previously, the first project of the [Social Justice & Advocacy Initiative](#SJA_Initiative) was a systemic review of syllabi of required Social Work courses to examine where content on white privilege, institutional and systemic racism, racial prejudice, and biases are explicitly addressed. While findings were reported to faculty and discussed, COVID-19 combined with a number of personnel changes resulted in the postponement of the next stage of this project. It is anticipated that this project will resume in fall of 2022 and coincide with the Program’s implementation of the 2022 EPAS and its new guidelines on ADEI. Such a systemic review is expected to highlight gaps in our curriculum and provide opportunities for continuous improvement in addressing ADEI.

**Anti-Racism and Inclusivity Training.** The Program’s [Social Justice & Advocacy Initiative](#SJA_Initiative) recommended the inclusion of an anti-racism and inclusivity training as part of the orientation process for students accepted to the major. The goals of the training are to: (a) provide a common language for students to use in discussing oppression and dimensions of diversity and identity, (b) orient students to the Profession’s commitment to challenging oppression, and (3) train students in how to engage in brave conversations about ADEI content. Having such a training prior to the start of classes, rather than covering portions of such content across classes, is intended to provide a baseline understanding of these issues for students, allowing them to enter classrooms with a more uniform understanding of programmatic expectations and social work values.

***Resource Allocation***

**Social Justice Summit.** As noted above, the Program is organizing and hosting a [Social Justice Summit](#SJ_Summit) in June of 2021; the goal is for this to develop into an annual event sponsored by the Program. The idea for the Summit grew out of a desire of the faculty to strengthen its own understanding of and ability to provide leadership to the region on issues of anti-racism, diversity, equity, and inclusion (ADEI). The Summit will be open to students and practitioners, and highlight faculty efforts in these areas as well as community needs and innovations. Launching this as an annual event requires extensive commitment of time and resources from the Program and its faculty and demonstrates our commitment to continuous advancement of ADEI through **on-going learning, critical self-examination, non-discriminatory actions,** and **advocacy efforts**.

***Research and Other Initiatives***

**Kaleidoscope Project.** As noted above, a number of faculty committed to a two-year research project beginning in spring of 2022, the [Kaleidoscope Project](#Kaleidoscope). These faculty will be collecting and analyzing the stories of racially or ethnically minoritized adults on their thoughts and feelings about stressful/traumatic events, and ultimately writing a book for use in our social work courses (and possibly beyond). Faculty are therefore increasing their own knowledge in this area while contributing to the knowledge base of the profession.

**Distance Education Grant.** The entire focus of this [Distance Education Grant](#DE_Grant) is to develop faculty capacity to develop inclusive and accessible distance education courses and/or activities within our general education offerings in social work. The goal is to make these classes more accessible to a broader range of students and therefore increase the pool of potential social work applicants. A broader pool could also result in a more diverse pool, further diversifying the major.

***Program’s Institutional Setting***

**EDI Consultants.** The next plan revolves around the initiative of Dr. Waubanascum, and endorsed by the full faculty. As the [EDI Consultant](#EDI_Consultants) for the College of Health, Education, and Social Welfare, Dr. Waubanascum developed a proposal to:

*identify where colonialism exists in our social work program. [She] will conduct a qualitative study to examine Indigenous alums and current students’ experiences within the Social Work Professional Programs at UWGB. Along with [an] intern, [she] will either conduct focus groups and/or interviews with former and current students to understand their experiences with course curriculum (policy, practice, research), field placement experiences, and program environment as compared or contrasted to Indigenous worldviews and practices.*

The goal of this project is to work toward the decolonization of our BSW Program. As she writes in her proposal:

*Decolonization in social work education entails identifying where colonialism exists and contesting harmful Imperial frameworks and western hegemony. It is also an opportunity to revitalize Indigenous worldviews, knowledges, and ways of helping and integrating them into social work curriculum.[[26]](#footnote-27),[[27]](#footnote-28),[[28]](#footnote-29) The representation of Indigenous worldviews and knowledges in social work curriculum and faculty positively impacts the cultural and professional identify of social work students and is transformative for non-Indigenous students.[[29]](#footnote-30)*

The Program looks forward to the results of her work and finding ways to respond to challenges she identifies. It is anticipated that her project will evolve into concrete implications for assisting in the decolonization of our program, recruitment of Indigenous students, provision of a more inclusive curriculum, and greater advancement of social justice. Goals the Program is expected to embrace.

***Demographic Composition of Faculty, Staff, and Student Body***

As noted above, the Program engages in frequent conversations about the diversity of students in the major, particularly with the Program Advisory Committee. In addition to participating in recruit events, the Program anticipates the ability to utilize EAB Navigate (student success software) in the near future to more effectively recruit a broader pool of applicants to the major. EAB Navigate was broadly implemented in fall of 2021 to track student success, and soon will be available as a recruitment tool whereby majors can select students to target for information campaigns.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

**Admissions**

|  |
| --- |
| Accreditation Standard B3.1.1:The program identifies the criteria it uses for admission to the social work program. |

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the criteria the program uses for admission to the social work program across all program options. |

**Admissions Criteria**

The BSW Program has created specific criteria to be considered for admission to the Program. Students cannot simply declare social work as a major and must apply for admission to the program in the spring prior to enrollment in the junior-level major’s courses. As indicated on the BSW Program’s website,[[30]](#footnote-31) and the [*BSW Student Handbook*,](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#BSW_Student_Handbook) students must first be admitted to the University and have earned at least 48-credits before beginning social work courses in the fall.

As indicated on the BSW Program website noted above, students are expected to have completed at least four BSW support courses with a “C” or better average prior to beginning fall courses. Since admission application is prior to the completion of spring semester, additional credits are earned prior to beginning the program in fall. It is expected that students will have earned a cumulative GPA of 2.50 in all post-high school academic work taken within the last five years, and total of 48-credits completed prior to beginning fall social work coursework.

**Transfer Students**

Students may transfer from technical colleges or other universities to the social work program without taking courses on the University of Wisconsin-Green Bay campus if criteria for admission are satisfied and application is accepted for admission to the program.

Students transferring from another higher educational setting work with admissions advisers to determine which courses outside the major will be accepted by the University for transfer credit. Once accepted into the University, the student’s transfer record is entered into the University’s Student Information System (SIS) to facilitate demonstration of required support courses for the major.

**Application Content**

Students complete an application available for download from the Program’s [Admissions Procedures](https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/) page. [Application](https://www.uwgb.edu/UWGBCMS/media/social-work/BSW-Application-2021-22.pdf)[[31]](#footnote-32) includes identifying information, verification that students meet the admissions criteria, and outlines additional program information. Students also complete a personal statement in response to four prompts (a) Description of previous volunteer, work and/or life experiences and explanation for how these prepared the applicant for the social work profession; (b) examples of skills and abilities which complement work as a professional; (c) description of how solved a challenging life problem; and (d) anything else the student would like the Admissions Committee to consider when reviewing the application.

Students must also submit unofficial transcripts from the universities attended as well as one letter of reference. [Reference Letter Form](https://www.uwgb.edu/UWGBCMS/media/social-work/BSW-Reference-Letter-Form-2021-22.pdf) is posted on the admissions procedures page.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **evaluating admission applications** across all program options. |

**Evaluation of Admissions Applications Policies:**

Prospective social work students are referred to the BSW Program’s [Admissions Procedures](https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/) page for a full description related to admission to the Program. This information is also included in the *BSW Student Handbook* (p.26) as noted below.

|  |
| --- |
| **BSW Admissions Policy and Procedures**  Admissions applications are reviewed in the spring to admit students for the fall semester. The number of students the Program can accept each year is dependent on faculty-to-student ratios determined by our accrediting body. After review, applicants are either: (a) granted admission, (b) denied admission, or (c) invited to remain on a wait list should seats open. Students denied admission are encouraged to consult with the BSW Program Coordinator for suggestions for strengthening their applications for the future.  Students are welcome to apply, or re-apply if denied admission, after the spring application deadline, but reviews will not be conducted unless necessary to fill a cohort. In that case, applications will be reviewed at the beginning of each month with the last review occurring in early August.  The Program will continue to fill available seats from the wait list through the first week of classes. If there is not space, applicants still on the waiting list will be invited to reapply for the following year (i.e., admission will not be automatically granted for the following year). Deferrals for the BSW Program are not accepted; students accepted for admission to the program who elect not to begin courses in fall must reapply with a future admissions cycle.  Formal notification letters regarding admissions decisions are emailed to applicants within four weeks of the application deadline. Any student not accepted to the Program is eligible to revise and resubmit the application for the next review deadline.  **Admissions Criteria**  Members of the social work faculty encourage individuals to consider the field of social work and welcome applications for consideration of admission to the BSW Program. Declaring social work as a major at the University of Wisconsin-Green Bay begins with this formal process. Between 35 and 40 new students are admitted each year.  To be eligible to apply to the BSW Program students must demonstrate:   1. Admission to UW-Green Bay. 2. Completion of 48 credits before beginning social work courses in the fall. 3. A minimum cumulative GPA of 2.50 in all post-high school academic work taken within the last five years. 4. Completion of at least four BSW support courses with a “C” average before beginning social work courses in the fall.   **Review Procedures**  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 factors when making admissions decisions:   1. Cumulative GPA. 2. Evidence of prior work and volunteer experiences relevant to social work practice. 3. Relevant letter(s) of reference reflecting abilities, qualities, and/or previous experiences related to social work. 4. Assessment of the content (in terms of suitability for the profession) and quality (writing skills) of the personal statement. |

**Evaluation of Admissions Applications Procedures**

Applications are submitted as attachments to theProgram’s email ([socialwork@uwgb.edu](mailto:socialwork@uwgb.edu)) and files are maintained by the Department’s Administrative Assistant (AA) on the AA’s personal University Drive until identifying information is redacted and reviewers assigned. Since incomplete applications are not reviewed, the ADA notifies students of any missing information, provides deadlines, and communicates with them regarding any questions during the application process.

Once the deadline for submission has passed, the AA creates redacted folders containing the Personal Statement of the application, a GPA calculation, and reference letters. The AA assigns two faculty reviewers to review each application, ensuring that the reviewer has not had significant prior contact with the applicants.

Admissions Committee members complete a review of each application assigned, ranking each question’s content and quality of writing on a five-point scale. Reference letters are reviewed as supporting documentation. Reviewers also respond yes, no, discuss to the question of admission. Mean scores are obtained, and a spreadsheet created with ratings by committee members. Discrepancies between ratings and rationale for decisions are discussed. File is reviewed by a third person if needed for clarification. GPA is not initially considered but can be used to differentiate between two candidates based on scoring of the responses to the criteria noted under policies. Students are admitted highest to lowest ratings until cohort is full. A waiting list is created for those deemed acceptable for admission but not included in the cohort count.

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **notifying applicants** of the admission decision across all program options. |

**Applicant Notification Policies**

Students are notified by formal letter attached to an email sent to the student’s University email address. Letter delineates status and next steps in the admissions process. Admissions letters detail these processes and admission to the BSW Program is not guaranteed unless all these conditions are met (2021, *BSW Student Handbook,* p. 27) as outlined in the text box below. The policy is also outlined as [Outcome of the Admissions Process](https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/) on the BSW Website.

|  |
| --- |
| **Admission to the BSW Program**  After receiving notification of admittance, students must finalize their admission to the BSW Program by: (a) confirming their acceptance of admission, (b) meeting with their assigned BSW Advisor to complete an academic plan, and (c) completing the required orientation to the BSW Program. Admissions letters detail these processes; admission to the BSW Program is not guaranteed unless all these conditions are met. |

**Applicant Notification Procedures**

A formal letter of acceptance is sent to the applicant. The letter contains 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 Mentor and completing the necessary paperwork. All students admitted to the Program are invited to a Canvas course containing orientation materials and are required to complete orientation materials prior to the beginning of the Fall semester.

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **notifying applicants of any contingent conditions** associated with admission across all program options. |

**Provisional (Contingent) Admission Policies**

Applicants are offered provisional admission when the cumulative GPA falls below 2.5 but whose application reflects some experience and strong motivation for social work. Provisional admission may also be made when courses planned for summer enrollment are needed to meet the full admission criteria. Students are required to receive passing grades (“C” or better) for the outstanding courses. In both these situations, the student is required to meet all performance criteria by the end of the first semester of their junior year. Academic Retention Standards policies of the program are in the BSW Student Handbook (pp.43-44) and are reviewed within the junior orientation materials required shortly after admission. Once admitted to the program, students are considered social work majors and adhere to program policies. The text box below is the languadge from the handbook page 43-44.

|  |
| --- |
| 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 certified that graduates are 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 all students in the social work major on their ability to practice social work according to the standards, ethics, and values of the social work profession as well as their academic abilities. Retention in the BSW Program requires that students meet both the academic and non-academic retention standards described below.  **Academic Retention Standards**  Academic retention standards in the BSW Program require that students achieve each of the following:   * adhere to the practices of academic honesty outlined in Chapter 14 of the Wisconsin Administrative Code in all coursework; * at least a “C” or “pass” grade in each upper level required social work course (these include courses required for a specific Social Work emphasis); * 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 (300+) required social work courses (these include courses required for a specific Social Work emphasis); * a minimum 2.50 overall cumulative grade point average maintained each semester.   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 BSW Advisor if concerns about academic retention arise.  Students who fall below retention standards for GPA or grades in the major, or receive either a “Group B” or “Group C” sanction for engaging in academic misconduct subject to disciplinary action (as outlined in Chapter 14 of the Wisconsin Administrative Code), will be given formal notice by the BSW Program Coordinator of the program requirement(s) not being met. Such students will be directed to schedule a meeting with both their Faculty Mentor and the BSW Program Coordinator to discuss the options for continuance in the program (see “Program Continuance” section below). |

**Provisional (Contingent) Admission Procedures**

Students receiving provisional admission status are notified upon completion of the application reviews. Letter indicates conditions which must be met either at completion of summer courses or in terms of GPA. Students meet with their Faculty Mentor to discuss courses and status shortly after admission to the program.

The GPAs of all admitted students are reviewed upon completion of the spring semester of admission. If after the spring semester, a student’s GPA falls below the 2.5 threshold, the student receives an additional letter sent by their Faculty Mentor to meet and develop a plan for success.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.1.4:The program describes its policies and procedures concerning the transfer of credits. |

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| 1. Compliance Statement: Narrative describes the program’s policies and procedures concerning the transfer of credits across all program options. |

**Transfer Credit Policies**

Processes for credit evaluation are outlined in the [Undergraduate Academic Catalog](http://catalog.uwgb.edu/undergraduate/general-information/admissions/transfer-students/) and are completed by Admissions advisors of the university. As noted earlier, students must be admitted to UW-Green Bay to apply for admission to the BSW Program. The [Admissions Procedures](https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/) require applicants to demonstrate they will have completed at least 48 credits or equivalent (taken at or transferred into UW-Green Bay) before starting the program in fall.Unofficial transcripts must be included with the student’s admission packet.

Social work [core courses](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#Core_Curriculum) [p. 14] are accepted for transfer only if taken at a CSWE accredited social work program and after evaluation, demonstrate content similar to a core course of the major. The Program makes every effort to avoid redundancy in transferring Methods, Skills, and Practicum courses. Because the Methods and Skills courses are sequenced, careful review is completed to assure completion of the requirements. The Transfer of Credits [p. 52-53] policy is found in the *BSW Student Handbook* and is noted in the text box below:

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| **Transfer of Credits Policy**  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 BSW Program requirements are evaluated by Social Work faculty. Any transfer courses accepted by the BSW Program to satisfy requirements for the major must first have been accepted for credit by the University.  **Required Support Courses**  In the case of required support courses, the BSW 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).  Students who believe 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, should initiate a discussion with their BSW Advisor, who may require a course syllabus and supporting materials for consideration of equivalence. The Advisor then may, based on a review of the materials and approval of the BSW Program Coordinator, have the course approved as having satisfied the requirement. If it is not patently clear to the Advisor that the course is comparable, the student will 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 BSW Program Coordinator 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 (2015) standards, the BSW 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, U.S. 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 (HBSE) 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 (Developmental) Psychology, 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 BSW Program and CSWE (2015) 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 BSW Program and CSWE (2015) 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 students cannot agree as to which BSW 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 the students feel they have already mastered in other coursework. |

**Transfer Credit Procedures**

Students are alerted that all decisions about acceptance of transfer courses for degree credit 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 (including support courses) must first have been accepted for credit by the University.

Generally, any student interested in the BSW Program is advised to meet with the professional advisor dedicated to social work to discuss support courses taken or needed. Upon interest in transferring from another social work program to the UW Green Bay BSW Program, the professional advisor consults with the BSW Program Coordinator to determine any social work credits that would substitute for core courses. The BSW Program Coordinator makes the determination of which courses would be accepted. When doing the review of student transcripts, the student may be requested to obtain syllabi for review prior to any determination of acceptance as substitution for a core course of the major.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options. |

**Policy on Credit for Life and Work Experience**

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 (BSW Student Handbook, p. 42). The handbook states:

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| **Policy on Credit for Life and Work Experience**  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. |

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| 1. Compliance Statement: Narrative documents how the program informs applicants and other constituents of this policy across all program options. |

This information is clearly articulated within the Admissions procedures on the social work web page under the headline [No Credit for Life Experience](https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/). In addition, within the *BSW Student Handbook*, the statement is reiterated on page 42.

Prospective students are informed of the practicum requirements when inquiries are made to the program. Field is explained as a learning experience under the supervision of a social worker, requiring experiences to meet social work required competencies and behaviors. Students are also advised that existing work experiences may not be used in substitution for the Field Practicum courses.

The University’s Transfer Advisor and Social Work Professional Programs Chair review requests for associate degree coursework transfer bi-annually. In development of transfer agreements with the area technical colleges (Northeast Wisconsin Technical College and Northcentral Technical College), no practicum experiences are accepted for transfer from the programs where a transfer agreement exists, i.e., Human Services, Gerontology, and Substance Abuse Counselor Associate Degrees. Courses accepted are allowed to be considered to fulfill a support course or elective credit.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

**Advisement, Retention, and Termination**

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

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| 1. Compliance Statement: Narrative describes the program’s academic **and** professional advising policies and procedures across all program options. |

The University developed a new advising model, finalized over Summer 2021, with implementation effective October 2021. The new model assigns an embedded Professional Advisor (e.g., Academic Advisor) for all undergraduate programs on campus, including social work. Within each academic department, a system for assigning Faculty Mentors (e.g., Professional Advising) was established.

Prior to implementation of this new model, students in the major were assigned a faculty advisor who followed the students upon admission to the Program. The Faculty Advisor was responsible for all academic and professional advising once admitted. For those who received the Child Welfare Title IV-E stipend their senior year, the Child Welfare Coordinator assumed advising responsibilities. The new advising model requires all faculty to assume the role of Faculty Mentor.

Consistent with the value of self-determination, Social Work Faculty elected to have students select the Faculty Mentor of their choice. Upon admission to the program, students are provided a link to a survey which identifies faculty interests and experiences. Students then select the faculty they would like as their Faculty Mentor. Whenever possible, the first choice of mentor is assigned but is dependent on availability considering existing mentoring assignments. Faculty Mentors are then listed along with the Professional (e.g., academic) Advisor in each student's SIS account. Faculty Mentors reach out to students and introduce themselves, offering an opportunity to meet and communicate at regular intervals throughout the year.

Previously, students interested in social work were advised by the University Advising Office. A system of pre-major advising had been in place to discuss professional issues and preparation for application. The policies which follow were developed in Fall 2021 to meet the requirements of the University’s new advising model.

**Academic Advising**

**Professional Advising Policies**

As noted above, the University titles those who do academic advising “Professional Advisors”. These advisors are responsible for supporting students who have an intended or declared major. Embedded Professional Advisors specialize in the primary majors, minors, and certificates in the college for which they advise.

The University’s [Advising](https://www.uwgb.edu/advising/) web page outlines the pathways for new students, transfer students, and online students and is designed to give individualized information specific to student interest. The [About](https://www.uwgb.edu/advising/about/) page further outlines the differentiation of responsibilities.

The core responsibilities for Professional Advisors include:

* Provide accurate information related to curriculum, how to register for classes, degree and graduation requirements, as well as university policies and procedures.
* Assist students in making responsible and informed decisions impacting academic progress.
* Provide information and strategies to utilize available campus resources and services.
* Assist students to understand the purpose and impact of higher education on their life goals.
* Encourage and guide students as they define and develop realistic goals.

**Academic Advising Procedures**

As outlined in a communication from the Chancellor in August 2021, every degree-seeking undergraduate student is assigned a professional advisor (PA) at the point of matriculation.​Undeclared students are assigned to an Advising Center PA.​Students on the Marinette, Manitowoc, and Sheboygan campuses will be assigned a Location PA.​

All other students will be assigned an Embedded PA in the college of their primary major.​ A student's PA will remain with them until graduation with few exceptions – e.g., an undeclared student declares a major or a student changes programs to a completely new college or changes their home campus.​

**Professional Advising**

As noted above, the University uses the term “Faculty Mentor” for what is defined as professional advising by CSWE.

**Faculty Mentor Policies**

University policy indicates students will be assigned a faculty mentor (FM) as determined by the student's program(s) of study in conjunction with the assignment process in each college. Some students may have more than one FM depending on their academic pursuits (e.g., double majors, secondary education students, specific minors).

Core responsibilities of faculty mentors include:

* Guide students towards high impact practices such as internship and research opportunities, including identification and preparation.
* Apprise students of relevant student organizations.
* Offer guidance on career and campus resources (e.g., Career Services), job searches, and networking opportunities (e.g., professional associations).
* Offer graduate school information and advising.
* Provide advice on licensure, admission to programs, and scholarships, if applicable.
* Participate in professional development related to mentoring.

**Social Work Faculty Mentor Procedures**

Upon admission to the BSW Program, students select a Faculty Mentor from the list of faculty members. Faculty Mentor communicates with the student and assists in future planning as well as completion of the activities noted in faculty mentor responsibilities above. The goal is that students will remain with the same mentor throughout their social work academic experience; however, those students who apply for and are accepted to receive the IV-E stipend will be mentored by the Child Welfare Coordinator for their senior year in the program.

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| 1. Compliance Statement: Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options. |

Consistent with the University definition of professional advising vs. faculty mentors, all students admitted to the Social Work Program are assigned a faculty mentor at the time of admission to the Program via a student selection process. The Professional Advisor’s office is in the Social Work suite, and he is available to meet with any social work student for course related questions. Ryan Roberts is the PA for social work.

In addition to responsibilities outlined by the University, Faculty Mentors are involved when students have academic challenges and require intervention through the academic retention process. The Faculty Mentor communicates with instructors and assists students in the development of the plan designed to promote success in the program. (BSW Program Coordinator is also involved in the plan development.) Faculty Mentors continue to monitor student progress regularly while the student meets the retention monitoring criteria. Full description of the academic retention process is in the *BSW* *Student Handbook* ([pp. 45-51](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#Retention_Policies)).

The Program also offers opportunities for advising and mentoring embedded within the Program. The BSW Field Coordinator provides advising related to field and the Child Welfare Coordinator provides advising related to public and tribal child welfare services. While Faculty Mentors can answer questions related to certification and licensing, annually the Program offers a credentialing workshop free of charge to all graduating students in the Program. Regular developmental activities, volunteer, and work opportunities are communicated to students through the BSW Program Coordinator and on the BSW Social Work Canvas site.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

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| 1. Compliance Statement: Narrative submits the program’s policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures, across all program options. |

**Evaluating Student’s Academic Performance**

**Academic Performance Policies**

The textbox which follows outlines grading criteria as outlined in the *BSW Student Handbook* (pp.37-38).

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| **Course Expectations and Grading Criteria**  As developing professionals, students will incorporate the policies and procedures of the *BSW Student Handbook* (Understanding Academic Honesty, Class Participation Policy, Confidentiality Requirements, etc.), the Undergraduate Catalog (University Policy on Academic Dishonesty), and the NASW (2021) *Code of Ethics* (framework of actions, values, and ethics), into their respective roles. Students are, in part, evaluated against such ‘practices and standards’ to determine their degree of success in courses and to assess their readiness for entry-level practice.  As CSWE, the accrediting body for social work programs, indicates, critical thinking skills are required for effective social work practice: “Demonstration of competence is informed by knowledge, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (2015, p. 6).  Information about critical thinking is infused throughout the BSW Program curriculum. Individual faculty members determine the manner in which this requirement will be reflected in assignments and grading.  In an effort to better serve students in the BSW Program, faculty will use the following grading criteria for courses taught in the Program. Criteria will be noted on all syllabi and will be applied consistently throughout all social work courses.  Students will receive a numerical grade on each assignment. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:  Letter Grade Numerical Category  A 94-100 Excellent  AB 88-93 Very Good  B 83-87 Good  BC 78-82 Needs Improvement  C 70-77 Needs Major Improvement  CD 65-69 Unacceptable  D 60-64 Unacceptable  F Below 60 Unacceptable  Faculty individually determine whether or not students can redo assignments in a course.  **Grade Change Appeal Procedure**  If a student wants to appeal a course grade, the student should follow the process outlined in the “Grievance Procedure” section below. A student may also always contact the Dean of Students for guidance: (920) 465-2152 or [dos@uwgb.edu](mailto:dos@uwgb.edu).  **Writing Expectations**  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 UWGB Writing Policy (see below). It is expected that when writing errors are noted in assignments they will not be repeated in subsequent assignments.  Students in the BSW Program are required to know and use American Psychological Association (APA) citation style for their academic papers. Beginning in fall of 2020, all incoming students will be held accountable to the standards outlined in the 7th edition of the *Publication Manual of the American Psychological Association* (APA, 2020)*.*  A brief introduction to APA citation style will be presented in SOC WORK 305: The Social Work Profession, which is taken in the fall of the junior year. The course requires the book, *The Writer’s Handbook: A Guide for Social Workers* (Young, 2020). Students are encouraged to purchase and retain a copy of the book as they will be required to refer to it throughout the time in the BSW Program. |

**Academic Performance Procedures:**

Evaluation of student work in the classroom setting is conducted by the instructor teaching the course. Students are provided grading criteria and rubrics in advance of assignment completion to apply to their assigned task.

All course syllabi include a section titled “Grading” which contains information about the specific grading policies of the course. That section follows with one describing the assignments of the course as well as the course objectives, competencies, and dimensions applicable to the assignment.

**Academic Performance Grievance Policies**

Policies for grieving academic decisions for courses in the major are located on page 41 of the *BSW Student Handbook.*

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| **Academic Grievances in the Major**  If a social work student is dissatisfied with a decision of a member of the social work faculty with regard to academic matters (e.g., course expectations, grades, classroom management, etc.) pertaining to core social work courses (e.g., required, upper-level social work courses) the student has a right to initiate an appeal, or in other words, file a grievance as follows:   1. First, the student brings the verbal grievance directly to the professor(s) involved for consideration. 2. If the grievance is not resolved to the satisfaction of the student, the student may present a written grievance to the BSW Program Coordinator, who will then confer with the student and the faculty member(s). If the grievance is with the BSW Program Coordinator, the grievance will go to the Social Work Chair, or the Chair may designate another faculty or group of faculty to confer with the student and BSW Program Coordinator on the matter. 3. If dissatisfaction remains after the prior two steps, the student may bring the matter to the Social Work Chair for resolution. 4. If dissatisfaction remains after exhausting the prior procedures, the student may bring the matter to the Dean of the College of Heath, Education and Social Welfare (CHESW). (It is the expectation that the Dean will advise the student of the University procedures for appeal, which may include referral to legal counsel.) Contact information for the CHESW is available at: <https://www.uwgb.edu/chesw/about-us/our-staff/>. |

**Academic Performance Grievance Procedures**

All students are required to purchase a copy of the BSW Student Handbook upon entry to the program. Grievance policies are specifically reviewed during orientation to the BSW Program. Additionally, course syllabi include language related to student grievance and their resolution.

The policy above also outlines the procedures for presenting a grievance. The expectation is that students will directly discuss the concern with the course instructor. If the problem is not resolved to the satisfaction of the student, the instructor informs the student of the right to appeal to the BSW Program Coordinator. The student must submit a written request for further consideration to the BSW Program Coordinator. When the instructor is the BSW Program Coordinator, the grievance goes directly to the program chair.

If after the discussion, the student remains dissatisfied with resolution, the matter is brought to the Social Work Programs Chair for resolution. Chair reviews all materials related to the grievance and meets with the student and faculty (separately).

If the matter is still unresolved, the student is referred to the Associate Dean of the College of Health, Education and Social Welfare. At that point, the Dean’s office makes a determination based on information gathered and informs students of any further rights of appeal.

**Evaluating Student’s Professional Performance Policies**

The BSW Program expects students to act in accord with the NASW *Code of Ethics*. The policies for non-academic retention standards are located on pages 44-47 in the BSW Student Handbook.

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| **Non-Academic Retention Standards**  Retention in the BSW Program also requires students adhere to professional and academic behavior consistent with ethical and professional standards. The NASW (2021) *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 BSW 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 (2021) *Code of Ethics* in the classroom, field agency, campus settings, or in professional exchanges with faculty, staff, other students, or community collaterals (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.   The list below offers specific examples of behaviors that might violate the NASW (2021) *Code of Ethics* or deemed as conflicting with professional values and roles. These examples are drawn from a content analysis of the professional literature underscoring the responsibility of social work educational programs to ensure that graduates meet the standards set forth by the *Code of Ethics*. The list is illustrative, not all-inclusive:   1. Challenges in addressing unresolved life issues that persistently interfere with judgment and performance. 2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance. 3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role. 4. Challenges in one’s ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished. 5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment. 6. Practicing beyond the scope of one’s competence. 7. Repeatedly misrepresenting competence or credentials to clients, agencies, and others. 8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality. 9. Refusing to meet with BSW Program faculty and staff to discuss professional behaviors and development.   Throughout the social work curriculum, students will assess their own fit with the social work profession, as well. Because of this high degree of self-assessment in the BSW Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work is not the most appropriate career choice. 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.  When concerns about non-academic performance arise in the classroom, or otherwise, the following steps are taken:   1. The concerns are brought to the attention of the student and the BSW Faculty Mentor. 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 response(s) to those interventions and the student’s current level of functioning. Should the process require further action, the following steps may be taken: 2. The BSW Faculty Mentor 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 works with the student to develop a written plan to redress the concerns. 4. The faculty raising the concerns monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding 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 BSW Faculty Mentor; together, they develop a written plan to redress the concerns. 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 BSW Program Coordinator 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 BSW Faculty Mentor monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding 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 the BSW Faculty Mentor and the BSW Program Coordinator 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. |

**Evaluating Student’s Professional Performance Procedures**

Students are informed of non-academic retention standards at junior orientation and again through the BSW Student Handbook. In addition, students sign the Code of Conduct during their first course in the program, *SW 305: The Social Work Profession*. The Code of Conduct is located on pages 67-68 of the *BSW Student Handbook*.

**Professional Performance Grievance Policies**

In addition to the section of the *BSW Student Handbook* noted above, pages 47 – 48 outline policies.

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| **Program Continuance**  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 the student’s present and future social work clients, on the profession, on the practicum agency, and on the BSW 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 students’ future clients and to the professional and local communities within which students might practice. Options for continuance include:   1. The student, BSW Faculty Mentor, and BSW Program Coordinator 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.   Students who feel they have been wrongly discontinued from the Program or guided to another major in violation of BSW Program or University policies may initiate the grievance procedure, which is described in the “Grievance Procedures” outlined in this *Student Handbook.* |

**Professional Performance Grievance Procedures**

Procedures for students grieving discontinuance in the major due to professional performance issues follow a similar pathway as individuals discontinued from the Program for failing to meet academic retention standards.

After having met with the BSW Program Coordinator and Faculty Mentor and a plan for retention is developed. Students can grieve the plan components, although also active in its development, at that point by writing the Chair of the Department. The Chair reviews all documentation related to professional performance and renders a decision. If unsatisfied with the outcome of the second review, students may then grieve to the Dean’s office. The Dean’s office makes the final determination.

Should the student fail to meet the agreed upon remediation plan, discontinuance from the program is initiated. Students are asked to remove themselves from the Social Work Major designation at that point. Students can again grieve, using the procedures outlined in the prior paragraph.

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| 1. Compliance Statement: Narrative describes how the program informs students of the program’s criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options. |

**Evaluating Student’s Academic Performance**

**Evaluation Criteria**

See the policy noted above for the policies for evaluation of students in the Program under ‘Academic Performance Policies’. As noted above, students are expected to retain a “B” average in upper-level social work courses.

Students are informed of course evaluation criteria in each syllabus. Rubrics and grading criteria are provided to students. The Canvas learning management system also calculates student grades so students can

**How Students are Informed of Criteria**

All students are required to purchase a copy of the *BSW Student Handbook* upon entry to the program. Key policies, including those related to academic performance, retention, and grievances are specifically reviewed during orientation to the BSW Program. The numeric grading criteria are consistent for all courses offered by the social work program. All syllabi contain language which outlines grading criteria as well as grievance procedures and expectation of compliance to the NASW *Code of Ethics*.

**How Students are Informed of Academic Performance Grievance Policies and Procedures**

In addition to the policies located in the *BSW Student Handbook*, each social work syllabus contains information on how to address concerns in the course as noted in the following text box.

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| **Student Complaints:** The first action when you have a concern or complaint about this course is to address your concern with the instructor of this course. If your grievance is not resolved satisfactorily, you should contact the BSW Program Coordinator, Jolanda Sallmann, [sallmanj@uwgb.edu](mailto:sallmanj@uwgb.edu). Additional steps in the procedure are outlined in the *BSW Student Handbook*. You may always contact the Dean of Students for guidance: (920) 465-2152 or [dos@uwgb.edu](mailto:dos@uwgb.edu) |

**Evaluating Student’s Professional Performance**

**Evaluation Criteria**

In addition to the non-academic retention policies noted above, each syllabus contains policy related to academic honesty.

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| **Academic Honesty**    Academic honesty is expected in all areas of your work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see “[Academic misconduct](http://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf)” section of administrative code and the BSW Program (see “Academic Honesty” section of *BSW Student Handbook)*    Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to [UWGB Academic Disciplinary Procedures](http://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf.). Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. |

**How Students are Informed of Criteria**

All students are required to purchase a copy of the *BSW Student Handbook* upon entry to the program. Key policies related to professional performance, retention, and grievances are specifically reviewed during orientation to the BSW Program.

**How Students are Informed of Professional Performance Grievance Policies and Procedures**

As noted above, students review key policies during orientation to the program. In addition, in their first course, *SW 305: Social Work Profession*, professional code of conduct is reviewed and discussed. Students sign an acknowledgement of understanding which is kept in the electronic student file.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.1.8:The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures. |

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| 1. Compliance Statement: Narrative submits the program’s policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic **and** professional performance across all program options. |

**Termination Based on Academic Performance Policies**

The *BSW Student Handbook* (p.47) outline policies related to program continuance.

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| **Program Continuance**  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 the student’s present and future social work clients, on the profession, on the practicum agency, and on the BSW 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 students’ future clients and to the professional and local communities within which students might practice. Options for continuance include:   1. The student, BSW Faculty Mentor, and BSW Program Coordinator 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.   Students who feel they have been wrongly discontinued from the Program or guided to another major in violation of BSW Program or University policies may initiate the grievance procedure, which is described in the “Grievance Procedures” outlined in this *Student Handbook* |

**Academic Retention Standards**

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| **Academic Retention Standards**  Academic retention standards in the BSW Program require that students achieve each of the following:   * adhere to the practices of academic honesty outlined in Chapter 14 of the Wisconsin Administrative Code in all coursework; * at least a “C” or “pass” grade in each upper level required social work course (these include courses required for a specific Social Work emphasis); * 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 (300+) required social work courses (these include courses required for a specific Social Work emphasis); * a minimum 2.50 overall cumulative grade point average maintained each semester.   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 BSW Faculty Mentor if concerns about academic retention arise.  Students who fall below retention standards for GPA or grades in the major, or receive either a “Group B” or “Group C” sanction for engaging in academic misconduct subject to disciplinary action (as outlined in Chapter 14 of the Wisconsin Administrative Code), will be given formal notice by the BSW Program Coordinator of the program requirement(s) not being met. Such students will be directed to schedule a meeting with both their BSW Faculty Mentor and the BSW Program Coordinator to discuss the options for continuance in the program (see “Program Continuance” section below). |

**Termination Based on Academic Performance Procedures**

Termination procedures are outlined in the Program Continuance and the Academic Retention policies noted above.

**Termination Based on Professional Performance Policies**

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| **Non-Academic Retention Standards**  Retention in the BSW Program also requires students adhere to professional and academic behavior consistent with ethical and professional standards. The NASW (2021) *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 BSW 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 (2021) *Code of Ethics* in the classroom, field agency, campus settings, or in professional exchanges with faculty, staff, other students, or community collaterals (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.   The list below offers specific examples of behaviors that might violate the NASW (2021) *Code of Ethics* or deemed as conflicting with professional values and roles. These examples are drawn from a content analysis of the professional literature underscoring the responsibility of social work educational programs to ensure that graduates meet the standards set forth by the *Code of Ethics*. The list is illustrative, not all-inclusive:   1. Challenges in addressing unresolved life issues that persistently interfere with judgment and performance. 2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance. 3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role. 4. Challenges in one’s ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished. 5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment. 6. Practicing beyond the scope of one’s competence. 7. Repeatedly misrepresenting competence or credentials to clients, agencies, and others. 8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality. 9. Refusing to meet with BSW Program faculty and staff to discuss professional behaviors and development.   Throughout the social work curriculum, students will assess their own fit with the social work profession, as well. Because of this high degree of self-assessment in the BSW Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work is not the most appropriate career choice. 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.  When concerns about non-academic performance arise in the classroom, or otherwise, the following steps are taken:   1. The concerns are brought to the attention of the student and the BSW Faculty Mentor. 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 response(s)to those interventions and the student’s current level of functioning. Should the process require further action, the following steps may be taken: 2. The BSW 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. The faculty raising the concerns works with the student to develop a written plan to redress the concerns. 4. The faculty raising the concerns monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding 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 BSW Faculty Mentor; together, they develop a written plan to redress the concerns. 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 BSW Program Coordinator 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 BSW Faculty Mentor monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding 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 the BSW Faculty Mentor and the BSW Program Coordinator 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. |

**Termination Based on Professional Performance Procedures**

Termination procedures are outlined in the Program Continuance and the Non-Academic Retention policies noted above.

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| 1. Compliance Statement: Narrative describes how the program informs students of these policies and procedures across all program options. |

**How Students are Informed of Academic Performance Termination Policies and Procedures**

Students purchase a copy of the *BSW Student Handbook* which explains academic performance termination policies. Within the Handbook is a Student Code of Conduct which is signed by the student and retained in their electronic file. Additionally, key policies are reviewed during the BSW Orientation.

**How Students are Informed of Professional Performance Termination Policies and Procedures**

Students purchase a copy of the *BSW Student Handbook* which explains non-academic performance termination policies. The handbook is also contained within the BSW Program Portal. Within the Handbook is a Student Code of Conduct which is signed by the student and retained in their electronic file. Additionally, key policies are reviewed during the BSW Orientation.

In addition, the BSW Field Handbook discusses professional behavior in the field site and related expectations. Students review these key policies at the field orientation held with agency field instructors.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

**Student Participation**

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| Accreditation Standard 3.1.9:The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs. |

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| 1. Compliance Statement: Narrative describes the program’s policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for each program option. |

**Policies Specifying Students’ Rights to Participate in Academic and Student Affairs Policymaking:**

The University [Student Governance Association](https://www.uwgb.edu/student-government/committees/university-governance/) (SGA) provides opportunities for student involvement in university governance. Students hold a Student Senate to whom they can bring requests forward. In addition to the SGA, students also serve as ex officio members of shared governance key committees, including the University Committee and Faculty Senate, among others. (The UC is the executive committee of the Faculty Senate). All meetings of faculty governance are open to the public in accordance with Wisconsin’s open meetings laws for public entities.

Policies related to participation policymaking efforts of the program are outlined in the *BSW Student Handbook* (p. 52). The section below is a continuation of the Students Rights in the BSW Program.

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| 1. Freedom to organize when following the policies established by the University. 2. Input into Program design, policies, and procedures.\* \*\* 3. Reasonable accommodation of documented disabilities. 4. Input into the evaluation of the BSW Program, its courses, and instructors.   \*There are two primary vehicles by which students can provide such input. 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, comprised of all faculty members in the Social Work Professional Programs, 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 UW-Green Bay calendar: <http://calendar.uwgb.edu/MasterCalendar.aspx> . If a student would like to request an item be added to an agenda, they must contact the Social Work Chair a minimum of 72 hours prior to the meeting. As time permits, such requests will be granted. 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 BSW Program Coordinator will then provide written notice of the proposed changes, along with any relevant rationale for the changes, to all enrolled BSW students and schedule a roundtable meeting during a common free time to solicit 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 BSW Program.  \*\*In addition to the end-of-semester course evaluations completed by students each semester, BSW students are invited to complete a comprehensive evaluation of the BSW Program each spring. Aggregate data from both sources are used for the BSW Program’s evaluation efforts and to maintain its accreditation status. |

**Procedures Specifying Students’ Rights to Participate in Academic and Student Affairs Policymaking:**

As noted above in the section highlighted with “\*”, students can attend faculty meetings, request to be put on the agenda, and are also informed of policy changes affecting students with opportunity for input prior to implementation.

**Policies Specifying Students’ Responsibilities to Participate in Academic and Student Affairs Policymaking:**

Student responsibilities within the Program are outlined in the *BSW Student Handbook* (pp.50-51). Student responsibility to participate in policymaking is not outlined within the handbook but is addressed in discussion of the ethical responsibilities as social workers according to the NASW *Code of Ethics*.

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| **Student Responsibilities in the BSW Program**  Students in the BSW Program at UW-Green Bay have the following responsibilities:   1. To deal responsibly with controversial issues related to course content drawing on sound research and documented sources. 2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession. 3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups. 4. To responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure. 5. To carefully read and familiarize themselves with BSW Program and course policies, handouts, and syllabi. 6. To meet the requirements of the major and of each course. 7. To come to class and team meetings prepared, to attend regularly, and to contribute positively to the class climate and to the learning of self and others. 8. To practice timeliness of attendance in class and field, submission of work, and completion of practicum assignments. 9. To follow through on commitments to the BSW Program, classmates, personnel, and service recipients in the field. 10. To take responsibility for their own learning, identify their own learning needs and take steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitor one’s own progress, seeking remediation when necessary. 11. To scrupulously follow the NASW (2021) *Code of Ethics*, classroom, and field confidentiality policies and to observe academic honesty. 12. To make responsible and alternative efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, voicemail, and messages. 13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback. 14. To give appropriate advance notice when special accommodations are requested for any reason. |

**Procedures Specifying Students’ Responsibilities to Participate in Academic and Student Affairs Policymaking:**

Student role in effective program and organizational functioning is discussed in the orientation to the program and when student rights and responsibilities are reviewed.

Students are verbally encouraged to become involved in policy making and this is reinforced in several courses across the curriculum. *SW 305: The Social Work Profession,* the first course students take in the program, reviews the ethical responsibilities of social workers, and uses examples related to the university experience.

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. In the fall, the prior year’s results are shared with students as well as actions taken to remediate any challenges.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.1.10:The program describes how it provides opportunities and encourages students to organize in their interests. |

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| 1. Compliance Statement: Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option. |

**Provides Opportunities for Student Organization:**

The University’s Student Services provides opportunity for student engagement including student organizations and a dedicated department toward assistance to students wishing to develop or become a member of a student organization. The services can be reviewed using this link: <https://www.uwgb.edu/student-organizations/>

The Social Justice Club, formerly called the Social Work Club, is generally led by a social work major. Description of the Social Justice Club is outlined in the *BSW Student Handbook* (p.24):

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| **Social Justice Club**  The Social Justice Club, a student organization, is open to all undergraduate and graduate students at UW-Green Bay. Generally, the membership consists primarily of social work majors and pre-majors. The club focuses on promoting social work values in the university and wider community and professionalism among students in the Social Work Professional Programs. The mission statement of the club is, “To promote social work values within the university and surrounding community through service, celebrating diversity and social justice, advocacy, and community.” The Social Justice Club has bylaws that govern its operation. A Faculty Advisor is designated to provide guidance, as needed. Every spring, the Club elects officers for the following year, and in the fall, the Club recruits members to fill the remaining elected positions. The Club meets on dates determined by the officers of the Club. On a yearly basis, Club members engage in a variety of activities that support the general mission of the Club. Past events have included the organization of a treaty rights educational forum attended by nearly 500 people; fundraising activities for non-profit organizations like Golden House/Family Violence Shelter, and the NEW Community Shelter; coordinating voter registration with homeless persons; and a community forum and panel on issues related to juvenile justice. Some members also attend the Wisconsin Council on Social Work Education’s spring conference. Social Justice Club projects vary year by year and are determined by a vote of Club members. For more information about the Club or meeting dates, visit the Club’s website at <http://www.uwgb.edu/social-work/social-work-club/> or call the Social Work Professional Programs office. |

**Encourages Student Organization:**

Student organizations ask faculty members to sponsor them as advisors. The Social Work Programs Chair is the faculty advisor for the Social Justice Club. She reaches out to Club officers regularly to offer assistance in student organizing as well as to inform them of opportunities for Club involvement in university opportunities. 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 Student Lounge, located in the social work suite, is available for student groups to meet, regardless of the reason. It is often used by Social Justice Club officers to plan agendas and work on advocacy projects undertaken by the Club.

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| **Student Lounge**  A lounge area for students is located in the Social Work suite. Students are free to use the room as a place for independent studying, group work, or as an area for relaxation. The lounge is available Monday through Friday during business hours. |

Time in the junior cohort classes is offered to the Social Justice Club officers to solicit new membership and inform of upcoming events. Social Justice Officers are also encouraged to be involved in orientation events to assist in membership as well as building community between junior and senior cohorts.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.2 — Faculty

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| Accreditation Standard 3.2.1:The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program. |

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| 1. Compliance Statement: The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options. |

The pages which follow include the faculty summary form and the faculty data forms for all who teach social work courses.

**Faculty Summary Form**

**Council on Social Work Education Commission on Accreditation (COA)**

This form is used to assist the COA in the evaluation of the program’s compliance with the following *Accreditation Standard*s:

***3.2.1*** *The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.*

***3.2.2*** *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.*

***B3.2.4*** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.*

***M3.2.4*** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Each Full- and Part-time Faculty Member** | **Title of Faculty Member** | **Full-time Faculty Member?**  **(Per AS B/M3.2.4)** | **Degree from CSWE-Accredited Master’s Program1?**  **(Per AS 3.2.1 and AS 3.2.2)** | **Doctoral Degree?**  **(Per AS 3.2.1 and AS M3.2.4)** | **Number of Years of Post-MSW Social Work Practice Experience2**  **(Per AS 3.2.2)** | **Teaching Practice Courses3?**  **(Per AS 3.2.2)** | **Number of Years of Service to the Social Work Program**  **(Per AS 3.2.1)** | **Percentage of Time Assigned to Program4**  **(Per AS B/M3.2.4)** | |
| **Baccalaureate** | **Master’s** |
| T. Francis Akakpo | Associate Professor & MSW Program Coordinator | Yes  No | Yes  No | Yes  No | 8 | Yes  No | 12 | 0 % | 100% |
| Susan Exworthy | Associate Lecturer | Yes  No | Yes  No | Yes  No | 6.5 | Yes  No | .5 | 0% | 11% |
| Sara Greenwood | Lecturer & MSW Field Coordinator | Yes  No | Yes  No | Yes  No | 6 | Yes  No | 1.5 | 22% | 78% |
| Joan Groessl | Associate Professor & Department Chair | Yes  No | Yes  No | Yes  No | 22 | Yes  No | 13 | 29% | 71% |
| Corinna Heindel | Associate Lecturer | Yes  No | Yes  No | Yes  No | 3 | Yes  No | .5 | 0% | 25% |
| Heather Lawrence | Lecturer & Child Welfare Coordinator | Yes  No | Yes  No | Yes  No | 12 | Yes  No | 3 | 72% | 28% |
| Sheng Lee Yang | Lecturer | Yes  No | Yes  No | Yes  No | 7.5 | Yes  No | 3 | 33% | 67% |
| Brittany Maas | Associate Lecturer | Yes  No | Yes  No | Yes  No | 1 | Yes  No | 1 | 33% | 0% |
| Andrea Pasqualucci | Associate Lecturer | Yes  No | Yes  No | Yes  No | 19 | Yes  No | 3 | 0% | 14.8% |
| Stephanie Rhee | Associate Professor | Yes  No | Yes  No | Yes  No | 13.5 | Yes  No | 4 | 0% | 100% |
| Jolanda Sallmann | Associate Professor & BSW Program Coordinator | Yes  No | Yes  No | Yes  No | 1.25 | Yes  No | 18 | 100% | 0% |
| Jennifer Schanen-Materi | Senior Lecturer & BSW Field Coordinator | Yes  No | Yes  No | Yes  No | 2 | Yes  No | 6 | 74 % | 26% |
| Nicole Schneider | Lecturer | Yes  No | Yes  No | Yes  No | 18 | Yes  No | .5 | 24 % | 76% |
| Gail Trimberger | Associate Professor | Yes  No | Yes  No | Yes  No | 24 | Yes  No | 13 | 0% | 63% |
| Sherry Warren | Assistant Professor | Yes  No | Yes  No | Yes  No | 10.25 | Yes  No | 3 | 87.5% | 12.5% |
| Cary Waubanascum | Assistant Professor | Yes  No | Yes  No | Yes  No | 7 | Yes  No | .5 | 29% | 71% |
| Vacant A | Lecturer | Yes  No | Yes  No | Yes  No | -- | Yes  No | -- | (22%) | (62.5%) |
|  | | | | | | | | Total FTE:  5.04 | Total FTEB:  7.35 |

A **Note:** A faculty member left employment one week before the start of the 2021-2022 academic year. Because courses needed to be covered and search required more time, the courses for the Program were contracted out to Associate Lecturers, Susan Exworthy (3 CR-MSW) and Brittany Maas (3 CR- BSW). The remaining credits were taught as overload by faculty: Dr. Akakpo (3 CR-MSW), Dr. Groessl (3 CR-MSW), Ms. Lee Yang (3 CR- BSW), Dr. Rhee (2 CR-MSW) & Dr. Trimberger (7 CR-MSW). Coverage was 15 CR MSW and 6 CR BSW. Associate Lecturer courses are included in the table’s FTE. Overload FTE: .22 BSW and .625 MSW. (Remaining credits were electives which were not taught; FTE in parenthesis is the overload credits).Search for replacement approved in Fall 2021 with an initial screen date of January 10,2022 and will be completed during the spring 2022 semester.

B **Note**: Required summer MSW courses are not included in this table since funding for summer is an additional contract. For summer 2021-2022, this is equal to .5 FTE. Also not included was a 3 CR cross listed BSW/MSW course taught during Winterim (.11 FTE)

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**Akakpo Faculty Data**

**Tohoro Francis Akakpo**

Degree information

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| --- | --- |
| Degree | PhD |
| Institution Granting Degree | Michigan State University |
| Major | Social Work |
| Date Awarded (month/year) | May 2008 |

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| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Michigan-Ann Arbor |
| Major | Social Work |
| Date Awarded (month/year) | December 2002 |

|  |  |
| --- | --- |
| Degree | Master of Public Administration |
| Institution Granting Degree | University of Michigan-Flint |
| Major | Public Administration |
| Date Awarded (month/year) | May 1994 |

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| --- | --- |
| Degree | Bachelor of Arts |
| Institution Granting Degree | University of Benin-Togo W. Africa |
| Major | English |
| Date Awarded (month/year) | June 1999 |

Academic appointments

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| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | MSW Program Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 07/2021 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2015 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2009 |
| End date (month/year) | 08/2015 |

|  |  |
| --- | --- |
| Employing academic institution | Michigan State University |
| Title | Clinical Assistant Professor |
| City and state | East Lansing, MI |
| Start date (month/year) | 08/2008 |
| End date (month/year) | 05/2009 |

|  |  |
| --- | --- |
| Employing academic institution | Michigan State University |
| Title | Teaching Assistant |
| City and state | East Lansing, MI |
| Start date (month/year) | 08/2003 |
| End date (month/year) | 05/2005 |

|  |  |
| --- | --- |
| Employing academic institution | Devonport University |
| Title | Adjunct Instructor |
| City and state | Flint, MI |
| Start date (month/year) | 08/1995 |
| End date (month/year) | 05/1997 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | MI Dept. of Human Services & Bureau of Juveniles |
| Position | Clinical Social Worker |
| City and state | Whitmore Lake, MI |
| Start date (month/year) | 01/2005 |
| End date (month/year) | 07/2009 |

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| --- | --- |
| Employer | MI Dept. of Human Services & Bureau of Juveniles |
| Position | Youth Specialist |
| City and state | Whitmore Lake, MI |
| Start date (month/year) | 11/1997 |
| End date (month/year) | 12/2005 |

|  |  |
| --- | --- |
| Employer | Beecher Community School District |
| Position | Title IIV-E Family Service Coordinator |
| City and state | Flint, MI |
| Start date (month/year) | 08/1995 |
| End date (month/year) | 11/1997 |

Current professional, academic, community-related, and scientific memberships.

* National Association of Social Workers
* Council on Social Work Education
* Licensed Master Social Worker (Clinical and Macro Practice) # 680187273 [MI]
* National Adolescence Perpetration Network (NAPN)

Community service responsibilities and activities for the last 3 years.

* Brown County Martin Luther King Jr – Committee Member
* Green Bay School District School, Volunteer Presenter

Professional presentations during the last 5 years.

Akakpo, T.F. (July, 2017). Self-reported deviant sexual offense among juvenile male offenders. 35 International Academy of Law and Mental Health Congress Conference, Prague, Czech Republic

Akakpo, T. F (June, 2016). Embracing change in the 21st Century Ghana Police Service and community empowerment. Ghana National Police Training School, Accra Ghana

Professional publications for the last 5 years.

Fletcher, A. M. C., & Akakpo T. (2021). Can we do better: Mitigating negatively racialized attitudes in child welfare through self-awareness in training. *Journal of Child welfare 98(3)* 1-23

Brown, J.R. Karikari, I, Abraham, S. & Akakpo, T. (2018). Left off the route; A qualitative examination of urban bus drivers wanting to be players in the bully prevention solution. *Journal of Interpersonal Violence*, 00(0), 1-25. DOI: 101.1177/088626051878204.

Liebowitz, G.S., Akakpo, T.F., & Burton, D.L. (2016). Comparison of non-sexual crimes committed by male juvenile sexual offenders and delinquent youth in residentials treatment in the United States. *Journal of Child Sexual Abuse 2*(5), 595-613.

**Exworthy Faculty Data**

**Susan Exworthy**

Degree information

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | August, 2014 |
|  | |
| Degree | Bachelor of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | May, 2013 |

* Graduate Certification from the Masters of Medical Sciences-Gerontology & Aging, University of Florida-August. 2019
* Grief Support Specialist Certificate, UW Madison- September, 2017
* AODA Counselor Certificate, NWTC Green Bay- May, 2012

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Adjunct Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 1/2022 |
| End date (month/year) | Current |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Oneida Behavioral Health |
| Position | Dual Diagnosis Therapist |
| City and state | Oneida Nation, WI |
| Start date (month/year) | 12/2018 |
| End date (month/year) | Present |

|  |  |
| --- | --- |
| Employer | Door County Human Services Department |
| Position | Dual Diagnosis Therapist |
| City and state | Sturgeon Bay, WI |
| Start date (month/year) | 03/2018 |
| End date (month/year) | 11/2018 |

|  |  |
| --- | --- |
| Employer | Oneida Behavioral Health |
| Position | Psychotherapist/ Dual Diagnosis Therapist |
| City and state | Oneida Nation, WI |
| Start date (month/year) | 11/2016 |
| End date (month/year) | 03/2018 |

|  |  |
| --- | --- |
| Employer | Baeten Counseling |
| Position | OWI First Offenders-Insights Group Facilitation |
| City and state | Green Bay, WI |
| Start date (month/year) | 07/2017 |
| End date (month/year) | 03/2018 |

|  |  |
| --- | --- |
| Employer | Brown County/ Nicolet Psychiatric |
| Position | Clinical Social Worker (Part time) |
| City and state | Green Bay, WI |
| Start date (month/year) | 02/2016 |
| End date (month/year) | 02/2018 |

|  |  |
| --- | --- |
| Employer | Jackie Nitschke Center |
| Position | Residential Substance Abuse Counselor |
| City and state | Green Bay, WI |
| Start date (month/year) | 3/2015 |
| End date (month/year) | 11/2016 |

|  |  |
| --- | --- |
| Employer | Independent Assessment & Counseling |
| Position | AODA Counselor & MH Therapist |
| City and state | Green Bay, WI |
| Start date (month/year) | 05/2014 |
| End date (month/year) | 04/2015 |

|  |  |
| --- | --- |
| Employer | Brown County Human Services |
| Position | AODA Counselor |
| City and state | Green Bay, WI |
| Start date (month/year) | 10/2013 |
| End date (month/year) | 5/2014 |

Current professional, academic, community-related, and scientific memberships.

* LCSW Licensed Clinical Social Worker
* CSAC Clinical Substance Abuse Counselor
* Crisis Certification (Current- since 2/2014)
* CSOTP, Certified Sex Offender Treatment Professional

Community service responsibilities and activities for the last 3 years.

* Oneida Elder Services Community Advisory Board for Alzheimer’s & Dementia – Current

**Greenwood Faculty Data**

**Sara Greenwood**

Degree information

|  |  |
| --- | --- |
| Degree | Bachelor of Arts |
| Institution Granting Degree | University of Michigan |
| Major | Psychology |
| Date Awarded (month/year) | 4/2003 |

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Michigan |
| Major | Interpersonal Practice, Management of Human Services |
| Date Awarded (month/year) | 4/2006 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Lecturer, MSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 07/2020 |
| End date (month/year) | present |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Department of Veterans Affairs |
| Position | Education and Training Coordinator |
| City and state | Ann Arbor, MI |
| Start date (month/year) | 8/200 |
| End date (month/year) | 5/2014 |

|  |  |
| --- | --- |
| Employer | Department of Veterans Affairs |
| Position | Social Worker |
| City and state | Green Bay, WI |
| Start date (month/year) | 5/2014 |
| End date (month/year) | 7/2020 |

|  |  |
| --- | --- |
| Employer | University of Michigan School of Nursing |
| Position | Social Worker |
| City and state | Green Bay, WI |
| Start date (month/year) | 5/2014 |
| End date (month/year) | 7/2020 |

Current professional, academic, community-related, and scientific memberships.

* National Association of Social Workers (2019 to present)
* Council of Social Work Education – Wisconsin Chapter (2021)
* State of Michigan Licensed Master Social Worker-Clinical and Macro (since 2016)

Community service responsibilities and activities for the last 3 years.

* Northeast Wisconsin Master Gardner Association (2020)

**Groessl Faculty Data**

**Joan Groessl**

Degree information

|  |  |
| --- | --- |
| Degree | PhD |
| Institution Granting Degree | Marian University |
| Major | Leadership Studies |
| Date Awarded (month/year) | May, 2013 |

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|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin-Milwaukee |
| Major | Social Work |
| Date Awarded (month/year) | May, 1989 |
|  | |
| Degree | Bachelor of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | May, 1984 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor & Social Work Department Chair |
| City and state | Green Bay, WI |
| Start date (month/year) | 7/2019 |
| End date (month/year) | Current |

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|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor & BSW Program Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 7/2016 |
| End date (month/year) | 6/2019 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | 8/2015 |
| End date (month/year) | 6/2016 |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor & BSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 06/2014 |
| End date (month/year) | 07/2015 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Lecturer & MSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 7/2008 |
| End date (month/year) | 7/2014 |

|  |  |
| --- | --- |
| Employer | NEW Partnership for Children & Families |
| Position | Curriculum Development & Trainer |
| City and state | Green Bay, WI |
| Start date (month/year) | 05/2012 |
| End date (month/year) | 06/2016 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Brown County Human Services Department |
| Position | Clinical Supervisor |
| City and state | Green Bay, WI |
| Start date (month/year) | 03/2003 |
| End date (month/year) | 08/2008 |

|  |  |
| --- | --- |
| Employer | Brown County Human Services Department |
| Position | Psychiatric Social Worker |
| City and state | Green Bay, WI |
| Start date (month/year) | 02/1999 |
| End date (month/year) | 03/2003 |

|  |  |
| --- | --- |
| Employer | Kewaunee County Human Services |
| Position | Mental Health Coordinator |
| City and state | Algoma, WI |
| Start date (month/year) | 07/1989 |
| End date (month/year) | 02/1999 |

|  |  |
| --- | --- |
| Employer | Beverly Enterprises (Dorchester NC & Kewaunee HCC) |
| Position | Social Worker |
| City and state | Sturgeon Bay & Kewaunee, WI |
| Start date (month/year) | 08/1984 |
| End date (month/year) | 07/1989 |

Current professional, academic, community-related, and scientific memberships.

* National Association of Social Workers
* Council on Social Work Education
* Licensed Clinical Social Worker # 828-123

Community service responsibilities and activities for the last 3 years.

* Algoma Venture Academy, Board President, 3/2021 – Current
* Algoma Medical Center Board, President, 2/2014 – Current
* Us2 Behavioral Health Services, Board member, 2019 – Current
* Live Algoma, Team Lead, Consultant & Program Evaluation, 2016 – Current

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* UWGB Speaker of the Senate, 2021-2022.
* Certified Site Visitor, Council on Social Work Education Commission on Accreditation, 2021.
* UWGB Distance Education Grant Award [Department Award/Participant], 2021.
* UW Certificate in Online Learning. Jan. 2021.
* Wisconsin Teaching & Learning Scholar, 2019-2020.
* National Association of Social Workers- WI Delegate, 2018-2021 & 2021-2024.
* Basic Needs Giving Partnership Grant for Resiliency Based Program for Youth. Greater Green Bay Foundation to Live Algoma/Algoma School District (2018, $91,000 x 3 years) [T. VanLanen co-writer].
* QPR Certified Trainer since 2018 (renewed 2021 x 3 years).
* Association of Social Work Boards, Path to Licensure Scholar, 2017-2020.

Professional presentations during the last 5 years.

2021

* Ethics and Boundaries: Risk, Vulnerability & Resilience in Practice [Synchronous/Virtual 4-hour] Wisconsin AIRS Conference.
* Ethics & Boundaries: Best Practices in Addressing Spirituality (with Sherry Warren), [4 hours] National Association of Social Workers Annual Conference, WI Dells, WI.
* Continuing Professional Education: Best Practice or Convenience (with Brittany Maas), [75 min.] National Association of Social Workers Annual Conference, WI Dells, WI.
* Ethics and Boundaries of Mentoring [4 hours/Synchronous Virtual & 2 hours Online with 2 hours Synchronous Virtual]. University of Wisconsin-Green Bay Continuing Education and Community Engagement.
* Ethics and Boundaries: Risk, Vulnerability & Resilience in Practice [Asynchronous Online - designed to meet MPSW 19 guidelines for ethics & boundaries continuing education/4 hour]. University of Wisconsin-Green Bay Continuing Education and Community Engagement.

2020

* Effectiveness of Teaching Professionalism in a BSW Course. Council on Social Work Education Annual Conference [Virtual/On Demand], Nov. 12-14, 2020.
* Effectiveness of Teaching Professionalism in a BSW Course [Narrated Poster]. UW System Spring Conference on Teach and Learning.

2019 - 2021

* Ethics & Boundaries: Collegial Relationships [4 hours]. Department of Corrections, Oshkosh & Madison: Wisconsin AIRS Conference, Green Bay; Winnebago County Human Services; Family Services, Green Bay [Virtual], Wisconsin Resource Center & Winnebago Mental Health Institute [2 sessions/Virtual]

2018

* Get licensed, Live licensed. Baccalaureate Program Directors Annual Conference, Atlanta, GA. [with Jan Fitts, ASWB]
* Crisis Intervention in Challenging Situations [90 minutes], East Shore Industries, Algoma.
* Train the Trainer/APS Curriculum [4 hours], Wausau.
* APS Curriculum, Day 3: Intervention Strategies in Adult Protective Services [5.5 hours], Eau Claire, Kimberly, Madison and Wausau.
* APS Curriculum, Day 2: Collaborating for Best Practice [5.5 hours], Eau Claire, Kimberly, Madison and Wausau.
* APS Curriculum, Day 1: Foundations of Adult Protective Services. [5.5 hours], Eau Claire, Kimberly, Madison and Wausau.
* Links in the Chain: Responding Ethically to Trauma. [4 hours]. Wisconsin Department of Corrections, offering in Oshkosh and Appleton.
* Self-Care: At the Center of Ethics and Boundaries. [4 hours] University of WI- Eau Claire; UW-Hospitals, Madison; Rainbow Hospice Care, Jefferson, WI; Aging & Disability Resource Center, Manitowoc, WI; St. Vincent, Bellin, & Aurora Hospitals, Green Bay.

2017-2018

* Ethics and Boundaries through the Lens of trauma [4 hours]- University of WI-Green Bay Continuing Education & Community Engagement. Contracted to provide training through biennium.

2017

* Ethical leadership in human services: Preparing students for moral courage within organizational contexts. International Society for Ethics across the Curriculum Annual Conference, Grand Rapids, MI.
* Review of license and certification violations: Implications for social work education. Baccalaureate Program Directors Annual Conference. New Orleans, LA
* Ethics and Boundaries along the Pathway in End of Life Care. [4 hours] UW-Colleges, Sheboygan
* Self-Care: At the Center of Ethics and Boundaries. [4 hours] University of WI- Whitewater
* Moral Courage in the Workplace. [4 hours]. Wisconsin Social Services Association [Annual Conference]. Wisconsin Dells, WI

2016 & 2017

* Ethics and Boundaries in the Healthcare Environment [4 hours]. HSHS Hospital Sisters, Green Bay WI.

Professional publications for the last 5 years.

Groessl, J. (2021). Book review: Evaluation practice for collaborative growth: A guide to program evaluation with stakeholders and communities. *Journal of Baccalaureate Social Work, 26*(1), 115-117. https://doi.org/10.18084/1084-7219.26.1.115

Groessl, J. (2020, accepted). Book review: Spiritual diversity in social work practice. *Journal of Baccalaureate Social Work*

Groessl, J. (2020) Teaching note: Birth order theory critique as a learning opportunity. *Social Work Education*. [Online.] https://doi.org/10.1080/02615479.2020.1819972

Groessl, J. (2020). Book review: People and climate change: Vulnerability, adaptation, and social justice. *Journal of Social Work Values and Ethics, 17*(1), 81.

Kennedy, S. & Groessl, J. (2020). Teaching for retention through the lens of inclusion. *Reflections: Narratives of Professional Helping.* [Online]. *26*(4), 79-85.

Groessl, J. (2020, submitted). Lesson plans. In K. Zgoda (2021, in preparation). Active learning lessons, activities, & assignments for the modern social work educator.

Groessl, J. & Kennedy, S. (2020). Research brief: Professional continuing education survey. [Completed as Path to Licensure Scholar]. Association of Social Work Boards.

Groessl, J & Vandenhouten, C. (2019). Examining students’ attitudes and readiness for interprofessional education and practice. *Education Research International*, Article ID 2153292, 7 pages. https://doi.org/10.1155/2019/2153292

Groessl, J. (2019). Book Review: Assessment in counseling: Practice and applications. *Journal of Baccalaureate Social Work, 24*(1), 71-72. https://doi.org/10.18084/1084-7219.24.1.71

Groessl, J. (2019). Interdisciplinary ethics exercise. In L. Hitchcock, M. Sage, & N.J. Smyth. *Teaching Social Work with Digital Technology.* CSWE Press*.*

Groessl, J. (2018, Summer). The social work curriculum as opportunity for integrating licensure awareness. *ASWB Newsletter*. Retrieve from https://www.aswb.org/path-to-licensure-newsletter-summer-2018/#GROESSL

Groessl, J. (2018, December). Adult protective services curriculum training report. [Completed for the Wisconsin Department of Health Services]. University of Wisconsin-Green Bay.

Groessl, J. (2018). Adult Protective Services Training Curriculum. [Curriculum manual and training materials for three day foundation training.] University of Wisconsin-Green Bay Continuing Education and Continuing Engagement under a grant provided by the WI Department of Health Services.

Groessl, J. (2017). Leadership in the field: Fostering moral courage. *Journal of Social Work Values and Ethics, 14* (1), 72-79.

Vandenhouten, C., Groessl, J. & Levintova, K. (2017). How do you use problem-based learning to improve interdisciplinary thinking? (pp. 117- 133). In R. Gurung and D. Voelker (eds.). *New Directions for Teaching & Learning,* Wiley Online Library. DOI: 10.1002/tl.20252

National Association of Social Workers (2017). Professional self-care and social work. *Social work speaks*. (11th ed). NASW Press: Author.

[Assisted with policy statement revision.]

National Association of Social Workers (2017). Social work in the criminal justice system. *Social work speaks*. (11th ed). NASW Press: Author.

[Assisted with policy statement revision.]

Groessl, J. (2017, June). *Ethics & Boundaries in Community Behavioral Health*. [Curriculum manual and training materials]. Behavioral Health training Partnership.

**Heindel Faculty Data**

**Corinna Heindel**

Degree information

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | 05/2019 |

|  |  |
| --- | --- |
| Degree | Bachelor of Arts- Social Welfare |
| Institution Granting Degree | University of Wisconsin-Madison |
| Major | Social Work |
| Date Awarded (month/year) | 05/2017 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | School Social Work Coordinator & Associate Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 11/2021 |
| End date (month/year) | Ongoing |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Shawano School District |
| Position | School Social Worker |
| City and state | Shawano, WI |
| Start date (month/year) | 9/2020 |
| End date (month/year) | Ongoing |

|  |  |
| --- | --- |
| Employer | DC Everest Area School District |
| Position | School Social Worker |
| City and state | Schofield, WI |
| Start date (month/year) | 8/2019 |
| End date (month/year) | 9/2020 |

Current professional, academic, community-related, and scientific memberships.

* Wisconsin Department of Public Instruction, School Social Work Provisional License
* Advanced Practice Social Worker #131758

Community service responsibilities and activities for the last 3 years.

* Wisconsin School Social Work Association Board Member; Legislative & Legislative Committee Member
* Shawano and Menominee County Public Health Department improvement teams
* f NEW Family Services Shawano Area Early Childhood
* Partnership

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* Certification as Trauma Informed & Resilient Schools’ Trainer & Trauma Informed Practitioner (12/2020)- Starr Commonwealth
* First Nations Studies Professional Certification ( 2/2019)- University of Wisconsin-Green Bay

**Lawrence Faculty Data**

**Heather Lawrence**

Degree information

|  |  |
| --- | --- |
| Degree | Bachelor of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | May 2002 |

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | May 2007 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin – Green Bay |
| Title | Lecturer, Child Welfare Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2019 |
| End date (month/year) | Current |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Outagamie County DHHS |
| Position | Division Manager |
| City and state | Appleton, WI |
| Start date (month/year) | October 2016 |
| End date (month/year) | August 2019 |

|  |  |
| --- | --- |
| Employer | Winnebago County DHS |
| Position | Program Manager- Child Protective Services |
| City and state | Neenah, WI |
| Start date (month/year) | August 2014 |
| End date (month/year) | October 2016 |

|  |  |
| --- | --- |
| Employer | Outagamie County DHHS |
| Position | Supervisor |
| City and state | Appleton, WI |
| Start date (month/year) | January 2010 |
| End date (month/year) | August 2014 |

|  |  |
| --- | --- |
| Employer | Outagamie County DHHS |
| Position | Social Worker |
| City and state | Appleton, WI |
| Start date (month/year) | May 2007 |
| End date (month/year) | January 2010 |

|  |  |
| --- | --- |
| Employer | Waupaca County DHHS |
| Position | Social Worker |
| City and state | Waupaca, WI |
| Start date (month/year) | January 2004 |
| End date (month/year) | May 2007 |

|  |  |
| --- | --- |
| Employer | Bureau of Milwaukee Child Welfare- Innovative Family Partnerships, Inc. |
| Position | Ongoing Case Manager |
| City and state | Milwaukee, WI |
| Start date (month/year) | June 2002 |
| End date (month/year) | January 2004 |

Current professional, academic, community-related, and scientific memberships.

* Advanced Practice Social Worker, Wisconsin #128063

Awards, fellowships, grants, or any other recognition you have received during the last 3 years:

* UWGB Distance Education Grant Award (Department Award Participant), 2021.

Professional presentations during the last 5 years:

* 2017 Conference on Child Welfare and the Courts: Young Adult Offender Program – Moving 17 Year Olds Back to the Juvenile Justice System (October 19, 2017)

**Lee Yang Faculty Data**

**Sheng Lee Yang**

Degree information

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin- Madison |
| Major | Social Work |
| Date Awarded (month/year) | 05/2014 |

|  |  |
| --- | --- |
| Degree | Bachelor of Social Work |
| Institution Granting Degree |  |
| Major | Social Work |
| Date Awarded (month/year) |  |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin- Green Bay |
| Title | Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2018 |
| End date (month/year) | Current appointment |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Us 2 Behavioral Health Care, Inc. |
| Position | Executive Director |
| City and state | Appleton, WI |
| Start date (month/year) | 09/2019 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | Strategic Behavioral Health- Willow Creek |
| Position | Director of Admissions |
| City and state | Green Bay, WI |
| Start date (month/year) | 01/2017 |
| End date (month/year) | 08/2018 |

|  |  |
| --- | --- |
| Employer | Outagamie County Mental Health |
| Position | Community Support Specialist/Clinical Therapist |
| City and state | Appleton, WI |
| Start date (month/year) | 08/2011 |
| End date (month/year) | 01/2018 |

Current professional, academic, community-related, and scientific memberships.

* Licensed Clinical Social Worker, Wisconsin, Number: 8613-123, issued 09/2016
* National Association of Social Workers (NASW)- WI Chapter
* NASW Professional Standards and Regulation Committee

Community service responsibilities and activities for the last 3 years.

* DSPS- Social Work Examining Board, LCSW Representative, 09/2021- current
* Imagine Fox Cities, Vision Committee Member, 07/2021
* NEW Hmong Providers, Committee Member, 01/2019

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* Fox Cities Chamber, Future 15, 2021
* UWGB Distance Education Grant Award (Department Award Participant), 2021
* Women of Influence in the North Region, 2021
* WI Hmong Chamber of Commerce, Young Professional of the year, 2020
* UWGB Psychology Department, I am Psyched Keynote Speaker, 2019

Professional presentations during the last 5 years.

* HOPE Conference, "*Fundamentals of Equity, Diversity, and Inclusion,* 2021
* UW Green Bay- BHTP, *Addressing crisis with minoritized youth*, 2021
* Harbor House, *When culture affects decision making*, 2021
* Harbor House, *Fundamentals of Equity, Diversity, and Inclusion,* 2021
* CAP Services, *Fundamentals of Equity, Diversity, and Inclusion, 2021*
* UW Green Bay- Continuing Education Dept, *Desperate Journeys*, 2021
* UWGB Nursing Department, *Trauma Informed Care*, 2020
* State Bar of Wisconsin, *Fostering brave spaces to asking for help*, 2020
* Appleton West High School Hmong Club, *Health and Wellness*, 2020
* WI Annual MH & AODA Recovery Conference, *Understanding Equity, Diversity and Inclusion*, 2020
* Wellness Mental Health, *Strategies for healing during a pandemic*, 2020
* Wellness Mental Health, *Ethics & Boundaries: Pandemic effects on mental health*, 2020
* NAMI Fox Valley, *Fundamentals of Equity, Diversity, and Inclusion*, 2020
* NAMI Fox Valley, *Trauma Informed Care from a multicultural approach*, 2020
* Manitowoc County, *Understanding Diversity, Inclusion and Equity,* 2019
* Brown County ADRC, *Trauma Informed Care*, 2019

**Maas Faculty Data**

**Brittany Maas**

Degree information

|  |  |
| --- | --- |
| Degree | MSW |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | 05/2021 |

|  |  |
| --- | --- |
| Degree | BSW |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | 05/2019 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 09/2021 |
| End date (month/year) | Ongoing |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Foundations Health & Wholeness |
| Position | Resident Therapist |
| City and state | Green Bay, WI |
| Start date (month/year) | 05/2021 |
| End date (month/year) | Ongoing |

|  |  |
| --- | --- |
| Employer | Behavioral Health Training Partnership |
| Position | Project Assistant |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2020 |
| End date (month/year) | Ongoing |

|  |  |
| --- | --- |
| Employer | SELF Program of Family Services of Northeast WI |
| Position | Youth & Family Specialist |
| City and state | Green Bay, WI |
| Start date (month/year) | 04/2019 |
| End date (month/year) | Ongoing |

Current professional, academic, community-related, and scientific memberships.

* National Association of Social Workers

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* Teaching Assistant- University of Wisconsin-Green Bay, Social Work Department 2020-2021
* Ambassador, National Association of Social Workers 2019-2020

Professional presentations during the last 5 years.

* Continuing Professional Education: Best Practice or Convenience (with Dr. Joan Groessl), [75 min.] National Association of Social Workers Annual Conference, WI Dells, WI. Nov. 2021

**Pasqualucci Faculty Data**

**Andrea Pasqualucci**

Degree information

|  |  |
| --- | --- |
| Degree | MSSW with School Social Work Certification |
| Institution Granting Degree | University of Wisconsin-Madison |
| Major | Social Work |
| Date Awarded (month/year) | 05/1993 |

|  |  |
| --- | --- |
| Degree | BSW |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | 05/1990 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 01/2020 |
| End date (month/year) | Current/Ongoing |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Ashwaubenon School District |
| Position | School Social Worker |
| City and state | Ashwaubenon, WI |
| Start date (month/year) | 08/2008 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | North Chicago Community Unit School District #187 |
| Position | School Social Worker |
| City and state | North Chicago, IL |
| Start date (month/year) | 8/2000 |
| End date (month/year) | 5/2002 |

|  |  |
| --- | --- |
| Employer | Chicagoland Children's Service Network |
| Position | Executive Director |
| City and state | Chicago, IL |
| Start date (month/year) | 1998 |
| End date (month/year) | 8/2000 |

|  |  |
| --- | --- |
| Employer | Mary Bridge Children’s Hospital |
| Position | Pediatric Medical Social Worker |
| City and state | Tacoma, WA |
| Start date (month/year) | 1997 |
| End date (month/year) | 1998 |

|  |  |
| --- | --- |
| Employer | Pierce County Prosecuting Attorney’s Office |
| Position | Victim Advocate |
| City and state | Tacoma, WA |
| Start date (month/year) | 1995 |
| End date (month/year) | 1997 |

|  |  |
| --- | --- |
| Employer | Crystal Lake School District #47 |
| Position | School Social Worker |
| City and state | Crystal Lake, IL |
| Start date (month/year) | 1993 |
| End date (month/year) | 1995 |

|  |  |
| --- | --- |
| Employer | Manitowoc County Human Services Department |
| Position | Juvenile Court Social Worker |
| City and state | Manitowoc, WI |
| Start date (month/year) | 1990 |
| End date (month/year) | 1992 |

Current professional, academic, community-related, and scientific memberships.

* Brown County Homeless and Housing Coalition
* Wisconsin Department of Public Instruction Professional Standards Council, 2015-current
* Wisconsin Department of Public Instruction Teacher of the Year Council, 2014- current

Community service responsibilities and activities for the last 3 years.

* Partnership Action Committee Member/Ashcares Coordinator, Ashwaubenon School District, McKinney Vento Liaison

**Powell Faculty Data**

**Nina Powell**

Degree information

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin-Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | 05/2005 |

|  |  |
| --- | --- |
| Degree | Bachelor of Science in Social Work |
| Institution Granting Degree | University of Nebraska-Omaha |
| Major | Social Work |
| Date Awarded (month/year) | 05/2000 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin- Green Bay |
| Title | Lecturer & MSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2015 |
| End date (month/year) | 08/2016 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin- Green Bay |
| Title | Lecturer/Senior Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | 08/2016 |
| End date (month/year) | 08/2021 |

|  |  |
| --- | --- |
| Employing academic institution | University of Phoenix |
| Title | Certified Advanced Facilitator |
| City and state | Tempe, AZ [On-Line Instruction] |
| Start date (month/year) | 04/2009 |
| End date (month/year) | 07/2015 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Betterhelp |
| Position | Therapist [Online] |
| City and state | Mountain View, CA |
| Start date (month/year) | 02/2020 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | CHAPS Academy, Inc. |
| Position | Part-Time Therapist |
| City and state |  |
| Start date (month/year) | 11/2016 |
| End date (month/year) | 7/2015 |

|  |  |
| --- | --- |
| Employer | Family Services Day Treatment |
| Position | Experiential Therapist II |
| City and state | Green Bay, WI |
| Start date (month/year) | 07/2011 |
| End date (month/year) | 07/2015 |

|  |  |
| --- | --- |
| Employer | Family Services Silvercrest Group Home/FRST |
| Position | Family Therapist |
| City and state | Green Bay, WI |
| Start date (month/year) | 10/2005 |
| End date (month/year) | 10/2007 |

|  |  |
| --- | --- |
| Employer | Lutheran Family Services |
| Position | Foster Care Specialist/SNAP Case Manager/Pride Trainer |
| City and state | Green Bay, WI |
| Start date (month/year) | 10/2002 |
| End date (month/year) | 3/2004 |

|  |  |
| --- | --- |
| Employer | West Iowa Family Services |
| Position | In-Home Therapist |
| City and state | Des Moines, IA |
| Start date (month/year) | 03/2001 |
| End date (month/year) | 10/2002 |

Community service responsibilities and activities for the last 3 years.

* Red Cross Disaster Mental Health Volunteer (Certified)

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* Earned Senior Lecturer status at University of Wisconsin- Green Bay (2020)
* Certified ACRA (Adolescent Community Reinforcement Approach) Therapist

**Rhee Faculty Data**

**Stephanie Rhee**

Degree information

|  |  |
| --- | --- |
| Degree | Ph. D. |
| Institution Granting Degree | University of Kentucky |
| Major | Social Work |
| Date Awarded (month/year) | December, 2013 |

|  |  |
| --- | --- |
| Degree | Master of Science in Social Administration |
| Institution Granting Degree | Case Western Reserve University |
| Major | Social Work |
| Date Awarded (month/year) | May, 1999 |

|  |  |
| --- | --- |
| Degree | Master of Arts |
| Institution Granting Degree | Case Western Reserve University |
| Major | Medical Anthropology |
| Date Awarded (month/year) | May, 1997 |

|  |  |
| --- | --- |
| Degree | Master of Arts |
| Institution Granting Degree | Korea University |
| Major | English Literature |
| Date Awarded (month/year) | February, 1988 |

|  |  |
| --- | --- |
| Degree | Bachelor of Arts |
| Institution Granting Degree | Seoul Women’s University |
| Major | English Literature |
| Date Awarded (month/year) | February, 1984 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | September, 2021 |
| End date (month/year) | Present |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | August, 2017 |
| End date (month/year) | August, 2021 |

|  |  |
| --- | --- |
| Employing academic institution | Youngstown State University |
| Title | Assistant Professor |
| City and state | Youngstown, OH |
| Start date (month/year) | August, 2014 |
| End date (month/year) | May, 2017 |

|  |  |
| --- | --- |
| Employing academic institution | Northern Kentucky University |
| Title | Adjunct Faculty |
| City and state | Highland Heights, KY |
| Start date (month/year) | January, 2014 |
| End date (month/year) | May, 2014 |

|  |  |
| --- | --- |
| Employing academic institution | University of Kentucky |
| Title | Adjunct Faculty |
| City and state | Lexington, KY |
| Start date (month/year) | August, 2006 |
| End date (month/year) | May, 2011 |

|  |  |
| --- | --- |
| Employing academic institution | Training Resource Center, University of Kentucky |
| Title | Research Assistant |
| City and state | Lexington, KY |
| Start date (month/year) | January, 2007 |
| End date (month/year) | September, 2007 |

|  |  |
| --- | --- |
| Employing academic institution | Mandel School of Applied Social Sciences, CSWE |
| Title | Research Assistant |
| City and state | Cleveland, OH |
| Start date (month/year) | June, 1998 |
| End date (month/year) | August, 1998 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | University of Cincinnati Medical Center |
| Position | Part-Time Medical Social Worker |
| City and state | Cincinnati, OH |
| Start date (month/year) | September, 2005 |
| End date (month/year) | August, 2014 |

|  |  |
| --- | --- |
| Employer | University of Cincinnati Medical Center |
| Position | Full-Time Medical Social Worker |
| City and state | Cincinnati, OH |
| Start date (month/year) | November, 2000 |
| End date (month/year) | August, 2005 |

|  |  |
| --- | --- |
| Employer | Veterans Affairs Medical Center |
| Position | Social Work Trainee |
| City and state | Brecksville, OH |
| Start date (month/year) | May, 1998 |
| End date (month/year) | August, 1998 |

Current professional, academic, community-related, and scientific memberships.

* National Association of Social Worker
* Gerontological Society of America
* Council on Social Work Education
* Society for Social Work and Research
* Wisconsin Council on Social Work Education

Community service responsibilities and activities for the last 3 years.

* Curative Connections Advisory Committee, Yesteryear Village Project, Member, October 2021--Present
* Innovation in Aging Planning Committee, University of Wisconsin-Green Bay, Member, September 2020—Present
* Journal of Social Work Education, Three-year Contract Reviewer, July 2018--June 2021
* Invited Peer Reviewer for Asia Pacific Education Review, October 2020
* Gerontological Society of America Korean/Korean American & Aging Interest Group, Member, October 2020
* Medical College of Wisconsin-Green Bay Inter-Professional Geriatric Case Study Session, Faculty Facilitator, November 2020
* UWGB Innovation in Aging Kickoff Event Presentation, Presenter, November 2020
* Invitation for the Common Read Town Hall Panel Discussion, Panel Speaker, September 2020
* Asian Professor Panel, University of Wisconsin-Green Bay, Panel Speaker, April 2019
* Asian Heritage Fashion Show, University of Wisconsin-Green Bay, Participant, April 2019

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* UWGB Distance Education Grant Award, Department Award/Participant, 2021
* UWGB CATL Distance Education Course Badges, Summer 2021
* UWGB Inclusivity & Equity Certificate Level I Award, October 2020
* UWGB CATL Student Nominated Teaching Award, 2020
* UWGB Teaching and Learning Scholar, 2018-2019

Professional presentations during the last 5 years.

Rhee, S. (2021, January 19-22). Effects of expressive and reflective writing on perceived stress, self-efficacy, and approaches to learning among Master of Social Work students. [Paper presentation]. Society for Social Work and Research 25th Virtual Conference.

Rhee, S. (2020, November). Exploring acculturation experiences of Korean immigrant older adults through expressive writing [Paper presentation]. Gerontological Society of America 2020 Annual Scientific Meeting Virtual Conference.

Rhee, S. (2020, April 16-17). The effect of expressive and reflective writing on perceived stress, self-efficacy, and approaches to learning among graduate-level social work students [Paper presentation]. Office of Professional and Instructional Development 2020 Spring Conference on Teaching & Learning, Madison, WI, United States—Cancelled due to the COVID-19 pandemic

Rhee, S. (2018, November 14-18). *Expressive writing among Korean immigrant elders residing in non-Korean ethnic enclaves* [Poster presentation]. Gerontological Society of America 70th Annual Scientific Meeting, Boston, MA, United States.

Professional publications for the last 5 years.

Peer Reviewed Journal Articles

Rhee, S. (in press). Expressive writing for Korean immigrant older adults residing in areas without well-established Korean communities. *Social Work Research*.

Kim, H. K., Jun, M. H., Rhee, S., & Wreen, M. (2020). Husserlian phenomenology in Korean nursing research: Analysis, problems, and suggestions. *The Journal of Korean Academic Society of Nursing Education, 26*(1), 5-15.

Kim, H. K., Jun, M. H., Rhee, S., & Wreen, M. (2020). Husserlian phenomenology in Korean nursing research: Analysis, problems, and suggestions (the secondary publication). *Journal of Educational Evaluation for Health Professions*. <http://doi.org/10.3352/jeehp.2020.17.13>

Rhee, S. (2019). Korean immigrant older adults residing in non-Korean ethnic enclaves: Acculturation strategies and psychosocial adaptation. *Journal of Human Behavior in the Social Environment, 29*(7), 861-873. <https://doi.org/10.1080/10911359.2019.1627970>

Rhee, S. (2019). Acculturative stress and coping among Korean immigrant elders residing in non-Korean ethnic enclaves. *International Social Work, 62*(2), 622-639. <https://doi.org/10.1177/0020872817741183>

Rhee, S. (2017). A caterpillar morphs into a butterfly. *Reflections: Narratives of Professional Helping. 22*(3), 18-21. <https://reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/issue/view/121>

Rhee, S. (2017). Structural determinist aspects of depression in Freud’s Mourning and Melancholia. *Psychoanalytic Social Work, 24*(2), 96-113. <https://doi.org/10.1080/15228878.2017.1321998>

Rhee, S. (2017). Acculturative stress and depressive symptoms among Korean immigrant elders residing in non-Korean ethnic enclaves. *Journal of Ethnic & Cultural Diversity in Social Work, 26*(4), 347-365. <http://doi.org/10.1080/15313204.2016.1242101>

Published Conference Proceedings

Rhee, S. (2021, January 19-22). Effects of expressive and reflective writing on perceived stress, self-efficacy, and approaches to learning among Master of Social Work students [Paper presentation]. Society for Social Work and Research 25th Virtual Conference.

Rhee, S. (2020, November). Exploring acculturation experiences of Korean immigrant older adults through expressive writing. Innovation in Aging, Gerontological Society of America Annual Scientific Meeting Abstract: Paper Session.

Rhee, S. (2018, November). Expressive writing for Korean immigrant elders residing in non-ethnic enclaves. Innovation in Aging, 2(Suppl, 1), 634-644. Annual Scientific Meeting Abstract: Poster Session. https://doi.org/10.1093/geroni/igy023.2403

**Sallmann Faculty Data**

**Jolanda Sallmann**

Degree information

|  |  |
| --- | --- |
| Degree | PhD |
| Institution Granting Degree | University of Wisconsin-Madison |
| Major | Social Welfare with a minor in Sociology |
| Date Awarded (month/year) | December 2005 |

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin-Milwaukee |
| Major | Social Work with a concentration in children, youth & families |
| Date Awarded (month/year) | August 1996 |

|  |  |
| --- | --- |
| Degree | Bachelor of Social Work |
| Institution Granting Degree | University of Wisconsin-Milwaukee |
| Major | Social Work with a minor in Psychology |
| Date Awarded (month/year) | December 1992 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor of Social Work & BSW Program Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | July 2019 |
| End date (month/year) | Present |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor of Social Work |
| City and state | Green Bay, WI |
| Start date (month/year) | May 2009 |
| End date (month/year) | Present |

|  |  |  |
| --- | --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay | |
| Title | Associate Professor of Social Work & Social Work Department Chair | |
| City and state | Green Bay, WI | |
| Start date (month/year) | July 2010 | |
| End date (month/year) | July 2019 | |
| Employing academic institution | | University of Wisconsin-Green Bay |
| Title | | Associate Professor of Social Work, Social Work Department Chair, & BSW Program Coordinator |
| City and state | | Green Bay, WI |
| Start date (month/year) | | July 2010 |
| End date (month/year) | | July 2016 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor of Social Work & Collaborative MSW Program Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | July 2006 |
| End date (month/year) | July 2008 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor of Social Work |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2004 |
| End date (month/year) | May 2009 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Dane County Department of Human Services, Area Agency on Aging |
| Position | Social Worker, LTE—Elder Abuse Investigator |
| City and state | Madison, WI |
| Start date (month/year) | November 2002 |
| End date (month/year) | January 2003 |

|  |  |
| --- | --- |
| Employer | YWCA of Madison |
| Position | Community Organizer/Curriculum & Training Coordinator |
| City and state | Madison, WI |
| Start date (month/year) | February 2001 |
| End date (month/year) | February 2002 |

|  |  |
| --- | --- |
| Employer | St. Aemilian-Lakeside |
| Position | Youth Counselor, On-call |
| City and state | Milwaukee, WI |
| Start date (month/year) | October 1994 |
| End date (month/year) | December 1994 |

|  |  |
| --- | --- |
| Employer | Ethan Allen School for Boys—Wisconsin Department of Health and Social Services, Division of Youth Services |
| Position | Youth Counselor I |
| City and state | Wales, WI |
| Start date (month/year) | March 1993 |
| End date (month/year) | May 1993 |

Professional, academic, community-related, and scientific memberships.

* Certified Social Worker # 3832-120

Community service responsibilities and activities for the last 3 years.

* Brown County Annual Martin Luther King (MLK) Community Celebration Committee, 2005-present
* Chair of Brown County MLK Poster/Essay/Poetry Competition Subcommittee, 2012-present
* Northeast Wisconsin Technical College Human Services Advisory Committee, 2017-present

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

AWARDS

2017-2018 UWGB Founders Award: University Award for Excellence in Collaborative Achievement—MLK Jr. Community Celebration Event Committee (awarded to: F. Akakpo, G. Bansal, M. Lo Lee, J. Sallmann, & M. Teclezion).

2017-2018 Student Success, Recruitment, and Retention Award from CHESW: $5,000 received to complete activities revolving around diversity and equity.

2016-2017 Professional Development Related to Student Success and Retention Award from Provost’s Office: $5,250 to support sending a team to the Symposium on the Recruitment and Retention of Diverse Populations. Team included: J. Groessl, L. Poupart, J. Sallmann, and G. Trimberger.

GRANTS

Principal Investigator, *Title IV-E Long Term Child Welfare Training Program* (2010-present), average annual award exceeds $500,000.00. Wisconsin Division of Children and Family Services (from federal funds made available through Title IV-E of the Social Security Act.

Sallmann, J. & Trimberger, G. (Team leads). (2021-2022). *Distance Education Grant*. UW-Green Bay Center for the Advancement of Teaching and Learning. Awarded $21,750 for curricular design and redesign of social work courses.

Professional presentations during the last 5 years.

Sallmann, J., Maas, B., Mitchell, S., & Remington, T. (2021, September 23). *Increasing human trafficking awareness through a general education course: Collaborating with community partners.* 18th Annual International Human Trafficking & Social Justice Conference.

Sallmann, J. (2017, March). *Students’ perceptions of BSW diversity climate: Examining implicit curriculum in a PWI.* Association of Baccalaureate Social Work Program Directors Annual Program Meeting.

Professional publications for the last 5 years.

Sallmann, J., Akakpo, T., Bansal, G., Teclezion, M., & Lo Lee, M. (Summer/Fall 2019). One man’s vision, my responsibility: Brown County Dr. Martin Luther King, Jr. Birthday Celebration. *Voyageur: Special Issue on African Americans in Northeast Wisconsin.* Green Bay, WI.

Other relevant information.

Webinar Co-Facilitation: Racial Battle Fatigue; Green Bay, WI

* + 1. With Eric Arneson: September 22, 2017
    2. With Susan Gallagher-Lepak: October 17, 2017

Coordination of campus-wide equity trainings, with Dean Susan Gallagher-Lepak:

1. Workshop I: The Complexity of Racism & Antiracist Practices in the American Academy; January 9, 2018
2. Workshop II: Setting the Stage; January 9, 2018
3. Workshop III: Using Equity to Guide Curriculum and Antiracist Pedagogy; January 11, 2018

**Schanen-Materi Faculty Data**

**Jennifer Schanen-Materi**

Degree information

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Wisconsin – Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | August 2013 |

|  |  |
| --- | --- |
| Degree | Bachelor of Social Work |
| Institution Granting Degree | University of Wisconsin – Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | May 2008 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin – Green Bay |
| Title | Senior Lecturer, BSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2020 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin – Green Bay |
| Title | Lecturer, BSW Field Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2015 |
| End date (month/year) | July 2020 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin – Green Bay |
| Title | Associate Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2014 |
| End date (month/year) | July 2015 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Wise Women Gathering Place |
| Position | Program Outreach & Evaluation Specialist |
| City and state | Green Bay, WI |
| Start date (month/year) | February 2010 |
| End date (month/year) | August 2015 |

|  |  |
| --- | --- |
| Employer | Calumet County Health & Human Services |
| Position | MSW Intern |
| City and state | Chilton, WI |
| Start date (month/year) | January 2013 |
| End date (month/year) | August 2013 |

|  |  |
| --- | --- |
| Employer | Paragon Community Services |
| Position | Adult Program Instructor |
| City and state | Green Bay, WI |
| Start date (month/year) | September 2009 |
| End date (month/year) | February 2010 |

|  |  |
| --- | --- |
| Employer | N.E.W. Curative Rehabilitation Services |
| Position | Community Support Worker |
| City and state | Green Bay, WI |
| Start date (month/year) | August 2009 |
| End date (month/year) | February 2010 |

|  |  |
| --- | --- |
| Employer | Golden House Family Violence Center |
| Position | Victim Advocate |
| City and state | Green Bay, WI |
| Start date (month/year) | May 2008 |
| End date (month/year) | September 2008 |

Current professional, academic, community-related, and scientific memberships.

* Advanced Practice Social Worker, Wisconsin #5274
* Certified Technology of Participation (ToP) Facilitator, ToP Network
* Qualified Technology of Participation Trainer, ToP Network

Community service responsibilities and activities for the last 3 years.

* Wise Women Gathering Place, Board Chair, October 2019-Present
* Wise Women Gathering Place, Board Member, September 2015-October 2019
* St. Matthew Catholic Community, Youth Program Volunteer, January 2019-Present
* Unity Hospice, Residence Volunteer, May 2017-Present
* Technology of Participation Facilitation Network, Board Secretary, January 2017-January 2019

Special awards, fellowships, grants, or any other recognition received during the last 3 years.

* UWGB Faculty Senate, Social Work Department Alternate, 2021-Present
* UWGB Distance Education Grant Award (Department Award Participant), 2021.
* Promotion from Lecturer to Senior Lecturer, August 2020.
* Equity-Minded Institutional Change Teaching & Learning Community member, UWGB Center for the Advancement of Teaching & Learning, September 2019-May 2020.
* UWGB Wellness Committee, Faculty Representative, 2017-2020
* UWGB Individualized Learning Committee, College of Health, Education & Social Welfare Representative, 2017-2020

Professional presentations during the last 5 years

* Survey of Wisconsin Social Workers (PI, with B. Maas and BSW Senior Cohort 2021). (1 hour). Synchronous/Virtual. March 2021.
* Pivotal Pedagogies Advanced Canvas Training (with A. Chu, K. Farley, & L. Konkol). UWGB Center for the Advancement of Teaching & Learning. Asynchronous, Virtual. August 3-17, 2020.
* Learner Centered Discussions Advanced Canvas Training (with K. Farley). UWGB Center for the Advancement of Teaching & Learning. Asynchronous, Virtual. July 20-August 3, 2020.
* Cultivating Participatory Classrooms & Cohesive Groups. UW-Green Bay Instructional Development Institute. 20 minutes. Green Bay, WI. January, 2020.
* Rising Strong in the Field Environment. (1 hour). UWGB BSW Field Orientation. Green Bay, WI. September 2019.
* United Way ALICE PhotoVoice Research (PI, five student posters). WI Council on Social Work Education Spring Conference. Wisconsin Dells, WI. April 2019.
* United Way ALICE PhotoVoice Research (PI, one student poster). UW System Undergraduate Research, Scholarly & Creative Activity Symposium. Green Bay, WI. April 2019.
* First Nations Professional Certificate Session 4: Ethics & Boundaries for First Nations Communities (with F. Brooks). (4 hours). UWGB Continuing Education & Community Engagement. Green Bay, WI. January 2019.
* Boys & Girls Club Teens 2 Work Program Evaluation (PI, one student poster). WI Council on Social Work Education Spring Conference. Wisconsin Dells, WI. April 2018.
* Boys & Girls Club Teens 2 Work Program Evaluation (PI, one student poster). UW System Undergraduate Research, Scholarly & Creative Activity Symposium. Green Bay, WI. April 2018.
* Connecting to College Students: Use of ToP Facilitation to Create Meaningful Dialogue in Higher Education Settings. (1 hour). ToP Network Annual Gathering. Omaha, NE. January 2018.
* Promoting & Evaluating Seven Dimensions of Well-being in a Rural Community (with students H. Bergelin, A. Gruber, & T. Steele). WI Campus Compact Civic Engagement Institute. Green Bay, WI. April, 2017.
* Leveraging Our Multiple Intelligences for Effective Communication. (1 hour). UWGB BSW Field Orientation. Green Bay, WI. September 2016.
* Building Sustainability for Healing Programs in Native American Communities (with students G. Jochman, N. Kahler, & R. Saldana). WI Campus Compact Civic Engagement Institute. Milwaukee, WI. April 2016.
* White Bison Program Evaluation (PI, one student poster). WI Council on Social Work Education Spring Conference. Wisconsin Dells, WI. April 2016.
* 25 Years of Tools – An Introductory Exploration of the ToP Network Online Toolkit (with R. Moen & B. Glommen). (1 hour). ToP Network Annual Gathering. Phoenix, AZ. January 2016.
* Leveraging and Shaping our Online Tool Kit – Interactive Discussion (with R. Moen & B. Glommen). (1 hour). ToP Network Annual Gathering. Phoenix, AZ. January 2016.

Professional publications for the last 5 years

Schanen, J., Skenandore, A., Scow, B., & Hagen, J. (2017). Assessing the impact of a healthy relationships curriculum on Native American adolescents. *Social Work, 62*(3).

**Schneider Faculty Data**

**Nicole Schneider**

Degree information

|  |  |
| --- | --- |
| Degree | PhD |
| Institution Granting Degree | Brandeis University |
| Major | Social Policy & Management |
| Date Awarded (month/year) | April, 2015 |

|  |  |
| --- | --- |
| Degree | Master of Science |
| Institution Granting Degree | Brandeis University |
| Major | Social Policy |
| Date Awarded (month/year) | August, 2012 |

|  |  |
| --- | --- |
| Degree | MSW |
| Institution Granting Degree | Columbia University |
| Major | Social Work |
| Date Awarded (month/year) | October, 1998 |

|  |  |
| --- | --- |
| Degree | BSW |
| Institution Granting Degree | Loyola University |
| Major | Social Work |
| Date Awarded (month/year) | May, 1997 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | September, 2021 |
| End date (month/year) | Present |

|  |  |
| --- | --- |
| Employing academic institution | Simmons University |
| Title | Adjunct Faculty (DSW) |
| City and state | Boston, MA |
| Start date (month/year) | June, 2021 |
| End date (month/year) | December, 2021 |

|  |  |
| --- | --- |
| Employing academic institution | University of Kentucky |
| Title | Part-time Instructor & Course Developer |
| City and state | Lexington, KY |
| Start date (month/year) | January, 2021 |
| End date (month/year) | August, 2021 |

|  |  |
| --- | --- |
| Employing academic institution | Fordham University |
| Title | Adjunct Faculty Member |
| City and state | New York, NY |
| Start date (month/year) | September, 2018 |
| End date (month/year) | December, 2018 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Adjunct Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | September, 2015 |
| End date (month/year) | December, 2015 |

|  |  |
| --- | --- |
| Employing academic institution | Bellin College |
| Title | Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | September, 2013 |
| End date (month/year) | December, 2013 |

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | BSW Field Coordinator & Lecturer |
| City and state | Green Bay, WI |
| Start date (month/year) | May, 2008 |
| End date (month/year) | June, 2010 |

|  |  |
| --- | --- |
| Employing academic institution | St. Norbert College |
| Title | Director and Instructor of Human Services |
| City and state | De Pere, WI |
| Start date (month/year) | August, 2005 |
| End date (month/year) | May, 2008 |

|  |  |
| --- | --- |
| Employing academic institution | university of Wisconsin at Manitowoc |
| Title | Lecturer |
| City and state | Manitowoc, WI |
| Start date (month/year) | Fall, 2003 |
| End date (month/year) | Fall, 2003 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Freedom House Ministries, Inc |
| Position | Executive Director |
| City and state | Green Bay, WI |
| Start date (month/year) | November, 2017 |
| End date (month/year) | November., 2019 |

|  |  |
| --- | --- |
| Employer | Green Bay Area Catholic Education System (GRACE) |
| Position | Research Officer (contracted) |
| City and state | Green Bay, WI |
| Start date (month/year) | August, 2016 |
| End date (month/year) | November, 2017 |

|  |  |
| --- | --- |
| Employer | Green Bay Area Public Schools |
| Position | Facilities Planning Liaison, contracted .5FTE |
| City and state | Green Bay, WI |
| Start date (month/year) | November, 2015 |
| End date (month/year) | May, 2016 |

|  |  |
| --- | --- |
| Employer | Bellin Health System |
| Position | Research and Risk Analyst, .5FTE |
| City and state | Green Bay, WI |
| Start date (month/year) | May, 2013 |
| End date (month/year) | May, 2015 |

|  |  |
| --- | --- |
| Employer | Bellin College |
| Position | Research and Risk Analyst, .3FTE |
| City and state | Green Bay, WI |
| Start date (month/year) | May, 2013 |
| End date (month/year) | May, 2015 |

|  |  |
| --- | --- |
| Employer | NS Research Design and Consulting Services LLC |
| Position | Owner/Researcher/Consultant |
| City and state | Green Bay, WI |
| Start date (month/year) | April, 2013 |
| End date (month/year) | November, 2017 |

|  |  |
| --- | --- |
| Employer | Family Services of Northeast Wisconsin, Inc |
| Position | Youth and Family Programs: Consultant & Grant Writer and Program Manager/Supervisor |
| City and state | Green Bay, WI |
| Start date (month/year) | March, 2000 |
| End date (month/year) | December 2005 |

|  |  |
| --- | --- |
| Employer | Family Services of Northeast Wisconsin, Inc |
| Position | Multiple Positions: Outpatient Counselor, Crisis Counselor, & Sexual Assault Service Coordinator |
| City and state | Green Bay, WI |
| Start date (month/year) | September, 1999 |
| End date (month/year) | July, 2000 |

Community service responsibilities and activities for the last 3 years.

* Board of Directors Hospital Sisters Health System, Wisconsin Region
* Board of Directors, Freedom House Ministries, Inc. Homeless Shelter
* Advisory Board of Directors, Northwestern University School of Education and Social Policy
* The Farmory, Advisor for Capital Campaign
* Greater Green Bay Community Foundation, US Oil Basic Needs Granting Committee Member
* Service League of Green Bay, WI; Active, Associate and Board Member responsible for funding proposal designs

Other relevant information

* Wisconsin International School, De Pere, WI; Founding Member, Academic Committee Chairperson
* Funding Proposals Written for: The Salvation Army, Healthy Teeth, Healthy Kids, BAD DADS, Inc.

**Trimberger Faculty Data**

**Gail E. Trimberger**

Degree information

|  |  |
| --- | --- |
| Degree | Bachelor of Arts in Comprehensive Social Work (BSW) |
| Institution Granting Degree | University of Wisconsin-Eau Claire |
| Major | Social Work |
| Date Awarded (month/year) | May 1981 |

|  |  |
| --- | --- |
| Degree | Master of Science in Social Work (MSSW) |
| Institution Granting Degree | University of Wisconsin-Madison |
| Major | Social Work |
| Date Awarded (month/year) | May 1982 |

|  |  |
| --- | --- |
| Degree | Doctorate of Philosophy (PhD) |
| Institution Granting Degree | Marian University |
| Major | Leadership Studies |
| Date Awarded (month/year) | May 2013 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Associate Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | August/2008 |
| End date (month/year) | Current |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Texas Department of Health |
| Position | Medical Social Worker |
| City and state | Tyler, TX |
| Start date (month/year) | September/1984 |
| End date (month/year) | February/1987 |

|  |  |
| --- | --- |
| Employer | Heritage Nursing Center |
| Position | Director of Social Services/Consultant |
| City and state | Sheboygan, WI |
| Start date (month/year) | May/1988 |
| End date (month/year) | August/1993 |

|  |  |
| --- | --- |
| Employer | St. Vincent Hospital |
| Position | Medical Social Worker |
| City and state | Green Bay, WI |
| Start date (month/year) | August/1993 |
| End date (month/year) | February/1995 |

|  |  |
| --- | --- |
| Employer | Unity Hospice and Palliative Care |
| Position | Medical Social Worker/Director of Patient Services/Director of Community Development/Director of Quality Improvement |
| City and state | Green Bay, WI |
| Start date (month/year) | August/1994 |
| End date (month/year) | August/2008 |

Current professional, academic, community-related, and scientific memberships.

Licensed Clinical Social Worker, state of Wisconsin

National Association of Social Work, member

Community service responsibilities and activities for the last 3 years.

Camp Lloyd Grief Camp, Co-director and head grief counselor

Lakeshore Care Appeal and Grievance Committee, member

Oral Health Partnership, Executive board member

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

RECOGNITIONS

Speaker of the Senate (2019-2020). University of Wisconsin-Green Bay

GRANTS

Trimberger, G. (Principle Investigator). (2021-2024). *Federal School-Based Mental Health Professionals* *Project.* Wisconsin Department of Public Instruction. Awarded $149, 998 for 2021-22.

Sallmann, J. & Trimberger, G. (Team leads). (2021-2022). *Distance Education Grant*. UW-Green Bay Center for the Advancement of Teaching and Learning. Awarded $21,750 for curricular design and redesign of social work courses.

Trimberger, G. (Recipient). (2018-2019). *Teaching with Transparency*. UW-Green Bay Center for the Advancement of Teaching and Learning. Received stipend for curricular redesign.

Professional presentations during the last 5 years.

Franklin, C., Groessl, J., & Trimberger, G. (2020, January 23). *From Intangible to Transparent: Grading Rubrics*. [Conference session]. Presented at the UW-Green Bay Instructional Development Institute.

Trimberger, G. (2018, October 29). *Ethics and end-of-life care: A respectful approach*. [Workshop]. Unity Hospice, Green Bay, WI.

Trimberger, G. (2018, October 11). *Ethics and end-of-life care: A respectful approach*. [Workshop]. UW-Green Bay Continuing Professional Education, Appleton, WI.

Trimberger, G. (2018, October 4). *Ethics and end-of-life care: A respectful approach*. [Workshop]. UW-Green Bay Continuing Professional Education, Oshkosh, WI.

Trimberger, G. (2018, June 18). *Ethics and end-of-life care: A respectful approach*. [Workshop]. UW-Green Bay Continuing Professional Education, Green Bay, WI.

Trimberger, G. (2018, June 1). *Ethics and end-of-life care: A respectful approach*. [Workshop]. UW-Green Bay Continuing Professional Education, Wausau, WI.

Trimberger, G. (2017, April 20). *Social Work Students’ Understanding of Professionalism.* [Poster presentation].OPID 2017 Conference on Teaching and Learning, LaCrosse, WI.

Trimberger, G. (2017, March 24). *Developing leaders: Empowering human service practitioners*. [Workshop]. UW-Green Bay Continuing Professional Education, Green Bay, WI.

Two presentations were accepted but not presented due to COVID-19:

Groessl, J. & Trimberger, G., (2019, July). *Exploring the Complexity of Professional*

*Conduct Violations.* Proposal **accepted** for Association of Social Work Boards Annual Education Conference, April 24, 2020, Chicago, IL.

Trimberger, G. (2019, May). *Collaborative Education: Improving Interdisciplinary Care*.

Proposal **accepted** for The Teaching Professor Annual Conference, May 29-31, Atlanta, GA.

Other relevant information below or as a separate attachment.

Book Review

Trimberger, G. (2019). [Review of the book proposal *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective*, by J. McCoyd, J. Koller, and C. Walter].

**Warren Faculty Data**

**Sherry Warren**

Degree information

|  |  |
| --- | --- |
| Degree | PhD |
| Institution Granting Degree | University of Kansas |
| Major | Social Work |
| Date Awarded (month/year) | July, 2020 |

|  |  |
| --- | --- |
| Degree | Master of Social Work |
| Institution Granting Degree | University of Kansas |
| Major | Social Work (Clinical Specialization) |
| Date Awarded (month/year) | May, 2005 |

|  |  |
| --- | --- |
| Degree | Bachelor of Arts |
| Institution Granting Degree | University of Kansas |
| Major | Latin American Areas Studies |
| Date Awarded (month/year) | May, 1992 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin-Green Bay |
| Title | Assistant Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | June, 2019 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employing academic institution | Clarke University |
| Title | Assistant Professor |
| City and state | Dubuque, IA |
| Start date (month/year) | August, 2016 |
| End date (month/year) | July, 2019 |

|  |  |
| --- | --- |
| Employing academic institution | University of Kansas |
| Title | Graduate Teaching Instructor of Record |
| City and state | Lawrence, KS |
| Start date (month/year) | August, 2011 |
| End date (month/year) | June, 2016 |

|  |  |
| --- | --- |
| Employing academic institution | Ottawa University |
| Title | Adjunct Instructor |
| City and state | Ottawa, KS |
| Start date (month/year) | Fall 2015 |
| End date (month/year) | Spring 2016 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | Us2 Behavioral Health Care |
| Position | Project Consultant |
| City and state | Appleton, WI |
| Start date (month/year) | November, 2020 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | United Church of Christ and Unitarian Universalist Association |
| Position | Curriculum Trainer |
| City and state | Nationwide |
| Start date (month/year) | 2014 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | MidAmerica Region of Unitarian Universalist Association |
| Position | Professional Congregational Consultant |
| City and state | 13 States/200 congregations |
| Start date (month/year) | January, 2006 |
| End date (month/year) | Current |

|  |  |
| --- | --- |
| Employer | Kansas-Oklahoma Conference of United Church of Christ |
| Position | Community of Practice Facilitator |
| City and state | 59 congregations, KS &OK |
| Start date (month/year) | October, 2015 |
| End date (month/year) | July, 2016 |

|  |  |
| --- | --- |
| Employer | Kansas-Oklahoma Conference of United Church of Christ |
| Position | Justice Witness Organizer |
| City and state | 48 Congregations, KS |
| Start date (month/year) | October, 2014 |
| End date (month/year) | January, 2016 |

|  |  |
| --- | --- |
| Employer | Plymouth Congregational United Church of Christ |
| Position | Interim Associate Minister |
| City and state | Lawrence,KS |
| Start date (month/year) | October 2013 |
| End date (month/year) | August,2014 |

|  |  |
| --- | --- |
| Employer | Prairie Star District of Unitarian Universalist Association |
| Position | Youth and Young Adult Specialist |
| City and state | 8 states in Midwest |
| Start date (month/year) | January, 2006 |
| End date (month/year) | August, 2011 |

|  |  |
| --- | --- |
| Employer | Unitarian Fellowship of Lawrence |
| Position | Director of Religious Education |
| City and state | Lawrence, KS |
| Start date (month/year) | August, 2002 |
| End date (month/year) | July, 2004 |

|  |  |
| --- | --- |
| Employer | Interfaith Caring Neighbors |
| Position | Director |
| City and state | Lawrence, KS |
| Start date (month/year) | April, 2002 |
| End date (month/year) | July, 2004 |

|  |  |
| --- | --- |
| Employer | National Science Foundation |
| Position | GK-12 Project Co-Director |
| City and state | Lawrence, KS |
| Start date (month/year) | April, 1999 |
| End date (month/year) | January,2002 |

Current professional, academic, community-related, and scientific memberships.

* Phi Beta Delta, International Scholars Honors Society (since 2016)
* National Association of Social Workers

Community service responsibilities and activities for the last 3 years

* Ecumenical Partnership for Housing, Green Bay, Member, Board of Trustees, 8/2021-present.
* Loretto @ the UN NGO, Advisory Board Member, 2017-present.

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* Grant in Aid of Research, University of Wisconsin-Green Bay, 2020 & 2021
* Teaching Enhancement Grant- University of Wisconsin-Green Bay, 2020
* Senator, University of Wisconsin-Green Bay, 2021-2023; Alternate 2020-2021.
* Mackin - Mailander Faculty Lecturer, Clarke University, 2018-2019
* University of Kansas Graduate Studies Research Award for Doctoral Research, 2018.

Professional presentations during the last 5 years.

Warren, S. & Groessl, J. (2021, November 1-3). *Ethics & Boundaries: Best Practices in Addressing Spirituality* [Conference Workshop]. NASW Wisconsin Conference, Wisconsin Dells, WI.

Warren, S. & Chappell Deckert, J. (June 2021). *Food-focused advocacy and policy: We all have to eat.* Influencing Social Policy Teaching Institute, St. Louis, MO.

Warren, S. (May 2021). *An exploratory study of current themes and topics in international social work courses in the USA.* Paper presentation at the International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

Warren, S. & Werner, L. (May 2021). *Developing Recommendations for Trans Persons’ End of Life Expressions of Self: Maintaining One’s Identity After Death.* Paper presentation at the International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

Warren, S. (2020, October 26-28). *Incorporating Spirituality into Practice* [Conference Workshop]. NASW Wisconsin Conference, Wisconsin Dells, WI. https://www.naswwi.org/continuing-education/2020-annual-conference/

Warren, S. (2020, October 26-28). *Policy, Practice and Advocacy: Give me the Courage to Make Change*. [Conference Workshop]. NASW Wisconsin Conference, Wisconsin Dells, WI. https://www.naswwi.org/continuing-education/2020-annual-conference/

Warren, S. (2020, November 8-11). *Current themes and topics in international social work courses in the USA: An exploratory study*. [Poster presentation]. Joint World Conference on Social Work, Education, and Social Development. Rimini, Italy. (Conference canceled)

Warren, S. (2020, May 20-23). *An exploratory study of current themes and topics in international social work courses in the USA*. [Conference Presentation]. International Congress on Qualitative Inquiry, University of Illinois, Urbana, IL. (Conference canceled)

Warren, S. & Chappell Deckert, J. (2020, May 28-30). *Because we all have to eat*. [Conference Workshop]. Influencing Social Policy MACRO Teaching Institute at the Brown School of Social Work, Washington University, St. Louis, MO. (Conference canceled)

Warren, S. (2019). *Current themes and topics in international social work courses: An exploratory study*. Poster presented at the Annual Program Meeting of the Council on Social Work Education. Denver, CO.

Warren, S., Chappell Deckert, J., Gomi, S. Paceley, M.S. (2019). *Creatively engaging abstract concepts: Arts-based education for social issues*. Panel Presentation at the Annual Program Meeting of the Council on Social Work Education. Denver, CO.

Warren, S. (2018). *Not all who wander are lost: Therapeutic labyrinth walking for health*. Presentation at the Joint World Conference on Social Work, Education, and Social Development. Dublin, Ireland.

Warren, S. (2018). *Contemplative practices for mindful presence: Deepen, connect, and transform your classroom.* Workshop presented at the Joint World Conference on Social Work, Education, and Social Development. Dublin, Ireland.

Warren, S. & Chappell Deckert, J. (2018). *Postcolonial feminist theory in international social work: Mohanty's 'feminist in solidarity' explored*. Symposium presented at the Joint World Conference on Social Work, Education, and Social Development. Dublin, Ireland.

Warren, S., Cantu Gregory, S., Murphy, L. & Darrouzet, H. (2018, April). *Sharing the silence: An interdisciplinary college mindfulness group*. Panel at the Annual Ethics Conference: Contemplation., at Viterbo University’s D.B. Reinhart Institute for Ethics in Leadership. Lacrosse, WI.

Warren, S. (2018). *Spirituality and ethics in social work practice*. Continuing Education Workshop (6 hours). Clarke University, Dubuque, IA.

Professional publications for the last 5 years.

Warren, S. (in process). Review of the book No refuge: Ethics and the global refugee crisis, by S. Parekh [book]. *Journal of Baccalaureate Social Work*.

Canda, E.R. and Warren, S. (accepted). Spiritual well-being. In *Encyclopedia of Positive Psychology*. Wiley-Blackwell.

Warren, S**.** & Chappell Deckert, J. (2020). Contemplative practices for self-care in the social work classroom. *Social Work (Special Issue on Self-Care for the Social Work Profession)*, *65*(1), 11-20. https://doi.org/10.1093/sw/swz039

Chappell Deckert, J., Warren, S**.** & Britton, H. (2018). Midwestern service provider narratives of migrant experiences: Legibility, vulnerability, and exploitation in human trafficking. *Advances in Social Work, Special Issue Immigrants and Refugees,18*(3), 887-910. DOI: https://doi.org/10.18060/21657

Other relevant information.

* Peer Reviewer MACRO 2020 Conference Proposals.
* Peer Reviewer: Journal of International Migration and Integration (2019-present).
* Applied Suicide Intervention Skills Training (ASIST) certification.
* Certified Trainer of Trainers, Our Whole Lives Sexuality Curriculum, Grades K-1, 4-6.
* Certified Our Whole Lives sexuality educator/facilitator, all curriculum levels.
* Graduate Certificate in Women, Gender, and Sexuality Studies, University of Kansas (2017).

**Waubanascum Faculty Data**

**Cary Waubanascum**

Degree information

|  |  |
| --- | --- |
| Degree | PhD |
| Institution Granting Degree | University of Minnesota- Twin Cities |
| Major | Social Work |
| Date Awarded (month/year) | July, 2021 |

|  |  |
| --- | --- |
| Degree | MSW |
| Institution Granting Degree | University of Wisconsin – Green Bay |
| Major | Social Work |
| Date Awarded (month/year) | August, 2008 |

|  |  |
| --- | --- |
| Degree | Bachelor of Arts |
| Institution Granting Degree | Alverno College |
| Major | Social Science, Professional Communication |
| Date Awarded (month/year) | December, 2001 |

Academic appointments

|  |  |
| --- | --- |
| Employing academic institution | University of Wisconsin – Green Bay |
| Title | Assistant Professor |
| City and state | Green Bay, WI |
| Start date (month/year) | August, 2021 |
| End date (month/year) | Present |

|  |  |
| --- | --- |
| Employing academic institution | St. Catherine’s University |
| Title | Adjunct Faculty |
| City and state | St. Paul, MN |
| Start date (month/year) | January, 2021 |
| End date (month/year) | May, 2021 |

|  |  |
| --- | --- |
| Employing academic institution | University of Minnesota – Twin Cities |
| Title | Community Faculty |
| City and state | St. Paul, MN |
| Start date (month/year) | January, 2019 |
| End date (month/year) | August, 2020 |

Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer | National Criminal Justice Training Center, Fox Valley Technical College |
| Position | Project Manager, Tribal Programs |
| City and state | Appleton, WI |
| Start date (month/year) | 12/2013 |
| End date (month/year) | 8/2016 |

|  |  |
| --- | --- |
| Employer | Wisconsin Tribal Community Reintegration Program, Great Lakes Inter-Tribal Council |
| Position | Social Worker |
| City and state | Oneida, WI |
| Start date (month/year) | 3/2013 |
| End date (month/year) | 12/2013 |

|  |  |
| --- | --- |
| Employer | College of Menominee Nation |
| Position | Suicide Prevention Coordinator |
| City and state | Keshena, WI |
| Start date (month/year) | 1/2010 |
| End date (month/year) | 3/2013 |

|  |  |
| --- | --- |
| Employer | Oneida Housing Authority |
| Position | Social Worker, Transitional Living Coordinator |
| City and state | Oneida, WI |
| Start date (month/year) | 6/2007 |
| End date (month/year) | 1/2010 |

|  |  |
| --- | --- |
| Employer | Golden House |
| Position | Violence Prevention Educator |
| City and state | Green Bay, WIU |
| Start date (month/year) | 10/2006 |
| End date (month/year) | 6/2007 |

|  |  |
| --- | --- |
| Employer | WI Department of Corrections, Division of Community Corrections |
| Position | Limited Term Probation and Parole Agent |
| City and state | Green Bay, WI |
| Start date (month/year) | 8/2006 |
| End date (month/year) | 10/2006 |

Current professional, academic, community-related, and scientific memberships.

* Council on Social Work Education (CSWE), current member
* National Association of Community and Restorative Justice, current member

Community service responsibilities and activities for the last 3 years.

* Advisory Council Member**,** University of Wisconsin – Madison, Native American Center for Health Professions (NACHP), 2013- Present
* PhD Student Representative, PhD Program Committee, University of Minnesota, School of Social Work, 2018-2019
* Mentor,Menominee Doctoral Student Support Group, 2021- present
* Vice-Chair, American Indian Parent Committee, Roseville Area School District, Roseville MN, 2019-2020
* American Indian Parent Committee Chair, Roseville Area School District, Roseville MN, 2016-2018.

Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

* University of Wisconsin – Green Bay, Equity, Diversity, and Inclusion Committee, CHESW Consultant, 2021-2022
* NCRE Scholars Program: Cohort 10 2021-2023,National Children’s Research Exchange, Centers for American Indian and Alaska Native Health, University of Colorado, Colorado School of Public Health
* Community Engagement and Community-Based Participatory Research Award: *Three Sisters Project* with Oneida Nation. Sub award from Center for the Ethics of Indigenous Genomic Research, Center of Excellence in Ethical, Legal and Social Implications Research. National Institutes of Health, National Human Genome Research Institute (RM1HG009042). 2021
* Mary E. Pennock Scholarship, University of Minnesota – Twin Cities, 2020
* University of Minnesota, School of Social Work Social Innovation Challenge: Organizational Advisor to MSW student’s implementation of a toolkit for their peers to operationalize vital conversations on race with an intentional trajectory toward collective liberation and justice. Facilitation of a series of “train-the-trainer” seminars on the toolkit and organize check-in/follow-up sessions for fellow students in the School of Social Work, 2020

University of Minnesota, College of Education and Human Development, Education Research & Education Equity category, “The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education, People’s Choice Award, 2019

Professional presentations during the last 5 years.

JURIED PRESENTATIONS

Waubanascum, C**.** (2021, October 7). *This is how we show up for our relatives”: Understanding how Indigenous relative caregivers embody traditional kinship to resist the colonial child welfare system.* [Virtual Presentation]. Seven Generations Inter-Tribal Leadership Summit.

Waubanascum, C**.** (2021, October 5). *Understanding how Indigenous relative caregivers resist the colonial child welfare system*. [Virtual Presentation]. Kempe International Virtual Conference: A Global Call to Action to Change Child Welfare.

Singh, V., Waubanascum, C., Elias, G., Seidl, C., & Savariego, A. (2020, May 7). *Back to Indigenous Futures: Engaged Research on Canoe Culture with Pacific Islanders and Dakota in Minnesota: Part 2 of 2* [Roundtable presentation]. Native American and Indigenous Studies Association Conference, Toronto, CA. (Conference canceled).

Waubanascum, C.,(2020, March 26).*The Center for Regional and Tribal Child Welfare Studies: Impact of an Anishinaabe-centered social work program on MSW alums* [Poster session]. College of Education and Human Development Research Day, University of Minnesota, Minneapolis, MN. (Conference canceled).

Waubanascum, C., (2020, March 12). *The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education* [Oral presentation]. Minnesota Social Services Association, Minneapolis, MN.

Waubanascum, C. (2019, October). *The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education* [Oral presentation]. Council on Social Work Education, Annual Program Meeting, Denver, CO.

Waubanascum, C. (2019, July). *Do No Harm: Working better with Indigenous communities through Indigenous social work education* [Oral presentation]. Summer Institute on Global Indigeneities. Seattle, WA.

Waubanascum, C., Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2019, March). *The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education* [Poster session]. College of Education and Human Development Research Day, University of Minnesota, Minneapolis, MN.

Waubanascum, C., Glesener, D. & Haight, W. (2019, January). *A scoping study of Indigenous child welfare: The long emergency and preparations for the next seven generations* [Poster session]. Society for Social Work Research Annual Conference, San Francisco, CA.

Waubanascum, C., Glesener, D. & Haight, W. (2018, November). *A scoping study of Indigenous child welfare: The long emergency and preparations for the next seven generations* [Poster session]. Council on Social Work Education, Annual Program Meeting, Orlando, FL.

Waubanascum, C., Glesener, D. & Haight, W. (2018, March). *A scoping study of Indigenous child welfare: The long emergency and preparations for the next seven generations* [Poster session]. College of Education and Human Development Research Day, University of Minnesota, Minneapolis, MN.

Waubanascum, C., Glesener, D. & Haight, W. (2018, March). *A scoping study of Indigenous child welfare: The long emergency and preparations for the next seven generations* [Poster session]. School of Social Work Research Conference, University of Minnesota, St. Paul, MN.

Waubanascum, C. (2018, May). *Examining the assimilationist views of the Governor’s Interracial Commission and “The Indian in Minnesota” in 1952* [Oral presentation]. School of Social Work History Conference, University of Minnesota, Minneapolis, MN.

PROFESSIONAL PRESENTATIONS (Invited)

Waubanascum, C. (2021). Traditional Kinship as Resistance to the Child Welfare System. [Online Presentation & Community Discussion]. Minnesota Indian Women’s Resource Center, Minneapolis, MN.

Waubanascum, C. (2021). “This is how we show up for our relatives”: Understanding how Indigenous relative caregivers embody traditional kinship to resist the colonial child welfare system. [Online Presentation]. Distinguished Lecture Series. Native American Center for Health Professions. University of Wisconsin – Madison.

Waubanascum, C. & Haight, W. (2021). Transforming Social Work and Fostering Relationships through Anishinaabe-Centered Child Welfare Knowledge and Practice. [Online Presentation]. College of Education and Human Development. University of Minnesota-Twin Cities.

Waubanascum, C., Arnold, T., Thompson, L., Thompson, C., & Owen, C. (2020). Parent and Two-Spirit Native LGBTQ Youth Experiences. [Online Panel Presentation]. Sovereign Bodies Institute.

Professional publications for the last 5 years.

Waubanascum, C. (2021). *“This is how we show up for our relatives”: Understanding how Indigenous relative caregivers embody traditional kinship to resist the colonial child welfare system.* [Unpublished doctoral dissertation]. University of Minnesota – Twin Cities.

Johnston-Goodstar, K., Waubanascum, C., & Eubanks, D. (In Press). Human Services for Indigenous Futures. In Bauerkemper, J. & Webster, R. (Eds.), *Tribal Administration Handbook.*

Haight, W., Waubanascum, C., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2020). The Center for Regional and Tribal Child Welfare Studies: Systems change through a relational Anishinaabe worldview. *Children and Youth Services Review, 119,* 105601.

Haight, W., Waubanascum, C., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2019). The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education. *Children and Youth Services Review, 100*, 156-166.

Haight, W., Waubanascum, C., Glesener, D., & Marsalis, S. (2018). A scoping study of Indigenous child welfare: The long emergency and preparations for the next seven generations. *Children and Youth Services Review,* *93*, 397-410.

Manuscripts in Progress

Waubanascum, C., Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2021). The Center for Regional and Tribal Child Welfare Studies: Students’ experiences of an Anishinaabe-centered social work education program. Manuscript under review.

Other relevant information below or as a separate attachment.

RESEARCH EXPERIENCE

* Associate**,** Center for Restorative Justice and Peacemaking, University of Minnesota Duluth, 2019- present
* Research Assistant,Back to Indigenous Futures, Traditional Ecological Knowledge, Canoe project, Dakota star knowledge with Upper Sioux, Lower Sioux, and Micronesian Communities in Minnesota, 8/2019-2021
* Principal Investigator**,** Doctoral Dissertation**,** School of Social Work, University of Minnesota – Twin Cities, 9/2018-2021
* Research Assistant**, “**Indian Child Welfare scoping study”, “Center for Regional and Tribal Child Welfare Ethnography”, “Indigenous Kinship Study”**,** Gamble Skogmo Chair in Child Welfare and Youth Policy, UMN, 9/2017-2021
* Research Consultant**,** The Center for Regional and Tribal Child Welfare, University of Minnesota – Duluth, “Indian Child Welfare Institutional Analysis project”, 9/2017-1/2019.
* Liaison, Publications Committee Member**,** Indigenous Wellness Research Institute, University of Washington, “Tribal Colleges and Universities Drug and Alcohol Study”, 9/2010- present

TRAINING MODULES (Research to Practice)

* Waubanascum, C.,Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2020). The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through Indigenous social work education.
  + *Minnesota Social Services Association Self-Study Educational Module.*
  + (Part 1). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* In preparation.
  + (Part 2). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* In preparation.
* Waubanascum, C.,Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2020). The Center for Regional and Tribal Child Welfare Studies: Systems change through a relational Anishinaabe worldview.
  + (Part 1). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* In preparation.
  + (Part 2). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* In preparation.
* Waubanascum, C.,Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2018). Indigenous child welfare: The long emergency (Part 1). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* [*https://cascw.umn.edu/portfolio-items/indigenous-child-welfare/*](https://cascw.umn.edu/portfolio-items/indigenous-child-welfare/)
* Waubanascum, C.,Haight, W., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2018). Indigenous child welfare: Preparations for the next seven generations (Part 2). *Center for Advanced Studies in Child Welfare On*-*line Training Modules,* [*https://cascw.umn.edu/portfolio-items/indigenous-child-welfare/*](https://cascw.umn.edu/portfolio-items/indigenous-child-welfare/)

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| --- |
| Accreditation Standard 3.2.2:The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience. |

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| 1. Compliance Statement: Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience across all program options. |

As noted on the Faculty Summary Form, all faculty in the program graduated from an accredited MSW program. Individuals identified as teaching practice courses have at least two years of post-MSW practice experience. Eleven faculty teach practice courses (field and seminar, skills courses, and faculty field instructors to supplement when agencies lack a qualified social worker) across both the BSW and MSW programs. Practice experience ranges from 2 years to 24 years with mean practice experience of 11.39 years.

Instructors teaching practice courses and their post-MSW experience include:

* Sara Greenwood (6 years post-MSW experience)
* Dr. Joan Groessl (22 years post-MSW experience)
* Corinna Heindel (3 years post-MSW experience)
* Heather Lawrence (12 years post-MSW experience)
* Sheng Lee Yang (7.5 years post-MSW experience)
* Dr. Stephanie Rhee (13.5 years post-MSW experience)
* Jennifer Schanen-Materi (2 years post-MSW experience)
* Dr. Nicole Schneider (18 years post-MSW experience)
* Dr. Gail Trimberger (24 years post-MSW experience)
* Dr. Sherry Warren (10.25 years post-MSW experience)
* Dr. Cary Waubanascum (7 years post-MSW experience)

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.2.3:The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities. |

Because most faculty teach in both the BSW and MSW Programs, this section of the self-study is identical for both the BSW and MSW documents. The faculty FTE determination includes the mix of program levels,

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| 1. Compliance Statement: Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs inclusive of all program options. |

**Numerical FTE Faculty-to-Student Ratio:** 1:16.22, inclusive of all program options

Faculty to student ratio is calculated annually using the 1:25 ratio for undergraduate students and 1:12 for MSW students. MSW admission targets are determined based on predicted students continuing in the BSW Program and planning 40 new majors and those continuing within the MSW program, Generalist Part-Time Year II and Specialized Year continuing students.

For the 2021-2022 academic year, there were 79 BSW majors. Each BSW student is counted as 1 FTE regardless of full- or part-time status in the program. There was a

total of 122 MSW students, totaling 104.78 FTE.

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| 1. Compliance Statement: Narrative explains how this ratio is calculated inclusive of all program options. |

**Total FTE of faculty:** 12.39

**Formula used to calculate FTE of all faculty:**

FTE of faculty is calculated ona24-credit load for tenured individuals and those on the tenure track (Associate and Assistant or Full Professors). Individuals hired as lecturers carry a 27-credit load.

The 24-credit hour teaching load policy is located in the [Faculty Handbook](https://www.uwgb.edu/UWGBCMS/media/sofas/rules/Faculty_Handbook_2021.pdf) (p. 106**)**

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| **UWGB Twenty-Four Credit Hour Teaching Load Policy for Tenured/Tenure-Track Faculty**  Faculty positions at the University of Wisconsin-Green Bay (UWGB) require teaching, scholarly or creative activity, and service. A substantial portion (but not all) of the faculty job is accounted for using the credit-hour system, with 24 credit hours being the standard faculty load. Each of UWGB's four colleges has a policy for how this load is determined and adjusted when appropriate, based upon other duties and responsibilities done in support of the mission of the institution. The purpose of this document is to provide an overarching framework for teaching workload expectations of faculty across the University. |

The 27-credit workload is located in the [Employee Handbook for Academic and University Staff](https://www.uwgb.edu/UWGBCMS/media/hr/policies/Employee-Handbook-FINAL.pdf?ext=.pdf) (p.18).

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| **Lecturer (no-prefix):** The no-prefix Lecturer title is used when individuals have a teaching appointment of at least one full academic year. These positions may be temporary, one-year appointments or fixed-term renewable appointments. The full credit load for lecturers is 27 credits per academic year. Any additional credits taught would need to be compensated through approved overload. Fixed-term renewable lecturers are eligible for career progression pursuant to the Title Review Policy.  **Senior Lecturer:** The Senior Lecturer title may be used when individuals have a teaching appointment of at least one full academic year and have met the requirements for career progression to the senior level as identified in the Title Review Policy. This title is utilized only for fixed-term, renewable appointments. The full credit load for senior lecturers is 27 credits per academic year. Any additional credits taught would need to be compensated through approved overload. |

FTE for Associate Lecturers is calculated using the 27-credit workload. These faculty do not hold a permanent full- or part-time position and are hired to teach specific courses. These policies are outlined in the [Payment Guidelines for Temporary Instructional Staff](https://www.uwgb.edu/UWGBCMS/media/hr/policies/CompensationGuidelinesPayrollProceduresAdjInstrandAssLec.pdf?ext=.pdf).

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| **Associate Lecturers**  The Associate Lecturer title is used when individuals have a one-semester teaching appointment that consists entirely of semester-long credit courses. The full credit load for associate lecturers is13.5 credits per semester. Any additional credits taught would need to be compensated through approved overload. All Associate Lecturers will be paid on a C-basis. Associate Lecturers may or may not be eligible for fringe benefits depending upon their particular situation. *Contact Human Resources if you have questions and before you promise someone that they will receive benefits.* |

As noted on the Faculty Summary Form**,** and in Table 3.1 below**,** 11 faculty have full time appointments, one faculty member has a half time appointment, and the Program utilized four Associate Lecturers.

**Table 3.1 Faculty Appointments**

|  |  |  |
| --- | --- | --- |
| Full -Time Faculty | Tenured | Dr. Francis Akakpo  Dr. Joan Groessl  Dr. Stephanie Rhee  Dr. Jolanda Sallmann |
| Full -Time Faculty | Tenure Track | Dr. Sherry Warren  Dr. Cary Waubanascum |
| Full -Time Faculty | Lecturers[[32]](#footnote-33) | Sara Greenwood  Heather Lawrence  Sheng Lee Yang  Jennifer Schanen-Materi  Dr. Nicole Schneider |
| Part -Time Faculty | Tenured | Gail Trimberger |
| Associate Lectures |  | Susan Exworthy  Corinna Heindel  Brittany Maas  Andrea Pasqualucci |

**Total FTE of students:** 183.8

**Formula used to calculate FTE of all students:**

All BSW Students formally admitted to the program are counted as 1 FTE regardless of attending on a full-time or part-time basis. MSW students who are enrolled in part-time course work at either the generalist or specialized year are counted according to the credit load they carry (GPT-I. GPT-II, SPT-I and SPT-II). For graduate studies, full-time enrollment is nine credits per semester. (For example, 1 Specialized Year-2 Student who is part-time taking 10 credits per academic year equals .6 FTE). Students enrolled in full-time course work are counted as 1 FTE. Table 3.2 shows student enrollment in 2021-2022.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 3.2 2021-2022 Student FTE** | | | |
|  | | Students | FTE |
| BSW Students |  | 79 | 79 |
| MSW Students | Generalist Part-Time Yr. 1 | 14 | 12.4 |
| Generalist Part-Time Yr. 2 | 10 | 5.6 |
| Generalist Full-Time | 22 | 22 |
| Specialized Part-Time Yr. 1 | 15 | 10 |
| Specialized Part-Time Yr. 2 | 14 | 7.8 |
| Specialized Full-Time | 47 | 47 |

Enrollment numbers for the BSW Program, and needed FTE is calculated first (# of Continuing students + 40 planned students divided by 25 = faculty FTE for the BSW Program). Once BSW FTE is calculated, MSW admissions targets are created with the remaining available faculty FTE per the staffing plan for the upcoming year.

The figure below demonstrates is what was used to calculate admissions targets for the MSW Program academic year 2021-2022. The total in cohort is multiplied by FTE (based on credits taken) to come up with the Total FTE. When added together, full student FTE is computed. Modifications in numbers of students in a cohort occurs to reach a student FTE which complies with Faculty FTE dedicated to the MSW Program.



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| 1. Compliance Statement: Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options. |

**Faculty Size & Number and Type of Curricular Offerings in Class and Field:**

As noted earlier on the Faculty Summary Form, most faculty teach in both BSW and MSW programs. FTE allows for all core courses in both the BSW and MSW programs to be covered using the class size indicated below. (See Faculty Size and Class Size). In addition, the Program has been able to expand its elective offerings at both the BSW and MSW level. BSW electives added also meet general education requirements for the university. These additions allow students to target their general education studies toward topics of social work interest. For example, *SW 213: Human Trafficking* meets the global culture requirements, *SW 204: Sustainability and Social Problems* the sustainability perspective, and *SW 307: Ethics in Practice* meets humanities criteria. The faculty have appreciated the opportunity to expand offerings to meet areas of interest/expertise beyond required courses. The ability to offer these elective courses demonstrates that faculty size is sufficient to curricular needs.

Course design and scheduling are completed to allow mixed modalities. Following the pandemic year, faculty discussed modalities for courses and determined which courses were best suited to the seated classroom, which should be synchronous, and which can be taught asynchronously online. It is our intention to offer sections of specific courses across modalities to meet student needs or preferences. Recognizing that our students have multiple responsibilities, we have coordinated schedules of required courses to meet using hybrid design, allowing two courses on the alternating dates the same night of the week.

**Faculty Size & Number of Program Options:**

There is only one program each option at both the BSW and MSW levels. With modifications due to COVID, more courses are being taught virtually but concern over the provision of practice courses virtually and integrity of program offerings has negated development of additional program options. At this point, controlled growth of the MSW Program has occurred but BSW enrollment has remained constant. Because the Program maintains the minimum faculty to student ratios required by CSWE, additional program options would require additional resources to be allocated to the program, but the program has not requested this to administration.

**Faculty Size & Class Size:**

BSW cohorts are capped at 40 per year. Full-cohort lecture-based classes are set to a maximum of 40 students and labs, as well as field sections, are capped at 20 students. As of the 2021-2022 academic year, there are two sections of field and integrative seminar and two each for each of the methods and skills courses and those courses identified as writing emphasis.

MSW course enrollment is limited to 24 for lecture-based courses and 16 students for seminars or other practice courses. As enrollment has grown, additional sections have been added. In addition, sections for field, seminar, and courses where in-person seated modality is recommended have been allocated to be taught in Wausau. As of the 2021-2022 academic year, three sections of field and seminar have been allocated for the generalist level and five for the specialized year. Other generalist courses have two sections each except for *SW 700: Gateway to the Profession* which has three sections. (One of those sections is taught in Wausau). Specialized year courses have three sections for most courses but four for *SW 720: Multifamily Systems* to allow the course to be taught in Wausau. The number of sections for both generalist and specialized year are consistent with the program’s course cap guidelines.

Size of faculty is sufficient to meet the section requirements for both the BSW and MSW programs with the current enrollment plan.

**Faculty Size & Number of Students:**

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 annually. Faculty resources are demonstrably sufficient to carry out ongoing functions of the BSW Program.

Admissions to the MSW Program are calculated according to current faculty FTE. FTE required to meet the CSWE 1:25 criteria for the number of BSW student enrollment is subtracted from the total faculty FTE and then MSW student FTE is determined, ensuring a 1:12 ratio is maintained for the MSW program. For the 2021-2022 academic year, this allowed enrollment of 46 generalist and 76 specialized level students. The MSW program had several students withdraw or move to part time status, so student FTE was lower than had initially been planned.

Since the Program’s last self-study, additional faculty lines have been added to meet the growing need for MSW-level practitioners in the region. For the 2021-2022 academic year, an additional 1.5 FTE were added to allow teaching of several courses of the program to the Wausau area. Faculty resources are sufficient to carry out ongoing functions of the MSW program.

**Faculty Size & Advising:**

Faculty Mentor responsibilities are assumed by eleven faculty members.

Prior to the 2021-2022 academic year, faculty who did advising of students were granted a 3-credit release to provide that advising. With the new advising model, a Professional Advisor (equivalent to CSWE’s “academic advisor”) was assigned to the BSW program as 50% of his responsibilities. The PA advises both current majors and those interested in social work. All faculty who are employed full-time in the program are now assigned as faculty mentors (e.g., “Professional Advisors”) to students as an expected component of their position.

Because of the differing needs of BSW and MSW students, the faculty developed the policy that student mentor assignments be calculated as one BSW student as equivalent to two MSW students. In terms of FTE, this was calculated as BSW = 1 student FTE, MSW = .5 student FTE. Each faculty member assumes a 12 student FTE mentoring load, with the mix of BSW and MSW students differing according to the student requests.

In addition to the Faculty Mentor role, Field and Child Welfare Coordinators provide field related advising, the Wausau site lead for the MSW Program (Gail Trimberger) provides advising for students in the Wausau area, and the MSW Program Coordinator does pre-major advising for students interested in the MSW Program. The Program has a .25 LTE position for School Social Work Coordination (paid for through a contract with the Department of Public Instruction) who advises those interested in school social work.

With the new Professional Advisor/Faculty Mentor model, advising time for majors is increased over prior years but no longer fulfilled by social work faculty. Based on the division of responsibilities with mentor attention to professional rather than academic student needs, faculty can meet the time demands required. Social Work faculty are available to assist the embedded Professional Advisor with questions as needed. Further assessment of impact on students and workload will occur as the program implementation covers a more extensive period.

**Faculty Size & Faculty's Teaching Responsibilities:**

Current size of faculty allows full coverage of required coursework and opportunities to teach general education and elective courses and is sufficient to meet the ongoing needs of both the BSW and MSW Programs. Within the BSW Program, faculty credits are adjusted internally with writing emphasis and full cohort courses receiving extra credit allowances to faculty teaching those courses. Field section credits within faculty workload are determined based on the number of field visits per semester for both the BSW and MSW Program options.

Academic year required credits based on designated course caps:

BSW: 51 Fall, 46 Spring, Emphasis/Support 18 CR. Total = 117 CR

MSW: 74 Fall, 53 Spring, 15 Summer. 10 Spring electives. Total = 152 CR

Total BSW and MSW: 269 CR

Academic year faculty teaching credit availability: 318 CR (Less Scholarship allowances for tenure/tenure track faculty = -18 CR) = 300 CR. Differences in required credits allow for undergraduate general education courses or electives.

[*Note: Extra omits school social work courses since plan is for associate lecturers to teach those courses currently*.*]*

It should be noted that summer courses are not included in the calculation for teaching loads but are included in the credits outlined above. Summer contracts are considered separately and up to the discretion of faculty if desiring to teach over the summer months. The MSW Program begins in June and all specialized year students must take one required and one elective course. In Summer 2021, offerings were three sections of the required *SW 728: Advanced Policy*, two of elective *SW 767: Mental Health & Substance Abuse in Generalist Practice*, and one of elective *SW 727: Psychopathology for Social Work Practice.* (Part-time specialized year students may take their elective the second summer of their program). The two elective courses are also open to special students seeking clinical licensure post-MSW. These courses are an additional .5 FTE.

In addition, January or “Winterim” courses can also be taught as overload or be integrated into the workload of the instructor. In Winterim 2022, *SW 683: Trauma Informed Care* (now renumbered to SW 723*)* was taught as part of the 27-credit workload of Sheng Lee Yang. Whereas *SW 544: Grant Writing*, was an additional overload payment for Jennifer Schanen-Materi. For Winterim courses, course enrollment must meet university requirements to be taught at full compensation. With lower enrollment, instructor has the prerogative to teach on a per pupil basis or cancel the course. Careful attention to elective offerings ensures availability for MSW elective opportunities for a range of emphases and interest areas.

Overloads are offered when exigent circumstances require faculty to assume additional teaching responsibilities. For example, when a faculty member is unable to fulfill initially assigned teaching responsibilities due to illness or when faculty leaves employ unexpectedly. In academic year 2021-2022, a faculty member left university employ the week before the start of classes. Overload assignments and associate lecturer contracts were granted to ensure necessary courses were able to be offered. As this self-study is being written, a search is being conducted to replace the individual who resigned.

Associate lecturers are hired when necessary to meet course demands when current faculty is unable to assume the course as relates to content expertise. Since the Program does not have faculty with school social work certification, for example, associate lecturers are hired to offer the coursework needed for this area of emphasis. Should a future search yield an applicant who meets the specialized certification, then the courses would be offered as part of that faculty member’s appointment.

**Faculty Size & Scholarly Responsibilities:**

Only faculty who are tenured or on the tenure track are required to demonstrate scholarly accomplishments. Each faculty member meeting these criteria is granted a 3-credit release for the purpose of scholarship activities.

Faculty who are tenured/tenure track and must participate in scholarship include Drs. Akakpo, Groessl, Rhee, Sallmann, Warren, and Waubanascum.

**Faculty Size & Service Responsibilities:**

The Program ensures that lecturers are given Faculty status through the University to allow all social work faculty to provide service to the Social Work Program as an expectation of their positions. Those who are contracted as associate lecturers are not required to do service. All faculty are involved in full faculty meetings, an admission, and curriculum committee. Which admission or curriculum committee is determined by the percentage of the teaching responsibilities in either the BSW or MSW Program. As of the 2022-2023 academic year, lecturers will automatically be considered faculty and will have the title of teaching professor in lieu of lecturer when under a full-time contract.

Those faculty members who complete additional required programmatic responsibilities receive credit release to effectively perform the duties. BSW Program Coordinator (Dr. Jolanda Sallmann) and Program Chair (Dr. Joan Groessl) each receive a 6 CR release for the administrative roles and the MSW Program Coordinator (Dr. Francis Akakpo) receives a 12 CR release consistent with CSWE standards. MSW Field Coordinator’s (Sara Greenwood) release is 13.5 credits and BSW Field Coordinator (Jennifer Schanen-Materi) receives 7 CR workload reassignment, both in alignment with CSWE requirements. The Child Welfare Coordinator (Heather Lawrence) receives six credits release for IV-E Program Administration. Additional releases embedded in the program are for evaluation activities (3 CR), IV-E program PI (3 CR), DPI contract PI (3 CR), and accreditation specialist activities (3 CR). Release times are sufficient to meet programmatic needs currently. Additional resources were allocated during the reaffirmation process.

Those who are tenured or on the tenure track are expected to provide service to the university beyond the social work program itself. Faculty who are tenured/tenure track and must participate in service include Drs. Akakpo, Groessl, Rhee, Sallmann, Warren, and Waubanascum. Any additional university service by lecturers is at the discretion of the lecturer based on their interests.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.2.4:The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred. |

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| 1. Compliance Statement: Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options. |

The Social Work Program deliberately has faculty teach in both the BSW and MSW programs when appropriate. This allows students to experience multiple perspectives, which the Program sees as beneficial to their development. When assigning courses, teaching loads consider need for sufficient faculty for the BSW and MSW programs.

Four full-time faculty’s primary teaching responsibilities are in the BSW Program: Heather Lawrence (72%), Dr. Jolanda Sallmann (100%), Jennifer Schanen-Materi (74%) and Dr. Sherry Warren (87.5%).

Seven full-time faculty’s primary teaching responsibilities are in the MSW Program: Dr. Francis Akakpo (100%), Sara Greenwood (78%), Dr. Joan Groessl (71%), Sheng Lee Yang (67%), Dr. Stephanie Rhee (100%), Dr. Nicole Schneider (76%), and Dr. Cary Waubanascum (71%). Dr. Gail Trimberger, who is half-time, teaches all her time in the MSW Program.

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| 1. Compliance Statement: Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options. |

All faculty employed by the Program have earned MSW degrees from CSWE-accredited MSW programs and the majority with doctorates earned their PhDs in social work. All faculty have a completed faculty data form (see pp. 177- 235). Table 3.3 identifies faculty with 9-month ongoing contracts.

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| **Table 3.3 Faculty and MSW Degree-Granting Institutions** | | | |
| **Program** | **Faculty Member** | **MSW Program** | **Doctorate** |
| BSW | Jolanda Sallmann | UW Madison | Social Work |
|  | Sherry Warren | University of Kansas | Social Work |
|  | Heather Lawrence | UW-Green Bay |  |
|  | Jen Schanen-Materi | UW-Green Bay |  |
| MSW | Francis Akakpo | Michigan State | Social Work |
|  | Joan Groessl | UW-Milwaukee | Education |
|  | Stephanie Rhee | Case Western University | Social Work |
|  | Nicole Schneider | Columbia University | Social Work |
|  | Gail Trimberger | UW-Madison | Education |
|  | Cary Waubanascum | UW-Green Bay | Social Work |
|  | Sara Greenwood | University of Michigan |  |

All faculty have earned MSW degrees from CSWE-accredited social work programs. All except one-half time position, who teach in both the BSW and MSW programs have full-time appointments to the social work program. As noted in the table above, six of eight faculty with doctoral degrees have doctoral degrees with a social work emphasis; four of those faculty have primary responsibility to the MSW program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.2.5:The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals. |

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| 1. Compliance Statement: Narrative describes the program’s faculty workload policy across all program options. |

Faculty who are tenured (Full Professor or Associate Professor) and those on the tenure track (Assistant Professor) must adhere to the University Policy on Workload which identifies a 24-credit hour workload, of which three credits are allocated for scholarship and/or service.

The policy below outlines faculty responsibilities as outlined on page 105-106 of the [Faculty Handbook](https://www.uwgb.edu/UWGBCMS/media/sofas/rules/Faculty_Handbook_2021.pdf):

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| **Defining Responsibilities and Expectations**  Tenure-Track Faculty - Responsibilities include a combination of teaching, scholarly and creative activity, and service to the institution (e.g., student advising) and the community, including a twenty- four credit hour workload expectation per academic year.  **Faculty Expectations**  Based on a 24 credit hour workload, the following represent faculty expectations:   1. Tenure-track faculty shall not be required to teach more than 14 credit hours in any semester. Tenure-track faculty in the probationary period will have an 18 credit hour teaching load in the first year and a 21 credit hour teaching load until promotion to associate professor. Recognizing their substantial obligations to engage in research and service, the teaching load for associate and full professors will be 21 credits. 2. Administrative reassignments are provided in order to lead, manage, and conduct various activities associated with certain units, programs, and special undertakings at the University. The Dean allocates these reassignments to the budgetary unit. Budgetary Chair/Executive Committee in tum allocates the reassignments. However, it is important to keep in mind that the College needs to maintain its curriculum. 3. The Dean may approve other teaching reassignments for activities that would exceed normal responsibilities or expectations (e.g., new program development). Recommendations for such teaching reassignments will be generated by the Chair of the budgetary unit, with input from the budgetary unit faculty, and approved by the Dean. 4. Guidelines for the promotion to Associate Professor with tenure are provided by each budgetary unit and include requirements for "achievement of a record of high quality in each of the categories of Teaching, Scholarship, and University and Community Service." As per the post-tenure policy, tenured faculty must meet certain expectations in the areas of teaching, scholarship, and service. 5. Historically, the vast majority of UW-Green Bay faculty members have met expectations in the areas of scholarship and service. This document seeks to recognize this work in the context of the 24-credit workload policy. In those cases where faculty do not meet the expectations, the assignment of additional teaching responsibilities (typically the equivalent of one additional three credit course) will help address workload equity and fairness concerns. It should be noted that faculty assigned a 24-credit teaching load are not in jeopardy of losing tenure, but they are having their workload adjusted to maintain equity in overall workload, while also noting that such faculty would still be subject to the post-tenure review process. This recommendation for a 24-credit teaching load would be generated by the budgetary Chair, with input from the Executive Committee, and be approved by the Dean |

Workload for those in the lecturer position is a 27-credit workload without expectation of service or scholarship outside of the unit. The workload policy is outlined in the [University and Academic Staff Handbook](https://www.uwgb.edu/UWGBCMS/media/hr/policies/Employee-Handbook-FINAL.pdf?ext=.pdf), page 18.

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| Lecturer (no-prefix):  The no-prefix Lecturer title is used when individuals have a teaching appointment of at least one full academic year. These positions may be temporary, one-year appointments or fixed-term renewable appointments. The full credit load for lecturers is 27 credits per academic year. Any additional credits taught would need to be compensated through approved overload. Fixed-term renewable lecturers are eligible for career progression pursuant to the Title Review Policy.  Senior Lecturer:  The Senior Lecturer title may be used when individuals have a teaching appointment of at least one full academic year and have met the requirements for career progression to the senior level as identified in the Title Review Policy. This title is utilized only for fixed-term, renewable appointments. The full credit load for senior lecturers is 27 credits per academic year. Any additional credits taught would need to be compensated through approved overload. |

The Executive Committee requests Faculty status for all permanent lecturers. When granted faculty status, lecturers are able to participate in governance of the University. This allows participation in some university committees including Faculty Senate.

The University policy for Associate Lecturers (or often referred to as Adjunct Instructors) is located in the same document as Lecturers, page 17-18.

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| Associate Lecturer:  The Associate Lecturer title is used when individuals have a one-semester teaching appointment that consists entirely of semester-long credit courses. The full credit load for associate lecturers is 13.5 credits per semester. Any additional credits taught would need to be compensated through approved overload.    All Associate Lecturers will be paid on a C-basis. Associate Lecturers may or may not be eligible for fringe benefits depending upon their particular situation. |

In the Social Work Program, Associate Lecturers are contracted for only one or two courses per semester but also consist of a minority of appointments. Associate Lecturers are considered with faculty expertise and availability is absent for a particular course, such as the school social work electives. Rarely is an Associate Lecturer contracted for a core social work course in either BSW or MSW Program.

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| 1. Compliance Statement: Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options. |

**Sufficiency of Workload Policy to Support the Achievement of Institutional Priorities:**

Workload policy noted in 3.2.5 (1) is determined by the UW-System Board of Regents. An evaluation of workload requirements was conducted and approved by the Faculty Senate on April 8, 2020.

Strategic priorities for the university include increasing student success and retention, updating technology, forging community connections, among others. These priorities were developed as part of a strategic planning process with plans to develop more fully over the next 18 months.

Provision of additional resources as the program has grown, ensuring fidelity to the CSWE faculty to student ratios, additional resources for professional development, and enhanced technological resources are ways the University assists the Social Work Programs to support the achievement of the university priorities. For example, the Social Work Department was awarded a Distance Education grant with funding awarded to faculty as they re-evaluated courses for the appropriate modality. Included within that grant was training for online and backward design course development.

The revision of the advising model to include faculty mentoring is one way the strategic priorities have been implemented. Per the University Administration, this model “honors faculty workload and still ensures guidance to students from faculty. The new system must wrap career guidance and academic advising from a professional advisor into a cohesive experience that is given to all students and not just those who seek it out on their own.”

The Chancellor and Provost work closely with the University Committee and other shared governance committees to reinforce strategic priorities while also considering program demands. Workload policy is sufficient to achieve institutional priorities.

**Sufficiency of Workload Policy to Support the Achievement of The Program's Mission:**

The mission articulates that the Social Work Professional programs “provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being”.

University support through administrative releases promotes collaboration with external partners, such as our Program Advisory Committee, keeping faculty in tune with trends and needs of the region to address within the curriculum. Ability of faculty to autonomously outline program needs through the administrative support of shared governance strategies allows the program sufficient resources to support achievement of the Programs’ mission.

Funding for professional development toward developing anti-racist pedagogy, including the Speak Out conference in spring 2021 and support for the Social Justice summit planned for summer 2022 are ways the Program mission is supported. While no additional release time was granted for these activities, faculty receptive to involvement were encouraged to participate. Students were also given the opportunity to participate at no cost, too, which is also supportive of the Program’s mission and goals.

**Sufficiency of Workload Policy to Support the Achievement of The Program's Goals:**

Key goals of the Social Work Professional Programs that can be considered when determining sufficiency of workload policy to support them include (1) engaging in continual improvement of the curriculum, (2) community partnerships, (3) interdisciplinarity, (4) professional development, and (5) recruitment efforts.

Release time to complete administrative and additional tasks, such as regular program evaluation and this self-study document, reflect the integration of workload policy to support program goals. Ongoing accreditation release time is utilized to support continual improvement of the curriculum and program offerings. Additional release time for primary investigators in grants and other programs supports social work collaboration with interdisciplinary networks and additional opportunities and funding for students in the program

Workload policy allows and encourages community partnerships, through adequate time as field instructors and through field coordination, support for annual continuing education for agency field instructors. Opportunities for professional development to improve teaching are available both externally as well as through the University’s Center for the Advancement of Teaching and Learning, and funding to support research activities and teaching enhancement opportunities. While not specific to the workload policy, sabbaticals (funded through the Provost’s Office) allow additional release when faculty have an area for more intensive research or collaboration.

Finally, promoting inclusivity within student body and faculty are encouraged through Policy’s allowance for shared governance including autonomy in the student admissions processes and leadership in faculty recruitments. The Graduate Studies Office supplements time demands assisting with processing of MSW applications. Guidance through Human Resources and policies allowing faculty leadership in hiring and recruitment efforts encourage selection of candidates whose values and professional goals align well with the Program’s mission and goals.

While additional time is not authorized for some of the activities noted within this section, policy is sufficient to support achievement of the Program’s goals.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.2.6:Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals. |

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| 1. Compliance Statement: Narrative demonstrates 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 across all program options. |

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| **Examples of Faculty Research Experience** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
| Co- PI on Student research projects [Groessl (CPE), Warren (Trans End of Life)] | Improve student success & retention (*develop skills & perspectives and positively impact communities*) | Program provides “competency-based” programs that “elevate human and community well-being” (*Student research was then* *disseminated to a larger* *professional community*). | Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Rhee: Expressive Writing and stress perception in MSW Students | Improve student success & retention  (*Strategy is designed to promote stress awareness and reduction to enhance openness to learning*) | Program provides “competency-based” programs that “elevate human and community well-being” (*Students reflect on identity, self-care, this EPB fosters well-being*” | Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Sallmann: Diversity climate studies. Ongoing analysis of COBRA results | Inclusivity & Equity (*examining student experiences to promote inclusive environment*) | “Grounded in the values of the Profession”, Programs “promote social justice in a diverse and evolving world” (*ongoing analysis examines school climate and student development in terms of diversity*). | “Grounded in anti-racism and anti-oppression frameworks”  Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.  Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals. |
| Schanen-Materi: Annual student research project for SW 461/SW 463 | Improve student success (improve skills) & Community Connections (*research develops from partnership with a community entity*) | Program is “regionally responsive” (*research projects focus on a need of the community partner*). | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice**.** |
| Warren: Qualitative Study: International SW courses. | Improve student success (*opportunities for growth in cultural awareness*) | Programs “promote social justice in a diverse and evolving world… strengths-based generalist practice that elevates human and community well-being”. (*Focus of cultural awareness for the broader community/global perspectives*) | “Grounded in anti-racism and anti-oppression frameworks”  Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core. |
| Waubanascum: multiple research assistant roles | Inclusivity & Equity (*Focus on Tribal Child Welfare*) and Community Connections (*through dissemination*). | Programs “promote social justice in a diverse and evolving world… elevates community well-being (*focus of research on intervention on behalf of First Nations individuals involved in child welfare/systems change*) | “Grounded in anti-racism and anti-oppression frameworks” Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. |

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| **Examples of Faculty Scholarship Experience** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
| University Scholarship of Teaching and Learning Program [Sallmann & Groessl; Rhee, Trimberger] | Improve student success (*support curricular activities through SOTL research)* | Provide “competency-based programs… elevate individual well-being” (*focus on improved teaching to enhance learning*) | Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core |
| Akakpo: Published article on mitigating negatively racialized attitudes in child welfare. | Inclusivity & Equity (*eliminate racial gaps in service*) | “Grounded in the values of the Profession”, Program “promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice” (*focus on strengths to improve services*) | “Grounded in anti-racism and anti-oppression frameworks”  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. |
| Sallmann: Human Trafficking Awareness through development of general education course | Improve student success (*support through general education*) | Program provides “regionally responsive… interdisciplinary programs”… “elevate human and community well-being” (*Northeast Wisconsin is a key corridor for human trafficking. As general education course, serves to educate the broader university community*). | “Grounded in anti-racism and anti-oppression frameworks”  Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core  Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities. |
| Sallmann: Title IV-E CW Training Program | Improve student success (*stipend opportunities*) Community Connections (*partnership with DHS, improve workforce capabilities*) | Program provides “regionally responsive… interdisciplinary programs”… “elevate human and community well-being” (*Program includes extensive partnerships with County and Tribal CW in the region and involves student support as well as continued program development.)* | Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.  Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities |
| Schanen-Materi: ALICE Poster presentations | Improve student success & retention,  Inclusivity & Equity and Community connections (*focus on challenges of low SES college students*) | Program provides “regionally responsive… interdisciplinary programs… elevate human and community well-being”. (*Research was in partnership with the United Way and focused on students who were low-income*) | “Grounded in anti-racism and anti-oppression frameworks”  Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. |
| Waubanascum: Indigenous caregivers & colonial CW system | Inclusivity & equity (*Increase awareness to improve CW system*) | Programs “promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being” (*Focus on improving outcomes for First Nations*) | “Grounded in anti-racism and anti-oppression frameworks”  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action. |
| Waubanascum: Series of CW online training modules. | Community connections (*training to foster effective CW services*) | Programs “provide regionally responsive… interdisciplinary programs… that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being” (*Focus on improving outcomes for First Nations*) | “Grounded in anti-racism and anti-oppression frameworks”  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action. |
| Inclusive Excellence Certificate completion [Groessl, Rhee, Schanen Materi, Trimberger, Warren] | Inclusivity and Equity (*focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life*) | “Grounded in the values of the Profession”  Programs “promote social justice in a diverse and evolving world” (*Certificate demonstrates a commitment to understanding and implementing social change across spectrum of diverse populations*). | “Grounded in anti-racism and anti-oppression frameworks”  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.  Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals. |

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| **Examples of Faculty Exchanges with External Constituencies** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
| Social Work Program Advisory Committee | Community Partnerships (to ensure support for current practice issues by the Program) | “provide regionally responsive, competency-based, interdisciplinary programs” (*focus on best practice in response to needs of the regional human services network*) | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Martin Luther King Committee involvement [Sallmann & Akakpo] | Inclusivity and Equity (focus MLK message) and Community Partnerships (*collaboration across systems*) | Programs “promote social justice in a diverse and evolving world … elevates human and community well-being” (*Organization of a community-wide event highlighting MLK and community efforts inclusivity toward Blacks*). | “Grounded in anti-racism and anti-oppression frameworks”  Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities |
| Ethics & Boundaries Workshops [Groessl, Lee Yang, Trimberger, & Warren] | Community Partnerships (*training to enhance professional behavior and ethical practice*) | “Grounded in the values of the Profession”,  “provide regionally responsive, competency-based, interdisciplinary programs” (*Wide range of professionals and settings for trainings*) | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Groessl: APS Curriculum and Trainings | Community connections (*statewide partnership and training to all APS workers in state*) | “provide regionally responsive, competency-based, interdisciplinary programs” (*focus on best practice in response to needs of the aging services network*) | Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Lee Yang: DEI trainings and consultation | Community Connections & Inclusivity & Equity (*Organization based consultation and training on DEI, strategies to improve client outcomes***)** | “Grounded in the values of the Profession”,  “provide regionally responsive, competency-based, interdisciplinary programs**…** that elevates human and community well-being” (*Trainings and consultation aimed as improvement in organizational functioning on behalf of people of color*.) | “Grounded in anti-racism and anti-oppression frameworks”  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.  Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals |
| Rhee: Curative Connections Advisory Committee | Community Connections (*enhance connection with university to benefit older adults and those with disabilities*) | “Grounded in the values of the Profession”,  **“**elevates human and community well-being” (*Involvement focuses on well-being of aging and those with disabilities, services to the population*) | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice. |
| Rhee: Innovation in Aging Planning Committee | Improve Student Success (*opportunities for innovation competition for students*) | “competency-based, interdisciplinary programs…elevates human well-being” (*Competition focuses on innovation for service development, enhance opportunities for older adults*). | Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core  Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice |
| Schanen-Materi: Wise Women Gathering Place Board | Inclusivity & Equity, Community Partnerships (services to First Nations, linkage) | “elevates human and community well-being” (*Board membership for agency centered in First Nations traditions*). | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities |
| Trimberger: Camp Lloyd co-director | Improve Student Success (*opportunities for student skill development in counseling grieving children*) | “engaging in strengths-based generalist practice that elevates human well-being” (*Teaches coping to childhood survivors of loss through death.)* | Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action |
| Trimberger: Oral Health Partnership Board | Community Connections (*improve dental services to youth of low SES)* | “Elevates human and community well-being” (*Board membership focused on access to dental care for children of low-SES*). | Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities. |
| Trimberger: School-Based MH Professionals Project | Community Connections (*enhance MH services in schools/ opportunities for MSW students*) | “Provide regionally responsive, competency-based, interdisciplinary programs that promote social justice… engaging in strengths-based generalist practice” (*Focuses on training of MSW students to serve in schools underrepresented*.) | Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.  Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action. |
| Waubanascum: UWGB EDI Consultant | Inclusivity & Equity (*Program developed as key aspect of strategic initiative, representative for CHESW*) | “Grounded in the values of the Profession”, provide competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being” (*Entire project is consistent with the mission and goals of the program.*) | “Grounded in anti-racism and anti-oppression frameworks”  Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.2.7:The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment. |

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| 1. Compliance Statement: Narrative demonstrates how the program’s faculty models the behavior and values of the profession in the program’s educational environment across all program options. |

*Profession’s Values*

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.”* *(EP 1.0, 2015 EPAS)*

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.

**Examples of Faculty Modeling Professional Behavior in the Educational Environment:**

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, commitment to anti-racist practice, 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 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.

Finally, the faculty are committed to lifelong learning. All of our 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.

**Examples of Faculty Modeling Professional Values in the Educational Environment:**

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 well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty,” (http://www.socialworkers.org/pubs/code/code.asp). The mission highlights that the Program is “grounded in the values of the Profession” and an identified goal for professional development emphasizes lifelong learning on “social change, challenging oppression, and vital social action”. In this way, the Profession’s values directly shape our Program.

Next, faculty intentionally embedded Competency 1 in every required upper-level course and created the course, *SW 300: Professionalism and Teamwork in Social Work* *Practice*, as foundations for attending to the values of the profession. These competencies and their corresponding 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.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.3 — Administrative Structure

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| Accreditation Standard 3.3.1:The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals. |

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| 1. Compliance Statement: Narrative describes the program’s administrative structure across all program options. |

As a free-standing unit within the College of Health, Education, and Social Welfare (CHESW), 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 CHESW. 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*](https://www.uwgb.edu/sofas/rules/facultyhandbook.pdf) (see p. 22-24).

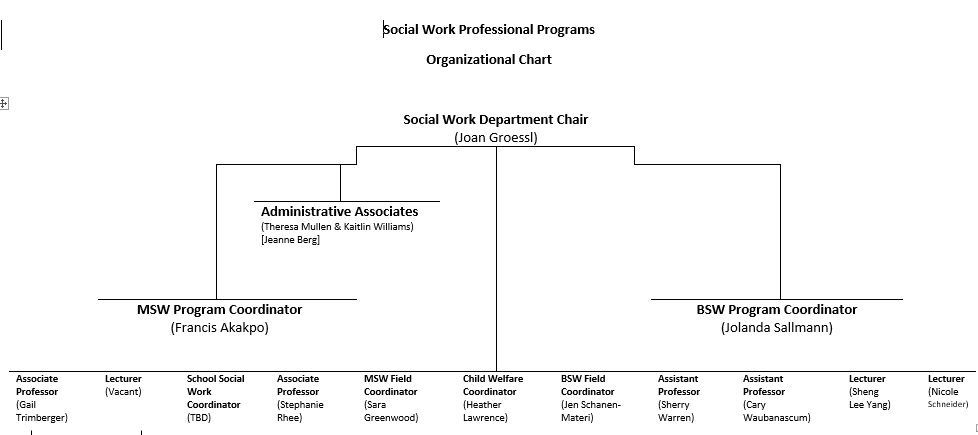
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| The unit chair shall have leadership and administrative responsibilities in relation to the faculty and the Executive Committee of the unit. The chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the unit and the institution as a whole, and to work with the unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and unit faculty and are particularly evident in five major areas.   1. Program/Curriculum Planning.    * + 1. In this area leadership responsibilities include initiating and organizing the unit’s curriculum planning and program development processes. These activities are coordinated with the preparation and implementation of the unit’s Program Development Plan and Program Assessment Plan.        2. The chairperson has leadership responsibilities to approve, schedule, and staff courses, subject to negotiation with other interdisciplinary units, relevant disciplines and programs. 2. Personnel Leadership. Leadership responsibilities in this area include promoting a sense of intellectual esprit and institutional purpose among faculty, staff and students. The chair encourages faculty in their professional growth and development and their sense of contribution to the unit and its programs. As a resource and guide, the chair helps ensure that faculty seeking tenure and promotion are appropriately mentored, and receive timely, formative feedback regarding their professional development. The chair is also responsible for helping to align faculty expertise with the needs of the unit; establishing a direction for the unit through discussion of intellectual issues related to the teaching and research of the unit; and the development of faculty/staff positions and appropriate recruitment strategies. 3. Resource Planning/Allocation. Planning and management of the unit’s resources is a key responsibility of the chair. Leadership responsibilities in this area include the development and the regular updating of the unit’s Program Development Plan, which is the basis for requests for funds and other resources to support program enhancement initiatives.   D. Unit Representation/Advocacy. The chair serves as the unit’s advocate within and outside of the University. The chair is also the official unit representative at all institutional meetings, official University functions, and in the community.  E. Student Learning Experiences. Chair responsibilities regarding student learning experiences involve facilitating a process of open communication between faculty and students (e.g., by facilitating student-faculty discussions; involving students in curricular planning and review) that enhances the opportunity for students to engage in and contribute to high quality learning. The chair also contributes to the campus student recruitment and retention plan and participation in UW-Green Bay information and orientation programs.  In carrying out the leadership responsibilities of the position, the chair of the interdisciplinary unit also has the following duties:   1. Serves as the official channel of communication for all matters affecting the unit as a whole, between the unit and the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the appropriate Dean(s), and other University officials, units and offices (e.g., Registrar, Admissions, General Studies). 2. Calls and presides over meetings of the interdisciplinary unit faculty and of the executive committee, including scheduling merit, tenure and promotion meetings. He/she shall call a meeting at the request of any two members of the interdisciplinary unit. Each interdisciplinary unit shall meet at least once every semester. 3. Prepares all official correspondence of the interdisciplinary unit, including memoranda, reports, brochures and other documents that describe the programs, services and activities under the auspices of the unit. He/she also ensures that the performance standards established by the unit are maintained, and that all necessary records of faculty activities are properly recorded. 4. Submits all official copy for the timetable, catalog and other University publications. 5. Monitors and maintains course periodicity and submits, through the Dean, the paperwork associated with the development of new courses, major revisions of existing courses and deletion of courses proposed by the interdisciplinary unit for action by the Academic Affairs Council and the Provost and Vice Chancellor for Academic Affairs. 6. Monitors and approves expenditures charged to the unit’s account(s). The chair is also responsible, in consultation with the Dean, for the preparation of an annual planning and budget document for the unit. 7. Assists students with the pursuit of their educational goals through the organization and implementation of an effective unit advising system, dealing effectively with student complaints, and supporting student organizations that complement the unit’s student learning outcomes and goals |

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| 1. Compliance Statement: Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options. |

The University of Wisconsin Green-Bay functions using a shared governance model which allows influence in larger university policymaking but also autonomy at the departmental level. Faculty has autonomy with the development of the Program’s vision and direction, admissions policies, curriculum, and other management decisions. Program’s mission and goals are created by social work faculty and reviewed annually at a full faculty meeting.

The [organizational chart for the university](https://www.uwgb.edu/UWGBCMS/media/Chancellor/files/UWGBOrgChart.pdf) notes the Chancellor as overseeing all aspects of the university. Each of the four colleges are under the direct supervision of the Provost. Each of the Department Chairs directly report to the Dean of the colleges who reports to the Provost.

The Program is an independent budgetary unit within the University. While the Provost sets the base budget for the Program, and the Dean has authority to approve specific expenditures, 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 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 governance structure of UW-Green Bay requires 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. Current membership includes Drs. Akakpo, Groessl, Rhee, Sallmann, and Trimberger.

Internally, the Department’s Leadership Team, the BSW and MSW Program Coordinators and Chair, regularly meet to discuss departmental affairs and ensure Program activities are consistently administered and any problems resolved. Within this structure, faculty meeting agendas are outlined so any need for policy development or change can be brought to the full faculty for attention.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.2:The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies. |

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| 1. Compliance Statement: Narrative 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 across all program options. |

**Curricular Development Process:**

The Social Work faculty has complete authority to determine curriculum. Each faculty member participates in either the BSW or MSW Curriculum Committee. When faculty propose developing or modifying a course, the respective curriculum committee creates a proposal which is then brought to full faculty for approval. 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 Health, Education, and Social Welfare for approval. The Dean then asks the Academic Affairs Council to review the proposal and to recommend approval. If a graduate level course, the Graduate Studies Council also reviews the course as does the General Education Council for any proposed general education courses. These Councils are 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 regarding addition of the course to the course catalog.

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 2015 CSWE competencies and behavioral indicators, 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 ensure that the curriculum is consistent with the EPAS standards.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.3:The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. |

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| 1. Compliance Statement: Narrative 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 across all program options. |

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 University’s *Faculty Handbook*, the policies and procedures assure that each budgetary unit assumes a central role in all personnel matters.

**Recruitment and Hiring**

When recruiting 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 Chair discusses preferred criteria and position description with the Dean. If the Dean approves, the recommendation is forwarded to a 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.

Once approved, the Department establishes a Hiring and Recruitment Committee, led by faculty, and works with Human Resources to ensure University protocol and process is followed and in accordance with legal requirements. A schedule of all steps in the process is completed by the faculty member chairing the search. Following the screening and interviewing of applicants, the Hiring and Recruitment Committee provides an assessment of the final candidates to the Dean who then makes an offer to the preferred candidate.

**Promotion and Tenure**

Basic parameters for promotion and tenure departmental policy development are outlined in the university *Faculty Handbook*. Guidelines for both merit reviews and responsibility of the Unit’s Executive Committee for conducting those reviews is outlined in section [3.10](https://www.uwgb.edu/sofas/rules/facultyhandbook.pdf) of that handbook. Those who are classified as academic staff (lecturers) have reviews conducted annually by the Department Chair, while Assistant, Associate, and Full Professor ranks are reviewed by the Executive Committee. The University *Document on Tenure* ([pp. 99-106](https://www.uwgb.edu/sofas/rules/facultyhandbook.pdf)) outlines the general university policy.

The social work faculty developed merit and promotion policies reflecting an emphasis on the value of teaching, service, and scholarship. Most recently revised in 2018, the policy reflects the institutional priorities and mission and goals of the University of Wisconsin Green-Bay and provides a template for the Professional Activities Report completed annually by faculty at all ranks, Lecturer, Assistant, Associate, and Full Professors. Benchmarks for merit review ratings are outlined to assist in equitable evaluation.

Consistent with University policy, the Executive Committee evaluates tenured faculty every five years and non-tenured faculty annually for merit reviews. Academic staff (lecturers) and clerical staff are evaluated annually by the Program Chair. In addition to merit reviews, an annual review is conducted with simple indication of meeting or not meeting departmental expectations.

**Policies Related to Recruitment of Faculty**

**Role of social work faculty/administration in policy formulation:**

General [policy for recruitment and hiring](https://www.uwgb.edu/UWGBCMS/media/policies/files/2017-10-24_Policy-for-Recruitment-and-Hiring-FINAL.pdf?ext=.pdf) is established by the University to ensure adherence to relevant laws. As a public institution, meetings must be posted, and minutes maintained pursuant to Wisconsin Open Meetings Law. Any policy changes within the purview of faculty are voted on by the Faculty Senate, although most are managed through the UW System with adoption by the University of Wisconsin-Green Bay Human Resources.

**Role of social work faculty/administration in policy implementation:**

University Human Resources outlines the [procedures](https://www.uwgb.edu/human-resources/recruitment-hiring/procedures/) for all steps in the Hiring and Recruitment Process. As noted above, a Hiring and Recruitment Committee led by social work faculty, implements the policies and protocols for hiring and recruitment as established by the University.

**Policies Related to Hiring of Faculty**

**Role of social work faculty/administration in policy formulation:**

The University of Wisconsin Green Bay uses a shared governance structure. This structure ensures representation of each university department on [faculty committees](https://www.uwgb.edu/CMSAssets/sofas/committees.asp?ID=2) and recommend policies to administration. Any policy changes within the purview of faculty are voted on by the Faculty Senate. Faculty interest in additional committees is obtained annually and elections held to fill roles.

**Role of social work faculty/administration in policy implementation:**

The explanation noted above for recruitment applies to the hiring process as well. Once an offer of employment has been accepted by the candidate, the Department Chair works with the new employee to provide essential information relative to the university processes and procedures and departmental functioning and operations.

**Policies Related to Retention of Faculty**

**Role of social work faculty/administration in policy formulation:**

The University policy for faculty retention is outlined in the Faculty Handbook (outlined in the review procedures (beginning page 39). The Executive Committee of the Unit has responsibility of determining contract renewal recommendations. In cases where renewal is not recommended, the faculty member being denied renewal has right of reconsideration to the Executive Committee. Should that not be successful, right of appeal is granted (outlined in Section 3.12 of the [Faculty Handbook](https://www.uwgb.edu/sofas/rules/facultyhandbook.pdf)).

**Role of social work faculty/administration in policy implementation:**

During the annual review process, contract renewal recommendations are required for faculty who are not yet tenured. The Department Chair receives a listing of required reviews in early fall with completion due date deadlines from Human Resources. That same listing identifies if the review also requires contract renewal. The Executive Committee confirms renewal recommendations to the Dean upon completion of the annual reviews.

**Policies Related to Promotion of Faculty**

**Role of social work faculty/administration in policy formulation:**

As noted in the prior discussion of this standard, Tenure and Promotion Policies are established at the University level although Units identify specific criteria relevant to their units. The Social Work Faculty, working through the Executive Committee, have created policies and a template for Professional Activities Reports and their consideration during the review process. Promotion recommendations are sent to the Dean once it is felt the faculty member sufficiently meets criteria outlined by the University for tenure and/or promotion. These recommendations are then considered by the Personnel Council (elected tenured faculty), and then affirmed by the Dean, Provost and Chancellor with final decision from the UW Board of Regents.

**Role of social work faculty/administration in policy implementation:**

The candidate for tenure and/or 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 or promotion to full professor. 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

**Policies Related to Tenure of Faculty**

**Role of social work faculty/administration in policy formulation:**

See the section above related to Promotion of Faculty. Tenure accompanies promotion of an Assistant Professor to Associate Professor. As noted earlier, policies for the Social Work Department have been created and reviewed by the Unit’s Executive Committee. Within that policy are the appropriate requirements for promotion to Full Professor.

**Role of social work faculty/administration in implementation:**

See the above section on Promotion of Faculty since the policy addresses both promotion and tenure.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.4:The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each. |

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| 1. Compliance Statement: Narrative identifies the social work program director inclusive of all program options. |

* Social Work Professional Programs Chair: Dr. Joan Groessl
* BSW Program Coordinator: Dr. Jolanda Sallmann
* MSW Program Coordinator: Dr. Francis Akakpo

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| 1. Compliance Statement: In institutions with accredited baccalaureate and master’s programs, narrative demonstrates that a separate director is appointed to each program. |

Both Program Coordinators have 100% assignment to their respective programs. Dr. Jolanda Sallmann is BSW Program Coordinator and Dr. Francis Akakpo is MSW Program Coordinator.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.3.4(a):The program describes the baccalaureate 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 in social work preferred. |

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| 1. Compliance Statement: Narrative describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options. |

**Teaching Experience:**

Dr. Jolanda Sallmann joined the UW-Green Bay faculty in 2004 and has taught at both the BSW and MSW level. For the past twelve years, she has taught the course which introduces students to the major, SW 305: The Social Work Profession. The course is also a writing emphasis course so requires additional instruction in APA formatting as well as effective written communication. She also teaches SW 300: Professionalism and Teamwork in Social Work which emphasizes professional expectations for social workers. Dr. Sallmann created a general education course in 2019, SW 213: Human Trafficking, which is offered annually and in high demand.

**Scholarship Experience:**

Annually, Dr. Sallmann completes a program evaluation for the Title IV-E grant and was active in the writing of parts of this and prior self-studies. As part of program evaluation efforts, she analyzes the COBRA scores for BSW students and has presented on topics related to diversity climate, particularly in the child welfare curriculum. Dr. Sallmann completed a scholarship of teaching and learning study with co-researcher, Dr. Joan Groessl, examining teaching of professionalism to social work students.

**Curricular Development Experience:**

As chair of the BSW Curriculum Committee, and through program evaluation efforts, Dr. Sallmann has led curriculum assessment and evaluation efforts. She is co-lead of a grant-funded distance education initiative to examine and redesign social work courses. She has been active in university committees examining undergraduate curriculum at the university level, particularly in the area of diversity, equity and inclusion.

**Administrative Experience:**

Dr. Jolanda Sallmann served as Chair of the Social Work Professional Programs from July 2010 – July 2019. At that time, she transferred to the role of BSW Program Coordinator. She is the PI for the Title IV-E Child Welfare Training Program since 2010. She currently serves on the University’s Personnel Council and is a Faculty Senator for the Social Work Program. Dr. Sallmann has worked collaboratively with the local technical colleges to develop a cross-walk between the BSW degree and substance abuse certification courses offered by the technical college, resulting in a substance abuse emphasis for the program.

**Other Academic and Professional Experience:**

Dr. Sallmann serves as Principal Investigator for the Title IV-E Child Welfare Training Partnership program. She is in active member since 2005 of the Brown County Annual Martin Luther King (MLK) Community Celebration Committee; chairing the community-wide poster/essay/poetry competition since 2012. Dr. Sallmann coordinated a series of campus-wide equity trainings focusing on anti-racist pedagogy.

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| 1. Compliance Statement: Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred. |

See [page 207](#Sallmann_Faculty_Data) for Dr. Jolanda Sallmann’s Faculty Data form which outlines her MSW and Doctoral degrees.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

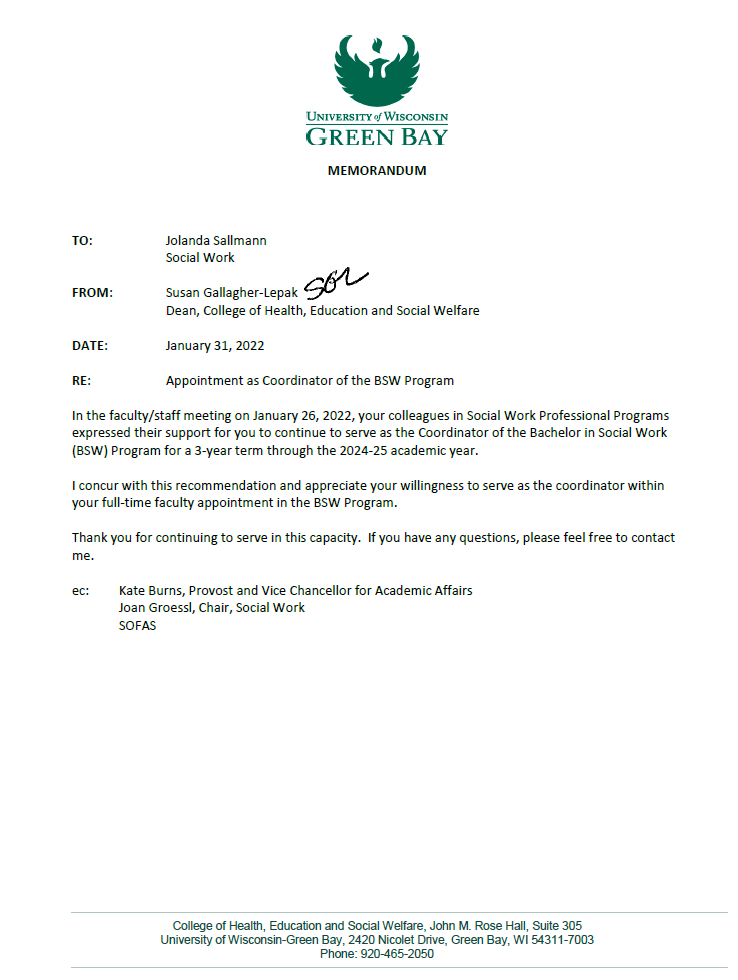
Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.3.4(b):The program provides documentation that the director has a full-time appointment to the social work baccalaureate program. |

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| 1. Compliance Statement: Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options. |

**Personnel Letter**

Follows on the next page of this document.



**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.3.4(c):The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient. |

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| 1. Compliance Statement: Narrative describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program inclusive of all program options. |

Program Coordinator must be tenured. A six-credit release per academic year is assigned to whomever fulfills the role of BSW Program Coordinator. Since 2019, that role has been held by Dr. Jolanda Sallmann.

The MSW Program Coordinator is assigned separate from the BSW Program Coordinator. Release for this role is twelve credits, consistent with the requirements of half-time as outlined in the EPAS guidelines. Dr. T. Francis Akakpo has held this role since July 2021.

Chair of the Program, Dr. Joan Groessl, is not responsible for BSW program oversight. Responsibilities are to the Unit as a whole. (Release time of six credits).

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| 1. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options. |

Dr. Sallmann’s workload is 24 CR per academic year. Release for BSW Program Coordinator responsibilities is six credits, or 25% of assigned time.

Dr. T. Francis Akakpo is the MSW Program Coordinator with 12-credit release for the MSW Program.

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| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option. |

Working in partnership with the Social Work Programs Chair (who also has a six-credit release), the time is sufficient to provide educational and administrative leadership to the BSW Program. BSW Program Coordinator focuses on curricular issues only, departmental responsibilities related to personnel and budget are under the role of the Social Work Professional Programs Chair. The decision to divide duties according to these two roles has demonstrated efficiency, is effective in addressing any curricular issues, and allows attention to issues influencing student success resulting in sufficiency to meet the needs of the Program consistent with the mission and goals of the Program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.5:The program identifies the field education director. |

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| 1. Compliance Statement: Narrative identifies the social work field education director Inclusive of all program options. |

The BSW Field Coordinator is Jennifer Schanen-Materi. Jen is employed full-time and receives a seven-credit release to complete the responsibilities of BSW Field Coordinator. (Full credit load is 27 credits; 6.75 credits are one-quarter of the workload).

Program utilizes a separate individual as MSW Field Coordinator. Sara Greenwood fulfills this role.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.5(a):The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work. |

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| 1. Compliance Statement: Narrative 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. |

**Practice Experience:**

Ms. Schanen-Materi was employed as a program outreach and evaluation specialist prior to joining the University of Wisconsin-Green Bay faculty. Within this role, she was responsible for implementation of culturally specific (First Nations) services with youth while also conducting grant-writing, program evaluation, and program development activities. She has continued to work with the agency in addition to her work with UWGB.

**Field Instruction Experience:**

Prior to joining the University, Jen was an agency field instructor so was aware of the requirements for field. Jen had taught the BSW field sequence prior to assuming the role of BSW Field Coordinator and continues to teach field-related courses.

**Administrative Experience:**

Ms. Schanen-Materi has been BSW Field Coordinator since 2015. She co-leads the Joint Field Committee along with the MSW Field Coordinator. She is responsible for overseeing policy development and implementation of the field program. The Program conducts a joint field instructor query annually, of which Jen and MSW Field Coordinator work closely to develop protocols and systems for administration.

**Other Academic and Professional Experience:**

In addition to the field related courses, Jen teaches skills and methods courses, and program evaluation (community-based research). In addition to development of the project through would with community partners, Jen facilitates student presentation of the annual program evaluation project at professional venues.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.3.5(b):The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience. |

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| 1. Compliance Statement: Narrative 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. |

See [page 213](#Schanen_Faculty_Data) for Jen Schanen-Materi’s Faculty Data form which outlines her MSW degree, attained through the University of Wisconsin-Green Bay in August 2013, and two-years of post-MSW practice experience. She began her full-time position at the University of Wisconsin-Green Bay in August 2015. Prior to her hire as a full-time faculty member, she had been an associate lecturer for the program for one year while also working full-time in the field. She had worked from May 2008 – February 2010 after earning her BSW and completed two years of post-MSW practice experience prior to joining the faculty.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard B3.3.5(c):The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient. |

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| 1. Compliance Statement: Narrative describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education inclusive of all program options. |

Field Coordinator’s time is allocated according to the workload plan for the Department. Field Coordinator automatically receives a seven-credit release for field program administration when the position is filled by an individual who is an Academic Staff (Lecturer). [If the role were filled by Assistant or Associate Professor, credit release would be six credits consistent with 25% of workload.] An additional two-week contract, outside of standard workload, is authorized for summer to ensure adequate preparation of the field manual and orientation requirements for the next academic year.

Program Chair consults with Field Coordinator when assigning courses to ensure that Field Coordinator is comfortable with credit allocation across semesters. Generally, an additional course is taught by the Field Coordinator in fall to reduce time demands during the placement process in spring. In addition, several of the courses are sequenced as continuation from the prior semester which reduces teaching demands for the spring semester.

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| 1. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options. |

Credit release is seven credits for the BSW Field Coordinator. This allocation is equal to 26% of workload, slightly over the required 25% required by accreditation standards. Not included in this calculation is the summer contract (2 weeks) also provided to the BSW Field Coordinator to prepare for the start of field for the next academic year.

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| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option. |

The seven-credit allocation has been consistent for several years even with the elimination of a junior level field placement. With the reduction in placement responsibilities with the elimination of a junior field placement, and the stable census of the BSW Program (because we admit as cohorts with a maximum of forty students), the credit allocation is sufficient to meet programmatic needs and the educational and administrative leadership for the BSW Field Program during the academic year.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.3.6:The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals. |

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| 1. Compliance Statement: Narrative describes the program’s administrative structure for field education across all program options. |

Field structure includes oversight of the field program by the BSW Field Coordinator. The BSW senior cohort is divided into two field sections, each under the instruction of a separate faculty member (Faculty Field Liaison [FFL]) who is responsible for the Field and Integrated Seminar instruction student evaluation, and site supervision. The Field Coordinator assists with problem resolution when requested by any of the FFI’s. In addition, a Faculty Field Instructor (FFI) is assigned to those students who do not have a qualified social work agency field supervisor. Assignments for the FFI are instructors of the field course unless an alternative arrangement is recommended. Then, the FFI is appointed by the Department Chair once field placement supervision is determined. Table below diagrams the BSW field structure:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | Program Chair | |  | |  | |
|  |  | |  |  |  | |  | |
|  |  | |  | | BSW Program Coordinator | |  |  |
|  | BSW Field  Coordinator | |  | |  |  |  |  |
|  |  |  |  | |  |  |  |  |
| FFL 1 | FFL 2 | | FFI  (# vary) | |  | |  | |

To deal with programmatic review of the field program, a Joint Field Committee meets at least once per semester to address global issues in field. This committee is co-chaired by the BSW and MSW Field Coordinators and includes all faculty members teaching field courses during the academic year.

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option. |

**Description & Sufficiency of Personnel Resources:**

In addition to the Field Coordinator as discussed in Standard 3.3.5, faculty field liaisons (FFL) are associated with each field course. To ensure consistency, students enroll in the field course taught by the same instructor for both fall and spring (SW 402 and SW 403). Workload credits of the FFL were determined by full faculty according to the number of field visits scheduled within a semester. Each faculty member teaching undergraduate field is assigned six credits total (3.5 for fall and 2.5 for spring) to teach the course. In line with all BSW courses, the cohort is divided in two sections to promote more effective instruction and management.

Faculty are never assigned more than one field section across BSW and MSW Programs. This workload allocation ensures that personnel resources (two instructors) are sufficient to meet the needs of the field program at the BSW program level. As additional section would be added if the BSW Program were to increase enrollment.

**Description & Sufficiency Time Resources:**

The Department’s Administrative Assistant (AA) aids the Field Coordinators with data entry and other services when requested by the Field Coordinators. The AA creates and downloads data from Qualtrics surveys and creating data bases within excel. She is able to assist in mass email communication as well, further enhancing the sufficiency of time resources for field coordination.

Embedded within each field course is one hour of seminar instruction each week (not included in the field hour total, however). This allows for effective sharing of student experiences in the field placements. The remaining credit allocation to faculty is designed to address time demands of grading, field site visits, and any additional monitoring needed. While much depends on the faculty’s personal time management, the time allocated is sufficient to meet the needs of students and the program’s mission and goals.

Also note that students are concurrently enrolled in Methods and Skills courses, taught by other instructors, which requires students to apply course concepts to their practice. This concurrent model of instruction promotes integration of theory to practice and enhances student learning and application, further supporting the sufficiency of time resources to field.

**Description & Sufficiency Technological Support Resources:**

Technological support is addressed on multiple fronts. Field Coordinators have established databases and use Qualtrics survey technology for the queries as well as program evaluation efforts. Administration was open to purchasing a field-specific software license but after consideration, the BSW and MSW Field Coordinators decided the current system was sufficient to meet their needs.

Canvas, the learning management system, is used for orientation and ongoing programmatic communication. The Field Coordinator establishes an online orientation module as well as coordinating with field supervisors via technology. A Canvas course shell is created for each field section allowing faculty to upload information to their students and for students to deposit field logs and other written work. Within Canvas, Kaltura is utilized for recording messages, including video feedback if desired.

Field placements are not virtually conducted although the Program has supported faculty virtual field visits over the past two years. The University has purchased Microsoft products (Teams) as well as Zoom to allow for visits by technological means when necessary, ensuring protection of student privacy due to the security features of the technology.

In addition to the software, Program staff have ready access to IT support through the Academic technology Services as well as the Center for Advancement of Teaching and Learning.

Technological supports and resources are sufficient to meet the needs of the field program and to support the mission and goals of the Program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.4 — Resources

|  |
| --- |
| Accreditation Standard 3.4.1:The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options. |

Social Work Program budget is a shared budget between the BSW and MSW programs. Annually, the Social Work Department Chair provides the Dean information related to anticipated program personnel changes (e.g., retirements, sabbaticals, leaves) and personnel needs for the program. Additional funding for supplies and other programmatic expenses is noted in the document as well as any costs for accreditation, software, or activities involved in faculty searches or special programs to be offered by the program. Any external influences which impact the budget are identified as well.

In addition, the Program receives support from the Title IV-E grant administered through the Wisconsin Department of Children and Families. A budget document is created by the Principal Investigator of the grant in collaboration with the Child Welfare Coordinator and the Department Chair. Program expenses used as match allow funding of the Child Welfare Coordinator position as well as stipends for students who are participating in the stipend program. Although funded by a grant, these funds have been consistent for the program through several accreditation review cycles.

|  |
| --- |
| 1. Compliance Statement: Narrative includes a completed budget form for all program options. |

**Program Expense Budget**

**Council on Social Work Education**

**Commission on Accreditation**

**2015 EPAS**

This form is used to evaluate a program’s compliance with Accreditation Standard (AS) 3.4.1.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AS 3.4.1**  The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals. | | | | | | | | | | | |
| Provide all of the information requested below. If accredited baccalaureate and master’s programs are being reviewed at the same time, use one form for each program. | | | | | | | | | | | |
| Type of Program: | X | | Baccalaureate | | |  | | Master’s | |  | |
| Budget is a Program budget, reporting is joint BSW & MSW, only difference would apply to student financial aid. | | | | | | | | | | | |
| **Program**  **Expenses** | | **Previous Year**  **2020-2021** | | | **Current Year**  **2021-2022** | | | | **Next Year**  **2022-2023** | | |
|  | | **Dollar Amount** | | **% Hard Money** | **Dollar Amount** | | **% Hard Money** | | **Dollar Amount** | | **% Hard Money** |
| Faculty &  Administrators | | 742,909 | | 89% | 775,111 | | 89% | | 855,893 | | 89% |
| Support Staff | | 52,239 | | 41% | 54,184 | | 41% | | 50,494 | | 41% |
| Temporary or Adjunct Faculty & Field Staff | | 5250 | | 100% | 22,250 | | 100% | | 17,750 | | 100% |
| Fringe | | 345,571 | | 86% | 356,551 | | 86% | | 378,688 | | 86% |
| Supplies & Services | | 35,600 | | 50% | 49,500 | | 50% | | 49,500 | | 50% |
| Travel | | 24,000 | | 0% | 24,000 | | 0% | | 24,000 | | 0% |
| Student  Financial Aid | | 23,772 | | 0% | 24,372 | | 0% | | TBD | | 0% |
| Technological Resources | | (In S & E) | |  | (In S & E) | |  | |  | | (In S & E) |
| Other (Specify) | |  | |  |  | |  | |  | |  |
| **TOTAL** | | $1,229,341  (Less student financial aid: $1,205,569) | | ------- | $1,305,968  (Less student financial aid: $1,281,596 | | ------- | | $1,376,325 | | ------- |

1

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option. |

The University budget structure has been variable over the past several years. Initially, a performance/incentive based was proposed. This resulted in concern for programs within the College with accreditation and other professional requirements. The funding model was seen to be ineffective based on the needs of the overall University so was not implemented past the pilot year. The new budgeting model is holistic in nature and promotes growth of programs. This revised process has been in part facilitated by growth in enrollments for the University itself.

Social work budget has grown over the last three years and additional resources have been added to support that growth while maintaining the integrity and commitment to the mission and goals of the Program. At the current enrollment numbers, the funds are sufficient and stable to allow the Program to achieve its mission and goals.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.2:The program describes how it uses resources to address challenges and continuously improve the program. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option. |

**Continuous Program Improvement**

Supportive resources for continual program improvement are administered through the University structure and in special opportunities offered to faculty.

For example, with the onset of more online learning as occurred with the pandemic, training to faculty and staff in course design, inclusivity in the online environments and teaching with technology has been created and available, along with reimbursement for completing the courses. Many social work faculty members have taken advantage of this offering and also worked together to examine the curricula of both the BSW and MSW programs to determine appropriate course modalities.

**Response to Challenges**

The BSW and MSW programs have autonomy in addressing most challenges which arise within the programs. When additional resources are needed, the Program Chair regularly meets with the Dean of the College of Health, Education, and Social Welfare and needs of the program and challenges can be addressed. The Dean is then able to provide resources directly or promote the needs of the department when decision-making is at a larger university level.

Recent challenges experienced by the program relate to hiring and recruitment of faculty. At the beginning of the 2021-2022 academic year, an individual hired in late spring to begin in fall decided to resign his position. As can be expected, this created challenges for the Program. The Dean’s office worked with us to approve overloads for faculty desiring to teach some of the courses and allowed us to hire adjunct positions to meet needs as well.

A frequent concern within the University, and echoed often by faculty and staff, is that of workload demands. The Provost’s office, under the assistance of Graduate Studies, provided funding for a Graduate Teaching Assistant for two years 2020-2021 and 2021-2022. This funding allowed the program to have a TA for the first time ever as well as to investigate how this position could serve the program. As a result, the Program is funding a position beginning in 2022-2023 with plans to continue as an annual budgeted item. Because desired projects can be time consuming and in addition to the workload of faculty, this position is revised to be broader than simply a teaching assistant to that of program assistant.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.3:The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option. |

**Description & Sufficiency of Support Staff and Other Personnel:**

The Social Work Program has a full-time Administrative Associate III (often referred to as AA) who assists program leadership and faculty with administrative tasks. The AA is responsible for recording faculty meeting minutes and ensuring department is following open meetings laws. The AA also administers course evaluations electronically, collates data and assists with evaluation processes.

In addition to the AA position, the Program can employ a student worker to assist with large projects or other clerical tasks for the department. To ensure adherence to professional boundaries and student confidentiality, student workers are selected from individuals who are not social work majors.

A third source of support is through the employment of a graduate assistant at 20 hours/week for the academic year. Like the student worker, the Grad Assistant assists with projects but is also available for assistance within the undergraduate classroom and with faculty research activities.

Current levels of support are sufficient to meet departmental needs consistent with the mission and goals of the program. Should an unexpected demand occur, the Dean’s office has offered additional assistance to meet program needs.

**Description & Sufficiency of Technological Resources:**

The University supplies laptops and ports to all faculty and staff. In addition, all in social work have requested and received large dual monitors promoting efficiency for task completion. The University provides the Microsoft office suite to all employees and students free of charge for home use as well as SPSS when desired. In addition to the standard technology, the Program utilizes File Maker Pro to maintain data bases for student records.

Faculty, staff, and students at UW-Green Bay have had excellent technology support services. The [Information Technology](https://www.uwgb.edu/it/about/our-services/) (IT) division provides a range of services to faculty benefiting work both in and out of the classroom. In addition, IT provides support for student technology issues and students may access the work remotely as well as through Office 365. The UW-system shared services provide technological support, and the University 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. This division 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.

Field Coordinators had investigated additional software for the field database but in the end decided they did not wish to purchase any of the frequently utilized software programs since the programs currently being used were sufficient to meet their needs.

Technological resources are sufficient to meet the mission and goals of the Program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.4:The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option. |

**CSWE Accreditation Librarian’s Report**

Logo, company name

Description automatically generatedCSWE Accreditation

Librarian’s Report

**General Library Description**

The UW‐Green Bay Libraries (Library) is composed of four libraries across the four campus locations, and serve a student population of 6097 FTE (Fall 2020‐2021). The main library is on the Green Bay campus, and the three branch libraries are on each of the additional campuses in Manitowoc, Marinette, and Sheboygan. There are no subject specific libraries at UW‐Green Bay; the Library provides support, services, and resources to all academic programs. Students and faculty at any of the locations have access to the collections and services at any of the four library locations.

The Library’s collections are composed of approximately 173,000 print books, 614,000 e‐books, 1887 print journals, and 314,361 e‐journals. In addition, the collection contains both federal and state government publications, an instructional materials collection, maps, microforms, multi‐media, popular reading collection, music scores, and zines. The Library houses the university’s archival collection, which also serves as the Area Research Center (part of the Wisconsin Historical Society collection), providing faculty and students access primary materials from not only the 15 counties in Northeast Wisconsin, and from around the state.

During the fall and spring semesters the Cofrin Library, on the Green Bay campus, is open seven days a week for a total of 87 hours. The libraries at the three additional locations are open five days a week for a total of 43 hours each. The actual schedule for the semester for each location can be found below in Table 1.

Table 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location** | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| Green Bay | 12:00 pm  – 9:00 pm | 8:00 am –  11:00 pm | 8:00 am –  11:00 pm | 8:00 am –  11:00 pm | 8:00 am –  11:00 pm | 8:00 am  – 5:00  pm | 9:00 am –  6:00pm |
| Archives | CLOSED | Open by appt | 9:30 am –  7:00 pm | 9:30 am –  3:00 pm | Open by appt | Open by appt | CLOSED |
| Marinette | CLOSED | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am  – 3:00  pm | CLOSED |
| Manitowoc | CLOSED | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am  – 3:00  pm | CLOSED |
| Sheboygan | CLOSED | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am –  5:00 pm | 8:00 am  – 3:00  pm | CLOSED |

During the summer the Green Bay campus library reduces its hours to Monday – Friday 9:00 am – 4:00 pm, closed on Saturdays and Sundays. The libraries on the three additional campus locations are closed all summer from the third week in May until the last week in August.

Students have the ability to borrow a variety of equipment from the Library. Below is a list of the types of equipment that we have available on a first come first serve basis.

* 3D Pens
* Boomboxes
* Camcorders
* Digital Cameras
* Digital Voice Recorders
* DSLR Cameras
* Go Pros
* iPads
* Laptops
* LCD Projectors
* Memory Card Readers
* Microphones
* Screens
* Tripods
* Tripod Shoes
* USB Flash Drives
* USB Headsets
* USB Microphones
* Web cameras
* Wireless Presenters
* Misc. Cables/Cords

In addition to the equipment, students also have access to computer workstations throughout all of the library locations, both in open areas and within study rooms. All of the equipment is free to checkout for seven days.

**Library Faculty and Staff**

As valuable as the information resources we provide are, equally as important is the knowledgeable Library staff. The Library staff is comprised of 13 academic librarians (including the library director) and 10 support staff. Librarians at UW‐Green Bay do not hold faculty status, nor do we have tenure.

However, the academic librarians do have a career progression process where they can move within their job sub‐family. The academic librarians do participate professional within our field through participation in associations, presenting at conferences, writing book reviews and articles.

A Library Liaison, from our Research & Outreach Services team, is assigned to each academic discipline. For Social Work that librarian is Jodi Pierre. Jodi reaches out directly to the faculty in Social Work to provide more specialized support particular to Social Work. However, all of the research librarians have general knowledge and are able to support faculty and students from Social Work. While the Manager of Collection Development is responsible for the selection of materials for the Library’s collections, the Library Liaison to Social Work also provides feedback from the faculty and input on needed or missing resources. In addition, the Coordinator of Public Services, ILL assistant, and the University Archivist all provide support at various times to anyone from the Social Work program.

The Library is also in the process of working on an OER initiative with the Center for the Advancement of Teaching and Learning. Our OER initiative will provide faculty with an opportunity to learn how to incorporate open educational resources in their courses, to help reduce the costs for students. This training is open for any faculty member to apply.

**Access Services**

The Library uses Ex Libris’ Alma for the library management system (or catalog) and Ex Libris’ Primo for the discovery layer. Both of these systems are part of the shared services that we participate in through the Council of University Wisconsin Libraries (CUWL). The systems are managed centrally by UW Madison, but governed by a team from across the UW System Libraries. CUWL has a philosophy of “One System, One Library”, which is not only reflected in the systems we use, but also in the collections.

All students, faculty, and staff from UW‐Green Bay may borrow materials from all four library locations, as well as from any other UW institution. In addition, UW‐Green Bay students, faculty, and staff have borrowing privileges at all of the other UW System Libraries as well. Table 2 outlines the loan periods by patron category.

Table 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **General collection** | **14‐day loan** | **7‐day loan** | **3‐day loan** |
| Current Fac/staff/grad | Semester | AV media, laptops, GoPros | Most equipment, reference, maps | Journals/periodicals |
| Undergrad | 28 days | AV media | Most equipment, reference, maps | Laptops |
| Community | 28 days | AV media | Reference | None |
| UW borrower | 28 days | AV media | Reference | None |

There is no limit to the number of items that students, faculty, or staff can check out at one time, with the exception of equipment that is limited to one of each type of item. For the general collection, two renewals are available to undergraduate students and three for faculty, staff, and graduate students. There is one renewal available for all patron groups on media, and no renewals on equipment, reference, or reserve materials.

If the Library does not have an item that a student, faculty, or staff need then we provide two options:

1) submit a UW System Request and 2) submit an interlibrary loan request. Through *Search@UW*, our shared library catalog, a patron can request an item from another UW System Library. Generally, the item will arrive in 2‐4 business days through a UW System‐wide delivery system. If an item is not owned by any of the UW System Libraries, then an interlibrary loan (ILL) request is made for us to obtain the item from another library outside of the UW System. ILL articles usually arrive in 1‐3 days and physical items in 5‐8 business days.

Faculty can request to pout items on reserve. Physical items owned by the library or personal copies owned by the instructor can be put on reserve for the semester. Electronic items are put into Canvas (LMS) for access by the students in that particular course.

For students that need accommodations we have an accessibility room in the Cofrin Library. This room is equipped with a workstation that has accessibility software for voice recognition, as well as screen readers.

The Library takes federal copyright seriously, and ensures that copyright statements on all photocopiers, scanners, and ILL articles requests that are fulfilled. The Library provides information about copyright and fair use through a guide on copyright and a fair use checklist. In addition, a guide on finding and using “copyright friendly” images, audio, and video is also available. Every semester faculty, staff, and students are sent an email reminding them about the copyright laws.

**Reference Services**

The Research Librarians assist students on individual research support through a variety of methods: drop‐in, via chat, email, and phone. The research desk is staffed 50 hours per week, this includes evening and weekend hours. Students are also able to schedule a research appointment with any of the research librarians. In particular, Social Work students are encouraged to reach out directly to Jodi Pierre who serves as a Library Liaison to Social Work. Our chat service is provided by our research librarians for normal business hours, and additional chat hours are supported by a third‐party service that is also staffed by professional librarians.

We are unable to identify the usage of reference services by just social work students, however, table 3 provides an idea of the ways in which requests come into us.

Table 3

|  |  |  |
| --- | --- | --- |
| **Type of Request** | **Fall 2019** | **Spring 2020** |
| In‐Person: drop‐in, consultation, phone | 267 | 91 |
| Virtual: chat, email, online meeting | 502 | 623 |

**Instruction Services**

The Library offers general library orientation and program related instruction. We encourage course integrated instruction when possible, because students tend to retain the information more when it is relevant to their course work. The Instruction Librarians work with instructors to tailor instruction to meet learning outcomes. These sessions are offered in‐person at the library or in the classroom, as well as virtual. Sessions can be single‐shot or multiple sessions that build upon each other; and, are offered to all academic programs. Over the last few years Librarians have conducted library instruction sessions for Program Evaluation 1 and 2 (SOC WORK 461‐462) when it is offered. Data for all library instruction sessions can be found in Table 4.

Table 4

|  |  |  |
| --- | --- | --- |
| **Semester** | **Instruction Sessions** | **Students Instructed** |
| Fall 2019 | 145 | 3451 |
| Spring 2020 | 45 | 1014 (COVID) |
| Fall 2020 | 53 | 1742 (COVID) |
| Spring 2021 | 18 | 778 (COVID) |

In addition, the Instruction Librarians develop a variety of guides to help students navigate information resources or the research process. These guides are a mix of general research guides and specific course guides. Usage of these guides and the online videos are available below in Table 5. In should be noted that at the time of writing this report the fall 2021 data was incomplete and only reflects 9/1/21 to 10/19/21.

Table 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Guide Title** | **Fall 2021 Usage\*** | **Spring 2021 Usage** | **Fall 2020 Usage** |
| Social Work 461/463 | 226 | 34 | 124 |
| Getting Started with Research (2 guides) | 261 | 541 | 522 |
| Identifying and Evaluating Information (9 guides) | 10,415 | 41,169 | 11,233 |
| Creating Citations & References (4 guides) | 1546 | 3951 | 3982 |
| YouTube Channel video views | 300 | 1084 | 1333 |

The Instruction Librarians offer embedded librarian services to any instructor who would like to have a librarian participate in their online course, in order to provide additional student support. As previously stated, for Social Work, Jodi Pierre serves this role. In addition, the Instruction Librarians develop online videos that provide information on how to use certain tools, or conduct certain parts of the research process. These videos are available on the Library’s YouTube channel at [https://www.youtube.com/user/CofrinLibrary](http://www.youtube.com/user/CofrinLibrary).

We have not done a formal assessment of library instruction since 2016. However, Instruction Librarians collect and analyze class artifacts (activity sheets, discussion posts, Qualtrics forms) to informally assess the effectiveness of individual sessions and adjust teaching as needed. We also rely on our strong relationships with faculty and instructors to ensure library instruction is in alignment with course learning objectives.

**Social Work Resources/Collection Development**

The Library strives to provide the best resources possible to support the academic programs at UW‐ Green Bay. It can be difficult to quantify the holdings for any single academic program, because of the use of resources can differ based on the topic and approach of the student or faculty. However, in an attempt to quantify the collection as it pertains to the support of the Social Work program, the Library holds 518 titles of books, Federal and State documents, and various media formats, with the Library of Congress (LC) subject headings of “social work”, “social welfare” or child welfare”. Using those same terms as a keyword, rather than a controlled subject heading, the search within the Library’s catalog produces 1046 titles. Given the interdisciplinary nature of social work, there would certainly be more items if broader searches were executed. The Library currently subscribes to 8 specific social work journals, and provides access to 27 other titles through JSTOR.

* *Affilia*
* *Children and Youth Services Review*
* *Crime and Delinquency*
* *Families in Society*
* *Journal of Ethnic and Cultural Diversity in Social Work*
* *Journal of Research in Crime and Delinquency*
* *Research on Social Work Practice*
* *Social Service Review*

Similar to books, there are also related journals in the areas of human development, psychology, sociology, and education that supplement the core social work journals. Many of the social work journals are accessible in full‐text via the various databases, which greatly expands the access our students have to the social work literature. The Library subscribes to the following social work centric databases:

* *Social Work Abstracts*
* *Social Services Abstracts*
* *Sociological Abstracts*
* *Social Science Citation Index*

In addition to the more social work specific databases, the Library also provides access to following databases, that while focused on other disciplines, are related enough to provide useful resources to the field of social work:

* *Academic Search Complete*
* *CINAHL*
* *Clinical Key*
* *Consumer Health Complete*
* *CQ Researcher*
* *Criminal Justice Collection*
* *GenderWatch*
* *Education Research Complete*
* *EthnicNewsWatch*
* *GenderWatch*
* *Global Issues in Context*
* *Health Source: Nursing/Academic Edition*
* *MEDLINE*
* *National Criminal Justice Abstracts*
* *Opposing Viewpoints in Context*
* *Project Muse*
* *PsycArticles*
* *PsycInfo*
* *PubMed*
* *Women’s Studies International*

Finally, the following online reference, data, and streaming video resources are available:

* + *The Encyclopedia of Social Work*
  + *Statista*
  + *Academic Video Online*
  + *Docuseek*
  + *Films on Demand*
  + *LGBT Studies in Video*
  + *Mental Measurements Yearbook with Tests in Print*
  + *Nursing and Mental Health in Video*
  + *PBS Video Collection*

The Library continues to face a tight budget, and needs to seriously evaluate each resource to ensure maximum value. The Collection Development staff closely monitor the growth and initiatives of academic programs and makes allocation shifts where possible. Table 6 shows that allocations for Social Work increased over 2% from 2017/18 to 2018/19, but decreased slightly in 2019/20.

TABLE 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | **Expended Amount** | **% of Budget** | **Journals** | **Books/Media** | **Databases** |
| **2017/18** | $31,515 | 5.5% | $7,870 | $1,527 | $22,119 |
| **2018/19** | $44,827 | 7.7% | $8,390 | $1,080 | $35,357 |
| **2019/20** | $38,987 | 6.5% | $9,035 | $1,198 | $28,754 |

The allocations referenced in table 6 include books, journals, databases, and media that are purchased specifically for Social Work. As already referenced above, in the section on databases, purchases for other disciplines can often enhance the resources for Social Work students and faculty as well.

The Library’s capital purchases are also supplemented by CUWL’s Shared Electronic Collection (SEC). The SEC is a collection of online resources that are jointly selected by the UW System Libraries and largely funded by the UW System. The SEC provides UW‐Green Bay with access to over $1.5 million in information resources. This shared collection provides a uniform base of resources for all students at all 13 UW institutions, and contains a large amount of full‐text content that expands the resources we are able to purchase as a single institution. With the philosophy of “One System, One Library”, we try to stretch our combined buying power as from as possible by sharing the print collection among all of the institutions. As a Wisconsin library, our faculty and students also benefit from the resources found in a state‐wide service called Badgerlink which is an electronic collection provided by the Wisconsin Department of Public Instruction.

We highly encourage the faculty to recommend items that they would like to have for our UWGB collection, and we seek input on the SEC collection when items are up for renewal. We notify faculty through our faculty newsletter, through our library liaisons to the academic programs, and there is a link on the Library’s website for anyone to recommend a purchase. Recommendations that we receive, are handled quickly, and the requesting faculty member is notified by email when the new item arrives.

It is important to us that our collection is used as much as possible, so we do our best to notify faculty, staff, and students about new books. We have a new bookshelf near the Public Services desk on the third floor of the Cofrin Library, as well as by the Popular Reading collection on the fourth floor. Two of the three additional library locations have new book displays as well. We also draw attention to new collections or books in our newsletters, through our website, and via social media.

Tracking library usage by a specific user type is difficult, so we are not able to provide usage for social work faculty or students only. However, using the data for the checkouts by LC Classification (HV = social welfare) and database usage reports, we are able to provide the data in Table 7.

Table 7

|  |  |  |
| --- | --- | --- |
| **Type of Library Resource** | **Usage 2019‐2020** | **Comments** |
| Books in HV (Social Welfare)  call number range | 2018/19 = 163  2019/20 = 57 | 2.9% of total items checked out (18/19) 1.7% of total items checked out (19/20)  \*19/20 data impacted by COVID‐19 shutdown/limited access to collections |
| Social Work Abstracts | Searches 2019/20 = 5,036 Item Investigations = 841 | “Investigations” represent the number of times a content item was accessed (ex. view abstract) |
| Sociological Abstracts and Social Services Abstracts | Searches 2019/20 = 2,024 Item Investigations = 993 | “Investigations” represent the number of times a content item was accessed (ex. view abstract) |
| Social Work individual journal subscriptions (titles listed above) | Article downloads 2019/20 = 1,003 |  |

*Reported written by: Paula Ganyard Director of Libraries October 22, 2021*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.5:The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option. |

**Description & Sufficiency of Office Space:**

The Social Work Professional Program has offices in a suite in Rose Hall. In the Social Work office suite, each faculty member and the Administrative Assistant has their own offices; there is also a student lounge for all students to meet and socialize. The student worker space is located within the reception area. All faculty and support staff have laptop computers in their offices. Computers and computer programs are upgraded regularly and the laptops allow for ease of working from alternate locations.

To provide flexibility for faculty who must participate remotely in any meeting, the program also has access to a conference room capable of streaming the meeting and collaboration with those attending remotely.

Office and meeting space is sufficient to meet the needs of the program and supports our mission.

**Description & Sufficiency of Classroom Space:**

Social Work courses are generally taught in Wood Hall but additional space can be accessed in other building on campus. As a result, there are a sufficient number of classrooms at any one time. In addition, a Social Work skills lab was created with one-way viewing and recording capabilities. Use of the skills lab is reserved for all classes which benefit from the configuration and students may access the space independently with their student identification cards when recording an interview is required for a class. Each classroom space has computer assisted technology and projection in order to access the faculty drives and internet.

The Social Work Program schedules its classes carefully to maximize the efficiency of classroom space and minimize need for student’s to be on campus for longer periods especially when also completing field placements. In addition, the use of virtual or online course modalities have eased classroom demand. (The Program carefully selects those courses eligible for those modalities based on the learning goals for the course). While there are challenges with classrooms at times, university personnel are responsive to instructor needs. When scheduling a larger event which requires classroom space, the space cannot be reserved until all class needs across campus have been met. The University is in the process of planning for an additional “Health Services” building which would house the College’s Health and Social Welfare programs, adding additional office and classroom space to facilitate growth. This building proposal must go through the State’s legislative process for approval and funding.

At this time, classroom space is sufficient to meet the needs and mission and goals of the program.

**Description & Sufficiency of Computer-Mediated Access:**

As noted earlier, all faculty have laptops assigned to them which allows them to access their work e-mail and drives personal and social work drives remotely using a dual-factor authorization process. 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.

The University, as part of the UW System, provides Canvas as the learning management platform and Zoom for synchronous remote learning. A Canvas course shell is automatically generated for faculty use at the onset of each semester and access is granted to students enrolled within the course. Also within Canvas are the option of a range of learning applications which can enhance the educational experience such as Kaltura (a video capturing program), VoiceThread (allows brief videos for student participatory assignments), and Play Posit (which can be used for simulation activities or enhancing student engagement in course lectures when course is asynchronous). The University is continually assessing technological programs which can be used to enhance learning and the educational experience.

For students without a computer, the University has several computer labs for student use. In addition, computer towers and printers are located in many of the common areas. There is also a system of borrowing for computers and other technologies through the library system.

There is sufficient computer-mediated access to achieve the mission and goals for the program.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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| Accreditation Standard 3.4.6:The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. |

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| 1. Compliance Statement: Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. |

**List of Assistive Technology Resources Available:**

A wide range of [assistive technology resources](https://www.uwgb.edu/student-accessibility-services/assistive-technology-resources/what-is-assistive-technology/) are available to students through the Student Accessibility Services. Descriptions of applications available are listed many of which are free of charge.

* Reading and E-Text support
* Writing Aids and Apps
* Notes, Studying and Organization
* Vision Aids and Apps
* Hearing Support Apps
* Speech Support
* Accessibility in Computers
* Creativity Apps, and
* Self-Care Apps.

**How Students Access Assistive Technology:**

Students in the Program have ready access to assistive technologies through Accessibility Services at UW-Green Bay. [Student Accessibility Services](https://www.uwgb.edu/student-accessibility-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, Accessibility Services will make every reasonable effort to help the students obtain them.

Instructions on how to access Accessibility 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 Student Accessibility Services at 920-465-2841 ([sas@uwgb.edu](mailto:sas@uwgb.edu)) as soon as possible to discuss your needs and to arrange for the provision of services.

In addition, alternative testing and formats, notetaking accommodations and sign language interpreting are available through Student Accessibility Services. All videos uploaded by faculty to Canvas sites are automatically closed captioned and Canvas offers an course accessibility checker feature which faculty are advised to complete to ensure the course is universally accessible.

UW-Green Bay’s Student Accessibility Services website offers additional assistance to any student in navigating assistive technology.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 4.0 — Assessment

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| Accreditation Standard 4.0.1:The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:   * A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. * At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations. * An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0. * Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark. * An explanation of how the program determines the percentage of students achieving the benchmark. * Copies of all assessment measures used to assess all identified competencies. |

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| 1. Compliance Statement: The program’s assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs) for each program option. |

**Assessment Plan Development**

The BSW Program’s competency attainment assessment plan was developed and refined over the course of five years, beginning in the spring of 2016. Beginning in the spring of 2016, the Social Work Leadership Team, comprised of the Social Work Chair and the BSW and MSW Program Coordinators, developed a timeline for the implementation of 2015 EPAS into the curriculum. At this time, the BSW Program Coordinator also started mapping possible adaptations from our 2008 EPAS curriculum and assessment plan onto courses.

At the start of fall of 2016, faculty were presented with an initial draft of a curriculum and assessment plan for consideration. A full faculty discussion of the proposal resulted in some modifications, and the plan was turned over to the BSW Curriculum Committee for deeper assessment and revision. The Committee met regularly throughout the entire academic year, consulting with relevant faculty as appropriate, to refine and adapt the plan based on an examination of the curriculum and course objectives. This included identifying potential embedded assessment assignments for each competency and dimension. Concurrently, the Field Committee worked to adapt the field evaluation form to reflect the 2015 EPAS. The full faculty approved both the curriculum and assessment plan and revised field evaluation for implementation the 2017-2018 academic year. This plan included the use of three distinct outcome measures: final field evaluations, embedded assessment assignments (EAAs), and end-of-semester course evaluations. A determination was made to include two EAAs per dimension.

Over the course of the next three years, data was collected and annually examined and discussed, resulting in numerous changes to the assessment plan. This process was collaborative and involved deep conversations about our curriculum. The biggest change occurred in fall of 2019 when the BSW Curriculum Committee proposed reducing the number of EAAs per dimension from two to one. This plan was approved by the faculty for implementation in 2020-2021 and resulted in the current assessment plan.

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| 1. Compliance Statement: Assessment of competence was done by program designated faculty or field personnel for all program options. |

Table 4.1, 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 and current students 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.

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| **Table 4.1: Implementation of Annual Evaluation Plan** | | |
| **Timeframe** | **Evaluation Task** | **Person(s) Responsible** |
| **Fall Semester** | | |
| First week of classes | Administer Colorblind Racial Attitudes Scale (CoBRAS) to incoming junior cohort in *SOC WORK 305: The Social Work Profession* (Implicit Curriculum) | Instructor of SOC WORK 305 |
| Fall semester | Assess (i.e., grade), track, and record embedded assessment assignment outcomes (Explicit Curriculum) | Instructors of fall courses |
| Conclusion of fall semester | Collect and compile end-of-semester course evaluation data (Explicit Curriculum) | Social Work Program Administrative Assistant (AA) |
| **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 | Assess (i.e., grade), track, and record embedded assessment assignment outcomes (Explicit Curriculum) | Instructors of spring courses |
| Last two weeks of spring semester | * Conduct senior field evaluations and record outcome measurement data (Explicit Curriculum) * Compile senior field evaluation outcome measurement data (Implicit Curriculum) | * SOC WORK 420 instructors * BSW Field Coordinator |
| Last week of spring semester | * Administer BSW Program evaluation survey to junior and senior cohorts in SOC WORK 371 and 463, respectively; includes senior student evaluations of field placement (Implicit Curriculum) * Administer Colorblind Racial Attitudes Scale (CoBRAS) to graduating senior cohort in *SOC WORK 463: Program Evaluation II* (Implicit Curriculum) * Administer evaluation of field to Field Instructors (Implicit Curriculum) | * Instructors of SOC WORK 371 and 463 * Instructor of SOC WORK 463 * BSW Field Coordinator |
| Conclusion of spring semester | * Collect and compile end-of-semester course evaluation data (Explicit Curriculum) * 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 | * BSW Program and Field Coordinators compile * Social Work Evaluation & Research Committee analyzes |
| August | * Faculty Retreat: review and interpret 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 and BSW Program & Field Coordinators facilitate discussion * BSW Program Coordinator |
| **Fall Semester** | | |
| September | Present outcome measurement data to stakeholders for review and feedback:   * BSW Program Advisory Committee * BSW students | BSW Program and Field Coordinators |
| 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 |

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| 1. Compliance Statement: Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program. |

The [Generalist Practice Curriculum Matrix](#Generalist_Practice_Curriculum_Matrix) identifies the embedded assessment assignments by an “\*”. [Table 4.4: BSW Program Assessment Plan](#BSW_Program_Assessment_Plan) located below includes a second representation of the evaluation, inclusive of embedded assessment assignments, field evaluation data, and course objective measures. The Program has not added any competencies beyond the nine identified by CSWE.

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| 1. Compliance Statement: Program provides at least two measures to assess each competency, including any competencies added by the program, for all program options. |

The BSW Program at UW-Green Bay bases its curriculum on the nine practice competencies established by the Council on Social Work Education 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, skills, and cognitive/affective processes operationalized in the practice behaviors corresponding to each competency by graduation. As such, the Program elected to measure each of the dimensions for every competency.

The Program utilizes three types of outcome measures to evaluate its success in helping students master the competencies, and each measure is discussed in more detail below:

1. Embedded Assessment Assignments (EAA) (assessed by faculty instructors in every competency for each of the following dimensions: knowledge, values, and skills).
2. End-of-Semester Course Evaluations of Course Objectives (CO) (assessed by students in every competency for each of the following dimensions: knowledge, values, skills, and cognitive/affective processes).
3. Final Field Evaluations (FFE) (assessed by faculty instructors in every competency for cognitive/affective processes).

Consequently, there are eight measures assessing student mastery for each competency as depicted in the Outcome Measures Map, below (see Table 4.2).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4.2: Outcome Measures Map** | | | | | | | | |
|  | **Knowledge** | | **Values** | | **Skills** | | **Cognitive/ Affective** | |
| **Competencies** | **EAA** | **CO** | **EAA** | **CO** | **EAA** | **CO** | **FFE** | **CO** |
| Competency 1 | X | X | X | X | X | X | X | X |
| Competency 2 | X | X | X | X | X | X | X | X |
| Competency 3 | X | X | X | X | X | X | X | X |
| Competency 4 | X | X | X | X | X | X | X | X |
| Competency 5 | X | X | X | X | X | X | X | X |
| Competency 6 | X | X | X | X | X | X | X | X |
| Competency 7 | X | X | X | X | X | X | X | X |
| Competency 8 | X | X | X | X | X | X | X | X |
| Competency 9 | X | X | X | X | X | X | X | X |

**Embedded Assessment Assignments (EAA).** A range of graded assignments embedded in specific courses across the curriculum are used as outcome measures. Care was taken to identify an EAA for each of the knowledge, values, and skills dimensions for every competency. Assignments identified as embedded were selected in their entirety, or in part, depending on how a particular dimension within a competency was represented in the assignment.

* An assignment was used in its entirety if, after removing the mechanical requirements or late penalties for the assignment, that competency dimension permeated a strong majority of the entire assignment (i.e., it was impossible to extract what was being evaluated that related to that competency dimension from the rest of the assignment).
* A portion of an assignment was used as an embedded assessment of a competency dimension 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 evaluate a single competency dimension, while others evaluate multiple due to the interrelationship between the dimensions and competencies. For example, one of the embedded assessment assignments for *SOC WORK 463: Program Evaluation II*, is “Program Evaluation Assessment Assignment III.” This embedded assessment measures the skills dimension of Competency 7 (Assessment) and knowledge dimension of Competency 9 (Evaluation) as both areas must be utilized to effectively engage in program evaluation. Copies of all embedded assessment assignments can be found below ([EAA Assignment Rubrics](#Embedded_Assessment_Assignments)).

**End-of-Semester Course Evaluations** ([Course Evaluation Template](#Course_Evaluation_Template))**.** As related to the assessment plan, course objectives reflect the competencies and domains the course is assigned to teach and embedded assessment assignments (along with other assignments) student outcomes for those competencies and domains. Consequently, the assessment plan requires aligning competencies and domains with course objectives and embedded assessment assignments. As discussed above in “[Assessment Plan Development](#Assessment_Plan_Development),” the BSW Curriculum Committee provides initial approval for all course objectives as they relate to embedded assessments, and the full faculty provides final approval. In the interest of transparency, all syllabi contain a table showing the relationship between the competencies and domains, course objectives, and embedded assessment assignments intended to capture student mastery. Table 4.3 provides an example from *SOC WORK 420: Social Work Methods III* to illustrate; all the tables can be found in Volume II, [page 157](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#EAA_Example_SW420).

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| --- | --- | --- | --- |
| **Table 4.3: Assessment Plan Table for SOC WORK 420** | | | |
| As part of the evaluation plan for the social work curriculum, this course has been designated to measure the following competencies through an embedded assessment assignment.  See Section D for information on all course assignments. | | | |
| **Competency** | **Dimension** | **Course Objective** | **Assignment** |
| #1 | Skills | #3 | EDM Application(Q1) of Exam III |
| #4 | Skills | #2 | EBP Application (Q2) of Exam III |
| #9 | Skills | #4 | Evaluation Application (Q1) of Exam IV |

In end-of-semester course evaluations, students rate how well each course achieved its objectives using a scale from 1 (“not at all”) to 4 (“very much”). The template used for end-of-semester course evaluations can be found under Substandard [4.0.1 (11)](#Embedded_Assessment_Assignments). While course evaluations rely on student ratings, not program designated faculty or field personnel, we included this as a measure to provide another perspective on the curriculum. As the outcome data will show, this student perspective is helpful in consideration of our curriculum.

**Final Field Evaluations** ([Mastery of Competencies EAA](#Mastery_of_Comptencies))**.** 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 and the final evaluation completed at the end of the Spring semester. It is the final (i.e., spring) field evaluation that provides a measure based on demonstration of each competency in real practice situations. This assessment is the sole measure of the Cognitive-Affective Processes dimension as that dimension best represents the integration of theory to practice.

Senior field evaluations incorporate multiple observations of behavior, including: (1) students’ learning contracts, (2) Field Instructors’ assessments of students, (3) students’ self-assessments, and (4) Faculty Field Liaisons’ assessments of students’ general contributions in class and assignments. Faculty Field Liaisons have the ultimate authority to grant students’ grades, as outlined on the field evaluation instrument(see p. 322 of the embedded assessment measures ([Field Evaluation-Learning Plan](#Field_Evaluation_Learning_Plan) identified as a supporting document).

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| 1. Compliance Statement: At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options. |

As noted above, the final (i.e., spring) field evaluation (FFE) provides an assessment measure based on demonstration of each competency in real practice situations.

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| 1. Compliance Statement: Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options. |

See column 1 (“Dimension”) of [Table 4.4: BSW Program Assessment Plan](#BSW_Program_Assessment_Plan), below.

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| 1. Compliance Statement: Narrative includes benchmarks for each competency for all program options. |

See column 3 (“Competency Benchmark”) of [Table 4.4: BSW Program Assessment Plan](#BSW_Program_Assessment_Plan), below.

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| 1. Compliance Statement: Narrative includes a rationale for each benchmark across all program options. |

The BSW Program set the overall Competency Benchmark at 90%. This is an increase from our previous self-study where our Competency Benchmark was 83%. Eighty-three percent was chosen for our 2008 EPAS self-study as it parallels our “B” grade in the major. However, as we were meeting the Competency Benchmark for all the competencies using that indicator, we decided to push ourselves to do better and raised the benchmark to 90% as an aspirational goal.

As noted above, the BSW Program uses three types of outcome measures for each competency. Each type of measure has its own outcome benchmark and rationale. These are described below.

**Embedded Assessment Assignments (EAA).** Per our [academic retention standards](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#Retention_Policies) outlined in the *BSW Student Handbook* (located in Volume III 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 outcome measure benchmark for embedded assessment assignments is a minimum score of 83%.*** Eighty-three percent was selected as it is the lowest threshold for a grade of “B” in the BSW Program, and therefore parallels our academic retention standards for GPA requirements in upper-level required social work courses.

**End-of-Semester Course Evaluations.** In end-of-semester course evaluations, students rate how well each course achieved its objectives using a scale from 1 (“not at all” to 4 (“very much”). The template used for end-of-semester course evaluations can be found in this section under the “Compliance Statement 11” heading (see section A: [Outcomes](#Course_Evaluation_Template)). Evaluations are averaged across students for each competency dimension, resulting in a summary score that is used as an outcome measure for each of the competencies. ***The outcome measure benchmark for end-of-semester course evaluations is a mean of 3.0 across courses within a competency.*** A mean of 3.0 was selected as it indicates agreement.

**Final Field Evaluations** (see [Mastery of Competencies EAA](#Mastery_of_Comptencies))**.** 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 and the **final field evaluation** completed at the end of the Spring semester. In the final field evaluation, students are assessed on their mastery of each competency using a scale from 0-10. This scale replicates our grading scheme in the major whereby an “A” begins at 94% and a “B,” which would be meeting our grade expectations, begins at 83%. Students must achieve an 83% or higher for each competency (e.g. an 8.3 in each competency) in order to pass Field. ***As such, the outcome measure benchmark for the final field evaluation is that students must earn 83% on each item in the evaluation.*** Identical to the outcome measure benchmark for EAAs, 83% was selected as it is the lowest threshold for a grade of “B” in the BSW Program, and therefore parallels our academic retention standards for GPA requirements in upper -level required social work courses.

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| 1. Compliance Statement: Narrative includes a description of how it is determined that students’ performance meets the benchmark for all program options. |

See column 2 heading (“Outcome Measures (Outcome Measure Benchmark)”) of [Table 4.4: BSW Program Assessment Plan](#BSW_Program_Assessment_Plan), below.

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| 1. Compliance Statement: Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program options. |

See column 4 (“Assessment Procedures: Competency”) of [Table 4.4: BSW Program Assessment Plan](#BSW_Program_Assessment_Plan), below.

**Table 4.4: BSW Program Assessment Plan**

| **Dimension** | | **Outcome Measures** (Outcome Measure Benchmark) | | **Competency Benchmark** | **Assessment Procedures: Competency** |
| --- | --- | --- | --- | --- | --- |
| Course # and Title (Year and Semester Measured) | | **EAA=** | Embedded Assessment Assignment (83%+ on rubric items noted with "\*") |  |  |
| **CO[[33]](#footnote-34)=** | Course Objective Rating on End-of-Semester Evaluation (3.0+ of 4.0) |  |  |
| **FFE=** | Final Field Evaluation (83%+) |  |  |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 411 | Social Work Methods II (Senior Fall) | EAA | Exam 1 |
| CO | 3 |
| **Values** | | | |
| 300 | Professionalism & Teamwork in Social Work (Junior Spring) | EAA | Professionalism Self-Assessment |
| CO | 4 |
| **Skills** | | | |
| 420 | Social Work Methods III (Senior Spring) | EAA | Ethical Decision-Making Application (Q1) of Exam III |
| CO | 3 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 2: Engage Diversity and Difference in Practice** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 371 | Human Behavior and the Social Environment (Junior Spring) | EAA | Diversity Project |
| CO | 5 |
| **Values** | | | |
| 313 | Social Work Skills Lab I (Junior Fall) | EAA | Multicultural Paper |
| CO | 4 |
| **Skills** | | | |
| 411 | Social Work Methods II (Senior Fall) | EAA | Assessment Paper II |
| CO | 4 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 371 | Human Behavior and the Social Environment (Junior Spring) | EAA | Diversity Project |
| CO | 1 |
| **Values** | | | |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | Cumulative Score of Values Question Across 3 Learning Labs |
| CO | 1 |
| **Skills** | | | |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | Social Policy Advocacy Paper |
| CO | 2 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 301 | Social Work Research (Junior Fall) | EAA | Quizzes Summary |
| CO | 5 |
| **Values** | | | |
| 461 | Program Evaluation I (Senior Fall) | EAA | Epistemology Self-Reflection |
| CO | 1 |
| **Skills** | | | |
| 420 | Social Work Methods III (Senior Spring) | EAA | Evidence-Based Practice Application (Q2) of Exam III |
| CO | 2 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 5: Engage in Policy Practice** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 431 | Social Policy Analysis I (Senior Fall) | EAA | Social Policy Analysis Paper |
| CO | 4 |
| **Values** | | | |
| 431 | Social Policy Analysis I (Senior Fall) | EAA | Cumulative Score of Values Question Across 3 Learning Labs |
| CO | 2 |
| **Skills** | | | |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | Social Policy Brief |
| CO | 4 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 313 | Social Work Skills Lab I (Junior Fall) | EAA | Final Video & Self-Assessment Paper |
| CO | 1 |
| **Values** | | | |
| 313 | Social Work Skills Lab I (Junior Fall) | EAA | Multicultural Paper |
| CO | 4 |
| **Skills** | | | |
| 413 | Social Work Skills Lab III (Senior Fall) | EAA | Role Play 6 |
| CO | 2 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 411 | Social Work Methods II (Senior Fall) | EAA | Assessment Paper II |
| CO | 1 |
| **Values** | | | |
| 371 | Human Behavior and the Social Environment (Junior Spring) | EAA | Developmental Experiences Paper |
| CO | 4 |
| **Skills** | | | |
| 463 | Program Evaluation II (Senior Spring) | EAA | Program Evaluation Assessment Assignment III |
| CO | 4 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 370 | Social Work Methods I (Junior Spring) | EAA | PREPARE Portion of Macro Change Proposal Project |
| CO | 4 |
| **Values** | | | |
| 305 | The Social Work Profession (Senior Fall) | EAA | Social Work Values & Assumptions Final Paper |
| CO | 5 |
| **Skills** | | | |
| 323 | Social Work Skills Lab II (Junior Spring) | EAA | Group Facilitation |
| CO | 5 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| **Knowledge** | | | | 90% of students will demonstrate competence across all measures. | Determine the percentage of students that attained each outcome measure (e.g., minimum score or higher).  Average the percentages together to obtain the percentage of students demonstrating competence across all measures.  Determine if this percentage is greater than the competency benchmark. |
| 463 | Program Evaluation II (Senior Spring) | EAA | Program Evaluation Assessment Assignment III |
| CO | 3 |
| **Values** | | | |
| 461 | Program Evaluation I (Senior Fall) | EAA | Epistemology Self-Reflection |
| CO | 1 |
| **Skills** | | | |
| 420 | Social Work Methods III (Senior Spring) | EAA | Evaluation Application (Q1) of Exam IV |
| CO | 4 |
| **Cognitive & Affective** | | | |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade |
| CO | 6 |

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| --- |
| 1. Compliance Statement: Program provides copies of all assessment measures used to assess all identified competencies for all program options. |

Embedded Assessment Assignment instructions and rubrics (when applicable) are ordered by Competency and Domain, followed by the Final Field Evaluation and template for end-of-semester course evaluations.

The assignment rubrics which follow are organized by competency and dimension and are labeled accordingly. If an assignment is utilized to measure multiple competencies, it is included for each competency which applies.

Each rubric identifies the portion of the assignment utilized for competency assessment purposes.

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| **C1 – C9 (CA) Dimension Supporting Document**  **Learning Plan Rubric** |

**SW 402: Fall Learning Contract Rubric**

**[Spring Learning Contract in SW 403 builds on this initial assignment in fall)**

**Concreteness/Measurability** (25 points)

|  |  |
| --- | --- |
| 25 | On the whole, learning activities are consistently concrete and measurable. |
| 22 | On the whole, most learning activities are concrete and measurable. |
| 19 | Many learning activities are vague or confusing. |

**Specificity** (25 points)

|  |  |
| --- | --- |
| 25 | Learning activities listed are consistently specific to agency, population, or area of practice. |
| 22 | Learning activities are sometimes specific to agency, population, or area of practice. |
| 19 | Many/most learning activities are not clearly related to agency, population, or area of practice. |

**Relevancy to Competencies & Practice Behaviors** (25 points)

|  |  |
| --- | --- |
| 25 | Learning activities demonstrate strong link to corresponding competency/practice behavior bullet point. |
| 22 | Learning activities demonstrate some connection to corresponding competency/practice behavior bullet point. |
| 19 | Learning activities may not clearly connect to corresponding competency/practice behavior bullet point. |

**Attention to Edits** (25 points)

|  |  |
| --- | --- |
| 25 | Student attended to edits, as suggested during field visit, in a detailed fashion, as appropriate. |
| 22 | Student attended to most edits as suggested during field visit, as appropriate. |
| 19 | Student has not attended to edits, as suggested during field visit, in a meaningful way. |

**Writing/Professionalism:** (Points may be deducted in the following areas related to writing quality and professionalism)

|  |  |
| --- | --- |
|  | Followed assignment directions as given on the document, in class, and at field orientation. |
|  | The final document is free from grammatical and typographical errors. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Total:  \_\_\_\_\_\_/100**

**Comments:**

|  |
| --- |
| **C1-C9 (CA) Dimension EAA Measure**  **All components comprise the EAA Score** |

**SOC WORK 402 & 403: Field Practicum I & II**

**Progress toward Mastery of Competencies Assignment**

**PURPOSE:** Field is the signature pedagogy of social work and is a required component for all social work students graduating from accredited social work programs. During the 2020-21 school year, at UW-Green Bay, students complete a minimum of 340 hours over the course of two semesters, in a social service setting related to their area of interest.

The field Practicum provides integrative experiences merging the application of knowledge, values, and skills with the goal of preparing students for social work professional practice. Students achieve this goal by demonstrating the integration and application of all nine CSWE competencies in a purposeful, intentional, and professional manner to promote human and community well-being.

The field Practicum measures the students’ cognitive and affective processes which include critical thinking, affective reactions, and exercise of judgment regarding unique practice situations.

The process of completing the field Practicum helps students achieve these primary objectives:

1. Apply knowledge and skills learned throughout the curriculum to daily experiences as advanced practice social workers in the field.
2. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities.

**TASK:** The following information describes the goals and requirements of the field Practicum. These tasks are designed to be as individualized as possible in order to accommodate diverse learning needs, varying agency opportunities, and unique areas of social work practice.

These tasks build upon one another to guide the students’ learning experiences while in the agency field Practicum, and provide feedback/information of their advancing skills, knowledge, and professional development.

**1. Learning Contract**

Using the template provided on Canvas, students develop a learning contract at the beginning of the field Practicum. The learning contract consists of specific activities that will be performed during the field Practicum to address each of the competencies. These activities, along with the student’s plan to meet the minimum 170 hours per semester, are documented on the learning contract. While the learning contract is intended to be followed as written, the identified activities represent one means of meeting the competencies. Students may choose, or need, to alter the learning contract activities over the course of the semester in order to make progress toward mastery of the competencies. Developing and altering the learning contract is done in consultation with the agency field instructor (FI) and faculty field liaison (FFL) to ensure activities are feasible and directly related to the competencies. This consultation begins early in the fall semester with a meeting between the student, FI, and FFL. Examples of a learning contract will be discussed in Seminar. Students develop a new contract in the beginning of the spring semester.

**2. Field Instructor Feedback**

Near the end of the semester, field instructors are sent an electronic survey asking for feedback on the students’ progress toward each of the nine competencies. In addition, the student, FI, and FFL will hold an evaluative meeting at the end of the semester to discuss the overall field Practicum and student performance. This written and verbal feedback is used to inform the mastery of the competencies grade.

**3. Self-Assessment**

At the end of each semester, students will submit a Self-Assessment summarizing their major accomplishments, development, and progress toward mastery of the competencies. The fall Self-Assessment is intended to demonstrate the journey towards competence in practice. Students are not expected to be “perfect social workers” but rather individuals who value inquiry, critical thinking, and understand the importance of self-critique and examination. Instructors will review the Self-Assessments with the following question in mind:

*Do the examples referenced throughout the Self-Assessment illustrate development as an BSW-level practitioner and mastery of professional social work competencies?*

With this understanding in mind, students may elect to include examples where things went well, along with examples of challenges they faced and how these challenges promoted personal and professional growth. Self-Assessments are due prior to the end-of-semester field visits so the information can be used to guide those evaluative discussions. Further details are provided in class.

**4. General Contributions**

Students’ general contributions to their own learning is assessed in a number of ways including observations and documentation in the agency, classroom, and formal or informal meetings. In addition, students must complete the requisite number of field hours to pass the field Practicum course.

**CRITERIA FOR SUCCESS:** Mastery of the competencies accounts for 50% of the final field Practicum grade for each semester.  The grade for this portion of field is based on a combination of the tasks/assignments described above.  Feedback from field instructors and other agency staff, as well as Self-Assessments from the student, are used to inform the mastery of competencies portion of the field grade. Field instructors, however, do not determine a student’s grade. The faculty field liaison is responsible for assigning the official points and letter grade for all field assignments.

Each individual competency is assessed using the rubric below. The total of all nine competencies determines the final grade for this portion (50%) of the field grade.

**Mastery of Competencies Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scoring** | **Learning Contract Activities** | **Field Instructor Feedback** | **Self-Assessment** | **General Contributions** |
| 10-9.4: Excels | *Actively* sought opportunities to meet the competency as described in the learning plan, and/or initiated additional or alternative opportunities | Comments reflect a *high level* of critical thinking, affective reactions, and exercise of judgment | *Thorough* articulation of knowledge of concepts, policies, and/or methods; provides appropriate examples of same | *Frequently:*  Asks critical questions;  Offers thoughts or suggestions in a purposeful, intentional, and professional manner.  Completed required hours. |
| 9.3-8.3: Meets expectations | Activities not completed, as described in the learning plan, but are at an *acceptable* level of progress. | Comments reflect a *basic level* of critical thinking, affective reactions, and exercise of judgment | *Basic* articulation of knowledge of concepts, policies, and/or methods: provides appropriate examples of same | *Periodically:*  Asks critical questions;  Offers thoughts or suggestions in a purposeful, intentional, and professional manner  Completed required hours. |
| 8.3-7.7: Below expectations | *Passive* approach: Has not sought opportunities to meet the competency as described in the learning plan; nor alternative activities to meet the competency. | Comments reflect a *low level* of critical thinking, affective reactions, and exercise of judgment | *Insufficient* articulation of knowledge of concepts, policies, and/or methods; and/or unable to provide appropriate examples of same | *Rarely:*  Asks critical questions;  Offers thoughts or suggestions in a purposeful, intentional, and professional manner.  Completed required hours. |
| 7.7-6.0: Needs Improvement | *Refused and/or avoided* opportunities to meet the competency as described in the learning plan; has not pursued alternative activities. | Comments reflect *lack of* critical thinking, affective reactions, and exercise of judgment | *Unable* to articulate knowledge of concepts, policies, and/or methods; and/or provided inappropriate examples of same | *Never:*  Asks critical questions;  Offers thoughts or suggestions in a purposeful, intentional, and professional manner.  Completed required hours. |
| 5.9-0: Unacceptable |  |  |  | Conduct or interactions with agency staff, clients, etc. are *unethical and/or unprofessional*.  Did *not complete* required hours. |

|  |
| --- |
| **C1- C9 Cognitive Affective Dimension EAA Measure**  **Ratings per competency comprise the EAA scores.** |

**SW 403: Field Practicum & Integrative Seminar II**

***Note: Learning Contract lists the behavioral goals specific to the field practicum used in determining mastery score.***

**Mastery of Competencies, including Self-Assessment                         50%**

The self-assessment assignment is inclusive of all competencies. A template with complete instructions may be found on Canvas in the "Learning Contract" assignment. Self-assessments are due **Friday April 23rd, 11: 59 p.m.**

The grade for mastery of the nine core competencies in field courses is based on several components including depth of reflection in the progress report, observations and documentation in the agency, classroom, and formal or informal meetings. Feedback from field instructors (FI) and other agency staff as well as self- assessments from the student are used to inform the mastery of competencies and professional behaviors portion (50%) of the field grade. Ultimately, the faculty field liaison (FFL) is responsible for assigning the official points and letter grade for all field assignments.

Each competency and professional behavior will receive a score out of 10 points from the FFL. Any individual competency or professional behavior resulting in a rating of less than 8.2 from the FFL, will be further developed with a Professional Development Plan, monitored by the FFL.  **During the spring semester, students must earn a score of 8.3 in all nine competencies to pass field.**

**A: 9.4 - 10**

The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence.  The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs.

**AB or B:  8.3 - 9.3**

The student meets expectations in the competency.  The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence.  The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs.

**BC, C, CD or D: 6.0 - 8.2**

The student is below expectations in the area.  The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs.

**F: Below 6.0**

The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan.  The student has not completed alternative activities.  The student may engage in unethical/unprofessional behaviors.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mastery of Competencies** | | | | | |
| **Criteria** | **Ratings** | | | | **Pts.**  **Poss.** |
| This criterion is linked to a Learning Outcome  ***Competency 1: Demonstrate Ethical & Professional Behavior*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 2: Engage Diversity & Difference in Practice*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 3: Advance Human Rights & Social, Economic, & Environmental Justice*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 4: Engage in Practice-informed Research and Research-informed Practice*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 5: Engage in Policy Practice*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |
| This criterion is linked to a Learning Outcome  ***Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities*** | **10.0 to >9.4 pts**  **Excels**  The student excels at the competency. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **9.3 to >8.3 pts**  **Meets Expectations**  The student meets expectations in the competency. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative opportunities to demonstrate competence. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **8.2 to >6.1 pts**  **Below Expectations**  The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency in supervision and/or field logs. | **6.0 to >0 pts**  **Unacceptable**  The student’s performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities. The student may engage in unethical/  unprofessional behaviors. | **10.0** |

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| **C1 – C9 Cognitive-Affective Dimension**  **Supporting Document (Behavior Assessment)** |

**Student:** **Field Agency:**       **Semester:**

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| --- | --- | --- |
| ***Competency***  *(As defined by the Council on Social Work Education)* | ***Activities to be completed to attain competence***  *Student: Complete this section as your learning plan at the beginning of the semester. Articulate the activities you will complete in the field placement setting this semester in order to demonstrate mastery of each of the competency practice behaviors. Write one activity per practice behavior.* | ***Self Assessment***  *Student: Complete this section at the end of the semester in order to assess your progress towards competence. If you did not complete an activity that you identified at the beginning of the semester, articulate how you have demonstrated that practice behavior through other activities. Finally, identify activities that will help you continue to attain competence in those areas still requiring emphasis.* |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | | |
| Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.  Social workers:   * make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; * use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; * demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; * use technology ethically and appropriately to facilitate practice outcomes; and * use supervision and consultation to guide professional judgment and behavior. |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** | | |
| Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.  Social workers:   * apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; * present themselves as learners and engage clients and constituencies as experts of their own experiences; and * apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | | |
| Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.  Social workers:   * apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and * engage in practices that advance social, economic, and environmental justice |  |  |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** | | |
| Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.  Social workers:   * use practice experience and theory to inform scientific inquiry and research; * apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and * use and translate research evidence to inform and improve practice, policy, and service delivery |  |  |
| **Competency 5: Engage in Policy Practice** | | |
| Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:   * Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; * assess how social welfare and economic policies impact the delivery of and access to social services; * apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | |
| Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.  Social workers:   * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and * use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |  |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | | |
| Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.  Social workers:   * collect and organize data, and apply critical thinking to interpret information from clients and constituencies; * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; * develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and * select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | |
| Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.  Social workers:   * critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; * use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; * negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and * facilitate effective transitions and endings that advance mutually agreed-on goals. |  |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | |
| Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.  Social workers:   * select and use appropriate methods for evaluation of outcomes; * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; * critically analyze, monitor, and evaluate intervention and program processes and outcomes; and * apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  |

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| **C1(K) Dimension EAA Measure**  **Content total (i.e., score prior to writing deductions) comprises the EAA score.** |

**SW 411 Assignment Description and Rubric**

**Exam I**

**Due: Before Class September 17, 2020**

**Purpose**: Informed Consent is a critical concept to understand as it is both a legal and ethical requirement for practice. This essay examination is the first assignment applied toward writing emphasis requirements for the course and is designed to integrate course materials from the first two weeks as applied to the practice of informed consent. In completing this assignment, course objectives #2 (Apply relevant social work principles and models to practice), and #3 (Understand and demonstrate the importance of developing effective professional relationships with clients) are areas of focus along with the related competencies as outlined with the course objectives on the syllabus.

This assignment is an embedded assessment of *Competency 1: Demonstration of Ethical and Professional Behavior* for the knowledge dimension

**Task**: This examination can be completed at your own pace and requires you to respond to three prompts:

1. Discuss what we mean by informed consent. In your explanation, outline elements that must be considered when applying informed consent in practice.
2. Explain what we mean by competence to consent and outline factors that influence informed consent.
3. Identify issues that might arise around the concepts of informed consent and competence to consent and explain how you intend to complete the process in practice.

Prepare your responses in one integrated essay (not simply response to numbered questions) using headings to assist the reader to understand your organization. When answering the questions, refer to and cite class readings where appropriate. Paper should be typed, minimum 2-3 pages in length, and presented in APA format.

**Criteria for Success**: Examination will be scored using the rubric which follows. Because this is a writing emphasis assignment, the quality of written work and adherence to APA formatting can have a significant impact on the final grade for the examination.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Excels*** | ***Acceptable*** | ***Needs Improvement*** |
| **Informed Consent** | | | |
| **Concept**  ***[20 pts. possible]*** | Thoroughly defined, well-supported with course materials. | Definition brief but sufficient, course materials minimally used (but accurately) | Definition vague, inaccurate, or unclear. Course materials missing or only inferred. |
| *20* | *17.5* | *16* |
| **Analysis**  ***[20 points possible]*** | Analysis inclusive of all elements, clear understanding of the interaction and application in practice are thorough | Analysis inclusive of all elements, clear understanding of the interaction and application in practice are sufficient | Minimal analysis and missing elements, understanding of the interaction and application in practice is minimal |
| *20* | *17.5* | *16* |
| **Competence to Consent** | | | |
| **Concept**  ***[20 pts. possible]*** | Thoroughly defined, well-supported with course materials. | Definition brief but sufficient, course materials minimally used (but accurately) | Definition vague, inaccurate, or unclear. Course materials missing or only inferred. |
| *20* | *17.5* | *16* |
| **Analysis**  ***[20 points possible]*** | Multiple factors influencing the concept are outlined, supported with course materials, examples; thorough discussion | Factor influencing the concept is outlined, supported with course materials; sufficient discussion | Factors/potential issues are addressed vaguely, confusedly, and/or inaccurately presents information |
| *20* | *17.5* | *16* |
| **Synthesis** | | | |
| **Application to Practice**  ***[20 points possible]*** | Integrates the two concepts with additional application to intended practice area; critical appraisal of earlier identified issues | Integrates the two concepts with indirect application to intended practice area; minimally examines potential issues in practice | Lacks integration of the two concepts with future practice area. |
| *20* | *17.5* | *16* |
| **Content Total [*100 possible*]** | | |  |
| **Writing Deductions** | | | |
| Typographical, grammatical, and spelling errors, language inconsistent with professional practice (e.g. slang, figures of speech) | | |  |
| Writing is clear and understandable; concise and uses straightforward verbiage. | | |  |
| APA formatting (cover page, 12-point font, double spaced) | | |  |
| In-text citations (must be included and properly formatted) | | |  |
| **Total Points Deducted [*Up to 15 possible*]** | | |  |
| **Final Grade for the Examination** | | |  |

[*Note: Content total is used for embedded assessment reporting.]*

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| **C1(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2020**

**Exam III, Ethical Decision Making & Evidence-Based Practice**

**Purpose:** This exam will allow you to demonstrate your ability to apply an ethical decision-making model, and to select appropriate evidence-based practice interventions.

**Task:** Read the instructions for both questions below carefully. Respond to the prompts and questions as directed. Be thorough in your written responses. You should not rely on your field instructor or classmates for any discussion and/or answers.

**Grading:** Grading is based on accuracy of knowledge and ability to convey your rationale using information from class discussion and course readings. This exam is worth 150 points, or 15% of your final grade.

**Writing**: Please ensure that your exam is clearly and concisely written; includes appropriate in-text citations when drawing ideas from course materials; is free from typographical, grammatical and spelling errors; and is free of slang and figures of speech.

**Ethical Decision-Making (complete both Parts A & B) (75 points)**

Sasha and Emilio graduated from the same BSW program three years ago. Both are state-certified social workers and NASW members. Both work in a residential facility. For months, Sasha and her colleagues have been complaining about their fellow staff member, Emilio. When they come in after his shift, the clients' records are incomplete or in disarray. He seems to allow disputes to escalate among residents, saying it is "reality therapy" for them to work it out among themselves, yet Sasha (and some of the other residents) fear that someone may get hurt if things get out of control.

Despite his "hands off" attitude, Emilio repeatedly gets into power struggles with the clients, leading to a lot of strife within the residence. Emilio’s treatment plans seem "off the wall" and are always overruled in team meetings, yet he refuses the input of other workers. The staff is angry at his behavior and frustrated that the director of the facility seems unwilling to do anything about Emilio’s ineptitude.

**Part A (15 points):** Review the section of the NASW *Code of Ethics* (printed below) that pertains to social workers’ ethical responsibilities in practice settings. **Highlight** the sections that apply to this situation.

**SOCIAL WORKERS ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

**3.01 Supervision and Consultation**

1. Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
2. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
3. Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
4. Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

**3.02 Education and Training**

1. Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
2. Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
3. Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

1. Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

**3.04 Client Records**

1. Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
2. Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
3. Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
4. Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

**3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

* 1. **Client Transfer**

1. When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the client’s current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
2. If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.
   1. **Administration**
3. Social work administrators should advocate within and outside their agencies for adequate resources to meet client’s needs.
4. Social workers should advocate for resource allocation procedures that are open and fair. When not all client needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
5. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
6. Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
   1. **Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**Part B (60 points):** Sasha and her colleagues met to discuss the situation. The focus of their discussion was to decide whether or not Emilio is in violation of the NASW *Code of Ethics*, and decide what steps they should take. To help them make these decisions, Sasha and her colleagues decided to use the “Nine Steps in Ethical Decision-Making” process.

Complete the “Nine Steps” from the perspective of Sasha and her colleagues. (Note: you can omit step #10.) Refer to class handout for content that should be addressed in each section. Provide brief, yet thorough responses for each of the nine steps.

1. Challenge(s) (7 points)
2. Focus, Critical Issues, Key Players (7 points)
3. Codes, Personal conflict (7 points)
4. Colleagues (7 points)
5. Goals (7 points)
6. Strategies (7 points)
7. Consequences (7 points)
8. Checklist: Identify Y for yes, N for no or N/A for not applicable. No commentary needed. (4 points)

\_\_\_\_\_ Is the action in clients’ best interest?

\_\_\_\_\_ Does the action violate the rights of another person?

\_\_\_\_\_ Does the action involve treating another person only as a means to

achieve a self-serving end?

\_\_\_\_\_ Is the action under consideration legal? Is it ethical?

\_\_\_\_\_ Does the action create more harm than good for those involved?

\_\_\_\_\_ Does the action violate existing policies, regulations, procedures or

professional standards?

\_\_\_\_\_ Does the action promote values in culturally-affirming ways?

1. Decision(s) (7 points)

**Question 2: Evidence-Based Practice (75 points)**

Consider your field agency and respond to the questions below.

1. Describe a client(s) situation from your field agency that could benefit from efforts to find an evidenced-based intervention. Explain why you believe the agency should look beyond what they are currently doing, (or not doing,) and search for an evidence-based intervention. (25 points)
2. Write the clear and answerable question you would like answered, based on the client situation and what you are hoping to change by utilizing an evidence-based intervention. (10 points)
3. Conduct an electronic search related to your question. Describe your thought process as you searched. Specify where you searched (indicate the actual website). You may utilize one of the online resources from the attached list in Appendix A. (10 points)
4. Cite one evidence-based intervention that you found related to your question. Describe how it relates to the case you have described. Describe how it answers the question you identified above. If your chosen evidence-based intervention has not been evaluated to specifically suit populations representative of the individual with whom you are working, describe what adjustments you might consider to ensure cultural relevancy. (30 points)

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2020**

**Exam III, Ethical Decision Making & Evidence-Based Practice: Rubric**

**\*Ethical Decision Making: Part A (15 points)**

|  |  |
| --- | --- |
| 15 | Relevant passages of the Code are highlighted. |
| 13 | Some relevant passages of the Code are highlighted. |
| 11 | Few relevant passages of the Code highlighted. |

**\*Ethical Decision Making: Part B (60 points)**

The following rubric will be applied to steps 1-7 and 9 of the Ethical Decision-Making Model.

|  |  |
| --- | --- |
| 7 | An appropriate and clear discussion of this step is thoroughly articulated, with evidence of critical thinking. |
| 6 | This step is briefly, but sufficiently addressed. The discussion may or may not be appropriate, based on the case scenario. |
| 5 | The discussion of this step may be too brief, vague, or confusing. The application may not be appropriate, based on the case scenario. Questions remain. |

**\*Ethical Decision-Making Model: Step 8**

|  |  |
| --- | --- |
| 4 | All questions are answered accurately, based on the discussion presented and the case scenario. |
| 3 | Most questions are answered accurately, based on the discussion presented and the case scenario. |
| 2 | Several questions are answered inaccurately, based on the discussion presented and the case scenario. |

**Question 2: Evidence-Based Practice (75 points)**

Client Situation

|  |  |
| --- | --- |
| 25 | A client situation is clearly described. Discussion thoroughly articulates reasoning to seek an evidence-based intervention, with evidence of critical thinking. |
| 22 | A client situation is briefly described. Discussion briefly, but sufficiently, articulates reasoning to seek an evidence-based intervention. |
| 19 | A client situation is described, but may be too brief, vague, or confusing for full understanding. Discussion does not fully articulate reasoning to seek an evidence-based intervention. |

Answerable Question

|  |  |
| --- | --- |
| 10 | A clear and answerable question is presented, with evidence of critical thinking. |
| 9 | A question is presented. |
| 8 | A question is presented, but may be brief, vague, or inappropriate to the described client scenario. |

Search Process

|  |  |
| --- | --- |
| 10 | Discussion thoroughly articulates the thought process and search process, with evidence of critical thinking. |
| 9 | Discussion briefly, but sufficiently, articulates the thought process and search process. |
| 8 | Discussion may be too brief, vague, or confusing to fully understand the thought and/or search process. The actual website used may not be included in the discussion. |

Select Intervention

|  |  |
| --- | --- |
| 30 | Intervention is explicitly named. Discussion thoroughly articulates how it relates to the client case, and how it addresses the question identified above. If appropriate, thorough discussion describes possible modifications to the intervention. |
| 26 | Intervention is explicitly named. Discussion briefly, but sufficiently, articulates how the intervention relates to the client case, and how it addresses the question identified above. If appropriate, some discussion describes possible modifications to the intervention. |
| 23 | Intervention may not be named. Discussion may be too brief or vague to fully articulate how the intervention relates to the client case, and/or how it addresses the question identified above. Even if appropriate, no discussion describes possible modifications to the intervention. |

**Writing**

Points may be deducted in the following areas related to writing quality:

|  |  |
| --- | --- |
|  | Paper is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | Paper is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | In-text citations to course materials are included where appropriate, and properly formatted per APA guidelines. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

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| **C1(V) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**SOC WORK 300: Professionalism & Teamwork in Social Work**

**Spring 2021**

**Professionalism Self-Assessment Paper & Rubric**

**Purpose:** This assignment is designed to assist students in reflecting on their readiness for the senior field practice experience through consideration of the experiences and learning obtained through this course’s requirements. Students will reflect on what social work professionalism means for themselves and for their own professional development. This integrative paper requires students to apply examples from academic and service-learning experiences. Ongoing learning needs, strengths and challenges for future practice, teamwork, and readiness for field should be addressed within the paper.

This assignment is used as an embedded assessment for the values dimension of *Competency 1: Professional Self*. In addition, the assignment also assesses mastery of *Competency 6: Engagement*, also in the values dimension.

The assignment is designed to assess the following course objectives:

1. Demonstrate attitudinal and behavioral professionalism in classroom and community settings.
2. Demonstrate ability to work effectively in collaborative efforts.
3. Enhance self-assessment skills by determining strengths and learning needs for ongoing social work academic and professional development.

*Competency 1* requires us to understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice. We need to demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

*Competency 6* directs us to value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Task:** Prepare a 3-5-page paper (excludes cover page) that demonstrates reflection on what social work professionalism means for you and your own professional development. Apply concrete examples from your academic and service-learning experiences to substantiate your position. Include a reflection on feedback from peers, your service-learning supervisor, the RAPB, and your Social Work instructors. Any feedback to date from course instructors in the program should be incorporated in the reflection. Ongoing learning needs, strengths and challenges for future practice, teamwork, and readiness for field should be addressed within the paper.

**Criteria for Success:** Students should use their reflection and analytic skills to identify connections between course materials, service-learning experiences, and personal characteristics and behavior. To do well on this assignment, students must be able to explain how observations apply to social work practice and must demonstrate thoughtful assessment of strengths and challenges. APA formatting is required, including the use of headings, and writing skills will be assessed.

Papers will be evaluated using the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Needs Improvement** | **Acceptable** | **Exceptional** | **Points** |
| \*Linkages  [15 possible] | Reports ideas without integration or connection. | Ideas reported include connections between topics and relevant to course materials. | Ideas reported, clear connections & analysis of significance. |  |
| Points earned. | Below 12.5 | 12.5-14 | 14- 15 |
| \*Rationale  [25 possible] | Understanding of RAPB is not clear; or concepts described inaccurately, lacks linkage. | Demonstrates minimal understanding of RAPB components, connects to future development. | Demonstrates clear understanding of RAPB components, connects to future development & links to future behaviors. |  |
| Points earned. | Below 20.5 | 20.5-23.5 | 23.5-25 |  |
| \*Reflection  [45 possible] | Restatement of information without analysis. | Information clearly explained with meaning/importance and connections drawn to practice. | Strong synthesis of information between class, practice, and professional development. |  |
| Points earned. | Below 37.5 | 37.5-42 | 42-45 |  |
| Professional Writing | Few (<5) writing and/or APA errors; utilizes all requisite components of an APA paper; language is professional and respectful and does not reflect bias. | Minimal (<10) writing and/or APA errors; utilizes all requisite components of an APA paper; language is professional and respectful and does not reflect bias. | Few (<5) writing and/or APA errors; utilizes all requisite components of an APA paper; language is professional and respectful and does not reflect bias. |  |
| Points earned. | Below 12.5 | 12.5-14 | 14-15 |  |
| Total [100 possible] | | | |  |

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| **C2(K) EAA Dimension Measure**  **Components comprising EAA score noted with “\*”** |

**SW 371: Human Behavior in the Social Environment**

**Diversity Project**

**Due: March 12, 2021**

**Purpose of Assignment:** This assignment will help to foster awareness of difference experienced by individuals and families. The Diversity Project is an embedded assessment for the BSW Program and measures student knowledge and values related to *Competency 2: Engaging Diversity and Difference in Practice.* In addition, the assignment aims to assist students in developing competence in knowledge, values, and skills related to *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice* Assignment, in part, assesses student mastery of the following course objectives:

1. Critique the evidence for critical assumptions about human behavior in a range of systems (families).
2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on individuals and within systems.
3. Explain the interlocking and complex nature of culture, personal identity, and oppression within and between groups.

To be an effective social worker, students must demonstrate aptitude in the nine competencies outlined by the Council on Social Work Education. Self-awareness of our biases and understanding of diversity and the related factors will help you relate more effectively to your clients and promote equity in services to those who otherwise might be experiencing injustice.

*Competency 2* indicates that students understand (knowledge) the different dimensions of diversity and concepts of intersectionality and recognize how diversity and difference shape life experiences in practice at the micro and mezzo levels. Competency 2 also requires students to manage the influence of personal values and biases when working with diverse clients (values).

*Competency 3* outlines the need to apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (knowledge and values); and engage in practices that advance social, economic, and environmental justice (skills).

**Task:** Using categories identified by the instructor, students will select “diversity” factors related to culture, family constellation, ability, and other variables. To promote learning and “other” perspective taking, students may not use factors related to their personal identity statuses. Using the criteria selected, students will complete a paper that outlines how individuals within that family structure might experience oppression, discrimination, prejudice, and social injustice. Use course readings, lecture, or outside sources in supporting your conclusions. After applying those concepts to the family structure, students will explain how personal experiences, thoughts, or assumptions about families with those diversity factors might influence future practice. Finally, students should explain what they could do as a social worker to remediate those injustices and promote family wellbeing consistent with the NASW *Code of Ethics*.

**Criteria for Success**: All papers should follow APA format including references and citations. Paper requires cover page but no abstract or running head. Students should write clearly, covering all the required components. There are no defined page parameters as some students can express their thoughts more concisely; quality is valued over quantity. Papers will be evaluated using the rubric that follows.

**Diversity Factors:** You must select one diversity factor from each of the columns. This will create a “family profile”. You may not select any factors associated with your personal identity status. Diversity paper must reflect this family in your reflection. You will need to go outside of the course readings (i.e., research that diversity factor) to support your conclusions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Race/Ethnicity** |  | **Family Constellation** |  | **Other** |
| White |  | Single parent |  | Age (teenage vs. older adult) |
|  |  |  |  |  |
| Black |  | Cohabitating or married, no children. |  | Individual has Mental or Physical Disabilities |
|  |  |  |  |  |
| Hispanic/Latino |  | LGBTQ with or without children |  | Religion (Muslim, Jewish, Hindu, Atheist) |
|  |  |  |  |  |
| First Nations/American Indian |  | Multigenerational household |  | English as Second Language or Immigrant status |
|  |  |  |  |  |
| Asian |  | Large Family or Blended Family |  | Rural |
|  |  |  |  |  |
| Multiracial |  | Single by choice/lives alone |  | Economic Status |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grading Criteria** | | | | | Points earned. |
| Needs improvement. |  | Acceptable | Above Average | Exceptional |
| **\*Addresses Concepts of Oppression, Discrimination, Prejudice and Social Justice** | | | | |  |
| ***\*Connections to Course and/or Outside Materials*** | | | | |
| 10.5 | 12 | | 13.5 | 15 |
| No direct connection or infers connection to course materials related to oppression, discrimination, prejudice, or social justice. | Narrative specifically relates course content for at least three concepts, infers connection to course materials for the other concept. | | Narrative specifically relates course content for the four concepts. | Narrative outlines content for the four concepts and includes information from outside sources. |
| **\*Demonstrates clear understanding of course materials** | | | | |  |
| ***\*Understanding of Family Differences*** | | | | |  |
| 10.5 | 12 | | 13.5 | 15 |  |
| Discussion of differences does not incorporate course materials or inaccurate in application to the diversity factors. | Reports impact only partially supported by course materials but understanding of diversity on family is outlined. | | Articulates impact of difference accurately supported by course materials and peer reviewed sources; demonstrates understanding of diversity on the family. | Articulates impact of difference accurately supported by course materials and outside sources. Understanding of impact includes broader implications. |
| ***Application of Social Justice Concepts*** | | | | |  |
| 14 | 16 | | 18 | 20 |  |
| Concept discussion presents inaccurate conclusions. | Inaccurate application of concepts or errors in understanding. Insufficient response to determine level of knowledge. | | Accurate relating of concepts. Writing shows clarity of understanding social justice related to the family diversity. | Accurately incorporates concepts with additional supporting reflection beyond family to societal (macro) implications. |  |
| **Self-Reflection & Critical** **Thinking** | | | | |  |
| ***\*Critically analyzes personal experiences, thoughts, and assumptions related to the diversity factors***. | | | | |  |
| 17.5 | 20 | | 22.5 | 25 |  |
| Identifies information, superficial discussion without deeper analysis. | Identifies information but lacks some clarity, demonstrates clear consideration of impact of personal experiences, thoughts and assumptions. | | Clearly identifies information and demonstrates depth of reflection regarding impact of personal experiences, thoughts and assumptions. | Evaluates/Analyzes personal experiences, thoughts, and assumptions and provides specific examples of how influence practice. |  |
| ***Analyzes social justice implications using NASW Code of Ethics*** | | | | |  |
| 17.5 | 20 | | 22.5 | 25 |  |
| Omission or inaccurate application of social justice concepts to family wellbeing. | Able to identify factors related to family wellbeing and discuss connections to NASW Code of Ethics. | | Clearly identifies means to remedy social injustices using NASW Code of Ethics. | Clearly identifies means to remedy social injustices using NASW Code of Ethics and outside sources. |  |
| **Total Points Earned (100 possible)** | | | | |  |
| **Deductions applied for writing issues.** | | | | |  |
| Clarity: Minimal spelling or grammatical errors. Includes introduction and conclusion. Use of paragraphs and thoughts clearly organized within narrative, message clear. | | | Subtract up to 10 points. | |  |
| APA Formatting: Times New Roman 12-point font, double-spaced. Use of headings. Citations and references completed using APA format. Cover page properly created. | | | Subtract up to 10 points. | |
| **Adjusted total** | | | | |  |

*Points by Social Work Grade Category*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | C | BC | B | AB | A |
| 15 | 10.5-11.6 | 11.7-14.4 | 12.45-13.1 | 13.2-14.0 | 14.1-15 |
| 20 | 14-15.5 | 15.6-16.4 | 16.5- 17.4 | 17.5-18.7 | 18.8-20 |
| 25 | 17.5-19.4 | 19.5-20.6 | 20.75-21.9 | 22-23.4 | 23.5-25 |

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| **C2(S) Dimension EAA Measure**  **Content Score (before Writing Deductions) comprises the EAA score.** |

**SW 411 Assignment Grading Rubric**

**Assessment Paper II**

**Due: November 17, 2020**

**Purpose:** This comprehensive paper is designed to further articulate your understanding of both the components of assessment and how to apply them with client systems. This assignment is used as an embedded assessment measure for Competency 2: *Engage Diversity and Difference in Practice* in the skills dimension, and Competency 7: *Assess Individual, Families, Groups, Organizations, & Communities* in the knowledge dimension. This assignment also demonstrates skills (although not an embedded measure) for Competency 7.

Completion of this assignment is used to assess accomplishments of course objectives (1) Conducting a comprehensive biopsychosocial-spiritual assessment, and (2) Applying relevant social work principles and models to practice.

**Task**: Using the case study for Assessment II, complete a paper that includes the following:

1. Identification of Key Challenges.

In a few paragraphs, outline two or three central challenge facing the individual(s) in this client system at the point when assessment is being completed.

1. Strengths
   1. Concept: Discuss the concept of client strengths and convey your understanding of why these should be included in assessment process.
   2. Application & Analysis: Discuss strengths in the client system that might help client(s) to address their challenges. Explain why the strengths are relevant to the challenges outlined in (I). Discuss any strength areas that you were unable to assess and analyze the impact of these limitations on your work with the client system.
2. Supports
   1. Concepts: Describe what is meant by formal and informal supports and discuss the importance of including informal supports in assessment as well as how this may be pursued.
   2. Application & Analysis: Articulate the supports available to the client system and explain how these supports help address the challenges you have identified. Use a genogram and eco-map to illustrate your description. Explain whether the supports you identified are considered usable by the client system and if there are supports that exist but are unavailable to the client system at this time.
3. Power
   1. Concept: Describe what is meant by power and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: Analyze the power of the client system. Explain how the client system uses (or could use) its power to address the identified challenges. Also discuss the ways in which the client system may be disempowered.
4. Neighborhood
   1. Concept: Describe what type of information ought to be gathered about a client system’s neighborhood and how this information would inform the assessment process.
   2. Application & Analysis: Discuss any strengths and/or challenges you see in the neighborhood where the client system member(s) usually live. Analyze any challenges a worker might face in trying to access this information—In the case study, did the worker face these challenges? Why/Why not?
5. Spirituality
   1. Concept: Describe what is meant by spirituality and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: Discuss what you know about the client system’s beliefs and practices regarding spirituality. Explain any connection you see between these spiritual beliefs and the challenges the client system is facing. Analyze how one might access this information—Was this addressed in the case study? How could the concept be approached?
6. Cultural Identity
   1. Concept: Describe what is meant by cultural identity and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: How do members of the client system define themselves in terms of their cultural connections? How does the client(s) describe his/her cultural “identity group”? How might these connections help and/or impede the client system’s efforts to address the challenges you described? Analyze any challenges a worker might face in trying to access this information—How were these challenges addressed in the case study?

For each of the concept sections, utilize and cite readings accordingly. A minimum of three different sources (from course materials) should be used to show your understanding of the assessment process. Paper must be written clearly and concisely and include appropriate in-text citations drawing from at least three different course materials. Use standard APA formatting (12-point, Times New Roman font; use of headings, double-spaced with 1-inch margins) and ensure your work is free of typographical, grammatical, and spelling errors and slang and figures of speech. (You do not need a cover page or reference page unless outside resources are used in the paper’s content.)

**Criteria for Success**: Use headings for each of the portions of the paper I – VII. Read carefully what should be included in each of the parts of the paper. Sections II-VII of this paper contain the subsections of “Concept” and “Application & Analysis”. In the “Concept” sections, you will draw on class (and/or outside) readings to demonstrate your understanding of the concepts. In the “application/analysis” section, you will apply those concepts to your client system. As with any paper, begin the essay with an opening paragraph and conclusions at the end.

The rubric below will be used in assessing your completion of this paper:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scoring Criteria** | **Exceptional** | **Acceptable** | | **Needs Improvement** | **Points Earned** |
| **Identification of Key Challenges** | | | | |  |
| **Description**  *[5 pts. possible]* | Accurately and fully identifies (3) challenges experienced by client system | Identifies the minimal required (2) challenges; or identifies 3 but lacking some clarity | Unclear discussion of challenges or presents only 1 for discussion | |  |
|  | 5 | 4 | 3 | |  |
| **Strengths** | | | | |  |
| **Concept Discussion**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes strengths with thorough description and links to relevance and impact on work with client system. Demonstrates strong understanding of concept. | Describes strengths with minimal connection to relevance or impact on work Demonstrates basic understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Supports (Formal and Informal)** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[15 points possible]* | Describes informal supports with thorough analysis of how assists in addressing challenges. Includes ecomap and genogram. Demonstrates strong understanding of concept. | Describes some informal supports. Includes some discussion of assistance in addressing challenges. Minimally applies ecomap and genogram. [Or only one is accurately presented.] Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
|  | Genogram and ecomap accurate and include expected components | Genogram and ecomap present. Demonstrates understanding of creation .and what is included in each. | | Inaccurate presentation of case study information in ecomap or genogram. |  |
|  | 5 | 4 | | 3 |  |
| **Power** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes implications of power with thorough description of how assists in addressing challenges. Demonstrates strong understanding of concept. | Describes some implication of power. Includes some discussion of assistance in addressing challenges. Demonstrates understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Neighborhood** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes strengths & challenges of client neighborhood factors with analysis. Demonstrates strong understanding of concept. | Describes some strengths & challenges of neighborhood factors Reports without analysis. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Spirituality** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes spirituality of client system with thorough description of how assists in addressing challenges. Demonstrates strong understanding of concept. | Describes some spirituality of client system. Includes some discussion of assistance in addressing challenges. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Cultural Identity** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes client identity factors and connections to aspects identified in section prompt thoroughly. Demonstrates strong understanding of concept. | Describes some client identity factors, some limitations in connecting to section prompt. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Content Total *[100 possible]*** | | | | |  |
| **Writing Deductions** | | | | |  |
| Essay formatted with introductory and conclusion paragraphs; use of headings | | | | |  |
| Typographical, grammatical, and spelling errors, language inconsistent with professional practice (e.g. slang, figures of speech) | | | | |  |
| Writing is clear and understandable; concise and uses straightforward verbiage. | | | | |  |
| APA formatting (cover page, 12-point font, double spaced) | | | | |  |
| In-text citations (must be included and properly formatted) | | | | |  |
| **Total Points Deducted *[Up to 15 possible]*** | | | | |  |
| **Final Grade for the Assignment** | | | | |  |

|  |
| --- |
| **C2(S) and C7(K) Dimension EAA Measure**  **Supporting Document: Case Study for Assessment** |

**SW 411: Social Work Methods II**

**Case Study: The Young Bears[[34]](#footnote-35)**

**Presenting Problem**

Josh Klinkhammer had attended other special education staffings, but this would be his first at Wilson Junior High, located in the town of Macaby. As an MSW social worker employed at the Central City Family Service Agency, he worked with troubled youngsters and their families, often acting as counselor, advocate, problem­ solver, and general resource person for people who needed his help.

As Josh drove to Wilson Junior High, he was struck by the beauty of the scenery in Macaby, a small college com­ munity of about 2000 residents. There was a New England feel to the community, with large, well-maintained older homes, well-kept lawns, and a small but busy downtown district The Macaby community was well known for antique shops and highly competitive athletic teams. Josh did not know any of the professional staff at Wilson Junior High, but he had been told of the school district's reputation for high academic standards.

As he approached the school, Josh recalled the reason for his trip. He had been contacted by Janet and John Young Bear and asked to attend the special education staffing for their 14-year-old son, Dan Young Bear. Josh had conducted four counseling sessions with Dan and his parents about Dan's academic and behavioral problems. In addition, Dan's older brother and younger sister had attended the second session, revealing that Dan and their mother used to fight a lot. Dan's siblings were quite verbal about his "problems."

**Data Collection**

Dan's mother reported that since the fourth grade Dan had worked with a learning disabilities teacher for three to four hours each week. Although Dan had experienced difficulty in school since the first grade, according to his parents, his problems increased significantly during junior high. As a result of Dan's difficulties, the school set up an "end of the year" staffing for Dan.

Dan and his family moved to Macaby approximately four years ago. Janet Young Bear, Dan’s mother, “discovered the community when she was assigned in a neighboring community as the social worker. She had developed personal and professional friendships in this community that were rewarding for her. John Young Bear, Dan's father, reported that people in Macaby were polite and friendly, but he did not really feel a part of the community, which he attributed to his Native American background. This did not appear to particularly bother him. Although college educated with a criminal justice degree, he preferred outside work, construction, and was often away from home.

In their sessions with Josh, Dan's parents had expressed their individual frustrations, both with their son and with the school district. Dan's mother appeared particularly discouraged by her son's behavior and said she felt like giving up. At one point, she realized she was working harder on the problem than her son was. She decided to request a transfer out of her son's school district to get "out of the middle." She found it difficult to be simultaneously a parent and a professional when dealing with school officials and wished to be 'just a parent." Since Dan entered junior high, Janet and John had been "invited" to school frequently to discuss their son's plans, lack of progress, or behavioral difficulties. Janet had attended most of those meetings alone due to John's work schedule and Dan's refusal to attend.

Dan was identified as learning disabled (LD) when he entered the school district in the fourth grade. About one year later, he was diagnosed as having an attention deficit disorder (without hyperactivity). Since entering junior high two years ago, Dan's problems had worsened, with Dan exhibiting many somatic complaints and other behavioral problems. Matters were complicated by the fact that Dan's two siblings, an older brother and younger sister, were doing well both academically and socially. Dan's mother reported that other parents in the district had often complained to her that their children experienced more difficulty in seventh and eighth grades. She had hoped that by knowing the staff at the junior high she could help Dan avoid these problems, but she was not feeling very successful.

Josh was feeling at a loss as to how to best advocate for Dan and his family. While Dan's mother had been quite verbal in their family sessions, Dan's father, though articulate, was generally contemplative and seemed much less upset about the situation. Dan, too, could be quite eloquent, particularly when argumentative, but often only superficially involved in the counseling discussions and problem solving. When he did speak of his teachers, he spoke very disdainfully of some, making fun of their individual quirks. Unfortunately, Dan was funny and engaging in these conversations, as opposed to his usual sullen demeanor, and Dan received subtle reinforcement for this behavior from his parents and siblings. Apparently, Dan had also gained some notoriety with his classmates for his storytelling capabilities.

As Josh prepared to enter the staffing room, his thoughts turned to Dan. Josh noted that Dan was a tall, slightly overweight, good-looking young man with long dark hair. His general physical appearance, which favored his father, seemed at odds with his immature behaviors. In addition, there was a special quality about Dan that Josh could not quite identify. Josh wondered how he could explain that quality in words, but words did not immediately present themselves.

**The Staffing of Dan**

Janet Young Bear had warned Josh that the staffing was likely to be difficult. As he glanced around the room, looking at the folded arms, listening to the stilted conversation, Josh could sense the tension in the room Dan and his father were seated at one end of the table. Josh was seated close by. Although Josh did not know anyone, he noticed that no one made an attempt at introductions. To relieve the tension, Josh turned and introduced himself to the teacher sitting next to him. The principal informed Josh that they would make introductions as soon as everyone arrived. When Dan's mother arrived, she took a seat several chairs away from Dan, since the other seats were taken. She greeted Josh and several of the teachers by name.

As soon as the physical education teacher arrived, the school principal made formal introductions. Josh was asked to introduce himself. He told the school staff that he was a family counselor with the Central City Family Service Agency and had been meeting with Dan and his parents for the past four weeks. He indicated that he had also met with Dan's siblings.

At this point, Mrs. Schenk, Dan's science teacher interrupted Josh. She immediately indicated she had never had any difficulty with Dan's older brother who was, in her opinion, an excellent student. Mrs. Schenk went on to report that of particular concern to her was that Dan, al­ though equally capable, was so irresponsible about his studies. Although he was maintaining a C and B average on her exams without studying, he was doing none of the other work. He was, therefore, failing. Josh was forced to suppress a smile. Dan's impression of Mrs. Schenk's commanding presence had been pretty accurate! His mother, however, had indicated that Mrs. Schenk was an excellent, well-respected teacher who had won awards for her teaching. Mrs. Schenk indicated that Dan was seriously disruptive and careless in her labs, which made it difficult and even dangerous for the other students to work with him. As Mrs. Schenk became more flushed and agitated, the principal intervened, indicating that they would go around the table, hearing from the school psychologist and learning disabilities teacher first, and then the remaining teachers.

Mrs. Miller, the psychologist, described Dan as an interesting young man whom she had first evaluated when he arrived in the district four years ago. Her testing indicated that Dan's full-scale IQ was approximately 130, and if his distractibility and skill deficits could be eliminated, he would probably test even higher. Technically, Dan was a gifted student. He scored particularly low on the digit span and coding subsets of the Wechsler Intelligence Scale. These results suggested problems with span of attention, visual rote learning, and immediate visual and auditory recall. His greatest strength, revealed by the Wechsler, was in picture completion. This suggested strengths in visual alertness, awareness of detail, and power of observation. Finally, she indicated that she did have some question about the degree of severity of the attention deficit problem, as Dan had been quite consistently attentive during the testing. She described Dan's various trials on specific medications, with apparently mixed results. Dan did not like medication and refused to take it. Dan's medication was discontinued.

The learning disabilities teacher, Ms. Madigan, de­ scribed Dan as very enjoyable at times yet the most frustrating student she had worked with in a long time. She outlined Dan's tremendous progress in developing his writing and reading skills over the past two years. She revealed that it took great determination on her part to get Dan to work but that once he "settled in," and if he was in a good mood, he was able to concentrate and work fairly well for about 30 minutes. She reported he worked best alone, especially without other students present. Although Dan continued to have some significant deficits, they were not sufficient to explain his failing grades. She received daily complaints from Dan's teachers about his difficulties in their classrooms and she, in turn, would talk with Dan about them. The complaints were primarily about his failure to work in class, his immature behaviors, and his disrespect for teachers. Looking at Janet Young Bear, Ms. Madigan indicated that she was "sorry that things have worked out like this." To Dan and his father, she revealed how rewarding it had been to learn about Native Americans, the reservation, and "your customs." Gazing at the principal, she closed with, "I believe we have provided all the support and guidance that can possibly be expected. Dan has made considerable progress but has just not applied himself sufficiently."

The English teacher, Mrs. Hurley, was introduced and when prompted by the principal, described her "considerable" difficulties with Dan. She indicated that she did not find Dan enjoyable in any sense of the word and suspected Dan felt the same way about her. Dan's glare confirmed her statement. After two years together in the seventh and eighth grades, she would not, under any circumstances, consider taking Dan back into her classroom. In fact, for the past few months, at bis mother's urging, Dan had been sent out of the classroom to the resource room for English. Although she understood that Dan had disabilities, in her opinion, bis biggest problem was "just plain laziness, and a foul mouth to boot." He had completed no assignments in the last term. His general fidgety nature was very disruptive to a class. She revealed that she had enjoyed her experience with Dan's older brother who, in her opinion, was apparently an exceptional young man, given the situation. She stated, her voice shaking, "In my nearly 40 years of teaching, I've learned that there are just some students who do not respect and will not follow the rules. Languages are predicated upon rules. Dan doesn't like rules. He's often tardy to class, he chews gum when he's not supposed to, he violates our dress codes with impunity, and with that long hair." Her last comments were directed at Dan's father.

Josh counted . . . three teachers to go. He could feel his own anxiety rise. What could he possibly say to help defuse this situation? Dan's mother appeared unfazed, but bis father had pulled up to the table. Dan was sitting with bis arms folded, rocking back precariously on bis chair and exhibiting a slight smile. Before Josh could say any­ thing, the principal indicated that they would continue around the table and hear from everyone else.

The mathematics teacher, a much younger male teacher named Mr. Forbes, immediately responded, "Math has a lot of rules too, and while Dan may forget some of the rules, he understands mathematical concepts very well. His test scores are generally in the B range with an occasional A. He doesn't complete all of bis assignments, but he does work in class. Technically, he can­ not pass-not enough earned points. This is unfortunate, because I feel he understands the work. Dan really has not been disruptive in my class, although we individualize most of our assignments. Dan and I have had a fairly good relationship. Right, Dan?" Dan shrugged but responded grudgingly with "I guess so." Mr. Forbes continued, "I've offered individual tutoring after school and during free periods. Dan has consider­ able potential in math and may even be gifted, but he hasn't taken me up on my tutoring offer. The offer still stands. Are you going to summer school, Dan?" The principal, while scrutinizing the mathematics teacher, indicated that summer school and tutoring may not be realistic given the situation.

The history teacher, Mr. Robertson, went on to talk about incomplete and missing assignments but indicated that he was sometimes quite surprised by how Dan participated in classroom discussions. “He particularly likes more complex or controversial topics, or to challenge me when he thinks I'm wrong, and sometimes I am. He seems quite aware of the history of his people. Most of the time though, he just sits and does nothing. But he is quiet and not disruptive. Actually, I think he enjoys his­ tory and has the potential to be a good student."

The physical education teacher, formerly introduced as "Coach," was asked for his report "He rarely attends, and I will not go looking for him again. When he does show up, he refuses to dress and participate. The kid won't even take bis coat off during classes. That just doesn't work; he's got to get with the program. And I won't tolerate any more of his back talk. There's been two years of this now, and enough is enough." The coach closed with, "You know, it's a shame. I think he has some athletic ability. He's certainly big enough, but it seems that a lot of kids don't care much for Dan. Some students make fun of him during PE. I think he's basically a good kid. Maybe if he got involved and went out for a sport, like bis brother, this whole situation might change. As it stands now, his attitude problem keeps him stuck. He could probably make the football team or even might make a pretty good wrestler. I'm done talking though. This kid just won't listen. It's a damn shame!"

Again, Josh was struck by Dan's caricature of the Coach. When he looked at Dan, Dan grinned, apparently reading Josh's mind. Dan continued to rock on two legs of bis chair, but the rocking had slowed a bit. His father sat with bis arms folded, legs crossed, chair slightly pulled away from the table, and his facial expression fixed but attentive. His foot was keeping time to the movements of his son's chair.

The learning disabilities teacher again spoke up, talking about using star charts, daily communications to home, and frequent phone calls. She detailed the many efforts of the school system. She stressed that Dan's parents had been cooperative, but that Dan frequently "for­ got" or "lost" books, paper, and notes to and from his parents. He rarely had a pen or pencil. She indicated that he was terribly disorganized. He carried the entire contents of his locker in his backpack to have what he needed with him. It was frequently necessary to help him organize the material in the backpack to find anything, and Dan resented and resisted this. She reported that in her efforts to help organize Dan's possessions, she had frequently found completed schoolwork that was too late to be accepted.

Dan's mother related that efforts to support Dan at home were difficult. His Dad often traveled and at times she worked at night or attended school functions for their other children. Generally, Dan reported having no work to do or if he did, he had brought home the wrong book and couldn’t find the assignment sheets. When he did have the book or assignment, the quality of his work was so poor that they would end up fighting about it. Dan appeared to resent the help. She indicated that it felt like she was "pushing a boulder uphill." She attributed Dan's present situation, in part, to the fact that she had backed off, realizing she didn't want to spend the rest of her life organizing her son. As a result, their relationship improved. She also reported that when someone at school would call her about Dan's behavioral problems, she would ground him. Dan, silent until now, retorted, "Yeah, I spend my life grounded." His mother agreed, saying, "Now I'm worried that Dan just sits, with nothing to do, while the rest of the household stays very busy. As long as I have no expectations of Dan, schoolwork or house­ work, he is pleasant, and we get along all right."

The school counselor, Mr. Hoover, reported that Dan seemed reluctant or embarrassed to see him. He wondered if Dan wasn't actively avoiding his assistance. The few times they had talked, Dan indicated that he just wanted everyone to get off his back but couldn't deter­ mine how he might change his behavior to make that hap­ pen. The counselor went on to report that he was concerned about Dan's appearance: hair uncut, jeans with holes, and bad friends. Given the friendships Dan was cultivating, he could be headed for trouble. The counselor closed with, "I'm pleased to see that your family is in therapy. Dan just won't talk to me about those things."

The principal then summarized the meeting to that point, stating that Dan had failed all of his eighth-grade classes and appeared to have significant attitude problems. He did not feel that Dan was ready for ninth grade and could not in good conscience reward him by sending him forward with this kind of record. Also, in his opinion, it rarely helped to retain a child in eighth grade under these circumstances. Some of his teachers had expressed reluctance or concern about having Dan return to their classrooms, in some cases for the third time. He invited the special education coordinator to describe options available to Dan.

At this point Dan's father quietly addressed the group. "I understand that Dan failed, and it makes sense that he works until he gets it right. Why don't the teachers want him to return?"

The science teacher quickly responded: "Dan disrupts my class. When he is there other students don't work, and he shows me little or no respect."

In an equally quiet but firmer voice, Dan's dad replied, "It seems like Dan has enough problems of his own without holding him accountable for how other students behave or your difficulties with discipline in your class­ room. You are going to have to have a better reason than that to send Dan out of Macaby and away from his friends and family."

Flushed, the science teacher responded, "I have to think of my other students. I feel it would do no good to send your son to school here next year. I would refuse to take your son back in my classroom. He is dangerous and disruptive and a very bad influence on my serious students. As you have heard, others feel the same way." Coach agreed, saying that Dan often "pushes people's buttons." The mathematics teacher said, "It sounds like Mr. Robertson and I are the exceptions."

Gazing at the mathematics teacher, the principal responded with "Let's move on" and quickly introduced the special education coordinator who then described the special education options typically used by the Macaby School District in such situations the behavior disordered classroom in the Aureala District, approximately 25 miles away, or a self-contained learning-disabled room in the Manchester District, approximately an hour away by special bus. She indicated that perhaps other private arrangements could be made in the Central City District as she knew that Dan's mother worked in Central City. Transportation and tuition would be provided by the Macaby District through funds pooled by several districts for special education students. There were some limitations to the moneys available for private schooling arrangements.

At this point, Dan became visibly uncomfortable for the first time and blurted that there was no way he would go to those "dummy classes." Nervous and shaking, he flatly stated that he would not go to school next year if he was forced to attend those kinds of classes.

Dan's father reiterated his original position regarding an out of Macaby placement. However, he thoughtfully offered a new option. "Dan should not be required to spend time with people who obviously have no respect for him. Schooling can come at any time in life, I myself didn't finish high school until I was ready and needed the diploma. Earlier in my life, I had some of these problems too. Maybe this is just not Dan's time for school. He could work with me for a while during the day while we sort all of this out," offered the father in a calm monotone. "Or perhaps he can live with his grandmother or my sisters and attend school there next year. It's apparent that Dan doesn't get along with most of these people, and they really don't want him around. Why force the issue? He has a right to respectful treatment in life. So do his teachers."

Dan's mother turned and said to her son," I don't know what else to do, Dan. You've indicated both by what you've said and what you've done that you will not work for these teachers. In this district, they are the only people teaching these subjects. We can't afford to move, and I don't want to see you fail again. I guess I would agree to an outside school placement to give you a fresh start. I can't agree to your dropping out of school, you're not old enough to drop out anyway. I think that it would be a big mistake to return to the reservation. They have no special classes or teachers there for you."

An uncomfortable silence prevailed. The principal summarized the situation by coolly stating, "Dan has failed every one of his classes. Teachers complain about him. He is apparently making some poor choices for friendships here at school. Dan is developing a serious attitude and behavior problem. He once spit on me, and I cannot allow him to treat staff like that. He has been disciplined in a variety of ways for his behaviors. Under these circumstances, we will not forward Dan into high school in this district. We will not allow him to return to our eighth grade. Other educational arrangements outside of this district will have to be made for Dan next year. Are there any questions? Mr. Klinkhammer, do you have anything to add?"

**Assessment**

Josh contemplated Dan's situation, recognizing that he had only a minute to make an "on-the-spot" assessment. He reviewed the behaviors presented by Dan and contrasted these with some of Dan's strengths and potentials. He briefly thought of the statements of rejection ex­ pressed to Dan by many of his teachers and looked for sources of potential support for Dan among the school personnel. Josh thought of Dan's family situation, recognizing its strengths and frustrations. In addition, Josh, if no one else, knew that there were cultural issues that affected this situation based on Dan and his father corning from a Native American background.

Josh knew that the principal was exceeding his authority in determining that Dan could not return to school, and under state education department law, the whole staffing might, in fact, be illegal. Josh asked the group if a final decision on this matter had to be made during this meeting. The principal indicated that plans had to be made by the opening of school next fall. The special education coordinator stressed the need for further assessments and discussion. The final decision would be made by the Area Education Agency, taking into consideration the district's recommendations. Josh suggested that per­ haps he could meet with the family to assist them in sorting out their options and work together with them and the special education coordinator to reach a resolution.

The principal closed the meeting with, "Dan, it seems that you're going to have to make some hard decisions about next year. Let us know if we can be of some further assistance. I wish you and your family well in the future."

**Intervention**

Present in Josh’s office were Dan and his mother and father for their previously scheduled counseling session. Josh asked the family where they wanted to start.

“I guess I would like to work with Dad this summer and mover to grandma’s house this fall,” Dan immediately offered. When Josh asked if that included attending school, Dan responded with, "I guess so, if I have to."

"I'm not sure that would be the best," replied Dan's mother. "We're finally making some real progress in building this family, and I hate to see us lose you just when things are looking better. We love you and want you to live with us. This school situation is just one part of our life, and I think we can work things out here in Macaby. You do have some other educational options."

"Please Janet," Dan's father interjected quietly, "My mother is a part of this family too, as are my sisters, my uncles, and their families, who would be very close if Dan moved there. It would be moving home. He would have friends again who would understand him. People like us. This Macaby business is just not working out for Dan."

"But what about the special supports and services that he needs? When the kids left the reservation, they were behind in school. Dan is potentially a gifted student, but he needs special services. He won't get them on the reservation," replied the mother. "And besides, Macaby is basically a good community. We have a lovely house, it's close to my work, we're finally paying all of our bills, Sam and Elizabeth are doing well, there's a college in town, why can't we just stay here and make a go of it together as a family?"

"I hate this town," Dan responded, "and they hate us. Anyway Dad, Sam, and me. Maybe they don't hate Sam but he's such a wasichu, such a suck up and good white boy. He cuts his hair. Just because he likes basketball and studying doesn't make him such a big deal. Things were better before you guys got married, had Elizabeth, and we moved here."

When Josh asked why Dan felt that the town hated his father, brother, and him Dao heatedly revealed that "Dad and I have no friends. They make fun of both of us behind our backs or won't have anything to do with us. They pick on me just because of my hair and other stuff, Indian stuff. I hate PE. They tolerate Sam because he makes their damn basketball teams win and he gets A's. If he didn't do that, he would be just another 'redskin' like Dad and me. They really don't like Elizabeth either, but they do like Mom, she's white. This is a white town."

"Dan, we had to move off the reservation," his mother asserted, "there just weren't jobs for both your father and me. Financially, we just couldn't make it, particularly because we helped support John's family and clan members. Besides, I didn't earn my MSW to never practice social work. Things were tough for me as a practicum student there. We were also concerned that your sister Elizabeth, because she is a part-blood, might have similar problems. Some of the people just don’t accept part-bloods, you know that. She really has no clan, and because of her lineage she could never be a full tribal member. And she’s your sister.”

“White people in this town won’t accept her either,” Dan retorted angrily. “Like it or not, to them, she's a breed. She's little now, but it will get worse. She'll have to take a science or English class, worse yet PE, in junior high from these wasichu. Then there's that damn principal; he'll get her too. They'll never accept her."

"Dan, don't you think that part of your difficulties in Macaby emerge from your learning problems? You will take those with you wherever you go, and at least here there are some real resources available for you," replied his mother in an encouraging manner. "You have so much potential, can be so much fun. I've seen you be much happier, and we could have that here as a family. We can make it here financially. This can all work out." Dan's only response was a glare.

Josh asked Dan's father for his perspective on this situation. "Dan, I agree to some extent with your mother. Please get used to the fact that many people are just racist, can't handle differences, and that's their problem. It doesn't have to be yours. Just stay away from them. Ignore them. I still don't know about all of this disability stuff, apparently your mother does, and I respect that. To me, it just seems like your way, just as I have my way, your mother has hers, Sam has his, all human beings have their own way. So, if your way makes school difficult, find something else that you can do, that you like, and do it. If you are gifted, that will come out. I don't believe you should have to spend time with people who disrespect you just because of their rules. I guess it's your decision."

"So do you and your father agree on this matter, Dan?" Josh inquired. "About some things, I guess," was the response. "And you, John?" Josh asked the father. 'Tm sorry but I can't answer that question. I can't speak for Dan. Some things he does and apparently thinks I understand and would do too. Others, I don't understand, and think are mistakes. His feelings are his feelings, not mine. I am concerned, he is becoming pretty inactive and reactive. I think he needs to discover and get on his own path," John responded thoughtfully. After pausing for a moment, he continued, "It seems to me that we are getting off balance here. We came here because of family troubles. Janet thought you might be able to help. Dan does have some problems with school, but they are not our only problems, and, in my opinion, they are Dan's problems. He helped make them, and he can choose to fix them or not. At home he would be treated more like a man, he is almost a man, just look at him. Human beings must make their own choices. We will help all we can."

"From your perspective, John, what are those family problems?" asked Josh, sensing an opportunity. "I am becoming very worried about all the shoulds and musts," was the measured response. "We don't have to live any particular place, have a specific kind of house or car. Dan, Sam, or Elizabeth don’t have to end up a certain way because of potentials or opportunities or anything else. It is up to us to decide. Other people's ways are not necessarily our ways. More and more it seems like we are trying to live up to the shoulds and musts that come from other people. Janet seems to understand and like those ways, Dan doesn't, but both seem increasingly unhappy. I think Sam could live anywhere, and who knows about Elizabeth. Maybe we should have stayed on the reservation and found a way to live. Even Janet seemed happier then."

Janet replied, "John, you know that we just couldn't make it on the reservation. There were no decent jobs and really no resources for Dan. You're right, I'm not happy right now. But I think we are much closer to being happy as a family. I loved some parts of living on the reservation but not others. Our life has changed a lot since Elizabeth arrived and Dan began to have these problems. We have to provide for their future."

"Janet, it seems that both Dan and John believe that returning to grandma's house is a viable option for Dan. How do you feel about that?" asked Josh. "I think Dan's diagnoses of ADHD, LD, and gifted are probably quite accurate. John, I've been telling you for years that I feel like I am parenting Dan and the other children all by my­ self, and it has been one of the most difficult challenges of my life. Dan, I've really come to love you, but you are trying. John, I think that if Dan returned to the reservation, he would probably have to relive a lot of your life, and you know your life has been really hard. I respect and love you for what you've accomplished, but why should Dan have to go through the same things? If he would just accept them, there are plenty of resources here to help him adjust and succeed. And, as much as he irritates me, I want to continue living with and raising Dan; I love him. Besides, I have a right to a life too. There are just no professional opportunities for me on the reservation. No, I can't agree with Dan returning to his grandmother's or dropping out of school." Janet paused and then finished, tears welling up in her eyes, "and I feel exhausted, I've tried so hard."

Dan reached over and touched his mother in a comforting way and said, "So, Mr. Klinkhammer, what do you think we should do?"

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| **C2(V) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

Skills I Social Work 313

Multicultural Practice Paper

Multicultural knowledge: Culture, race, ethnicity, sexual orientation, socioeconomic status, spirituality, religion, life stage, family of origin, ability, disability, and trauma are key diversity factors. Each of these constitutes a *difference from others.* Some differences can be directly seen or heard (observable), while others are revealed through transactions. Both the observer and the observed develop coping strategies to manage daily interactions between self and other.

**“To practice cultural humility is to maintain a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture.  Rather, what you learn about your clients’ culture stems from being open to *what they themselves have determined is their personal expression of their heritage and culture*...”** (Moncho, 2013)

This paper has two foci: the first is about you as a self-aware, diverse, multicultural individual. The second is about how you would manage client diversity factors in your professional life.

* You will use the **RESPECTFUL** model (Ivey, D’Andrea, Ivey & Simek-Morgan, 2001) to identify your own diversity and multicultural being. Choose three identities that you believe have had the most profound influences on your character, sense of self, and worldview (how you see humanity). In narrative form, explain how these identities have forged the lens through which you view the world. How have they shaped your personal preferences, values, and biases? Describe a real or existential challenge that you have experienced due to each of these three diversity factors.

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| **R** | Religion/spirituality |
| **E** | Economic/class background |
| **S** | Sexual orientation and/or gender identity |
| **P** | Personal style and education |
| **E** | Ethnic/racial identity |
| **C** | Chronological/lifespan challenges |
| **T** | Trauma |
| **F** | Family background |
| **U** | Unique physical characteristics |
| **L** | Location of residence & language differences |

* Provide three examples of identities from the **RESPECTFUL** model that another person might have which would be most challenging for you to work with in a social worker/client relationship. Explain why this would be challenging for you and how you would manage your biases in those situations.

**Guidelines:** Using APA format, write a 5-7 page paper that addresses each section found in the rubric below (excluding the cover page and reference page). Please be sure to cite the Ivey, Ivey & Simek-Morgan reading found in Canvas as well as the NASW *Code of Ethics* at least once. Include an introduction, a conclusion, and headings. This paper is worth 20% of the final course grade and is due in Canvas by 11:59 pm on **Monday November 2nd**.

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| **Multicultural Paper (20% of grade)**  **Grading Rubric** | | | |
| **Content** (80 Points Possible) | | **Totals** | **Comments** |
| **\*Personal Diversity Factors:** | At least three diversity factors were addressed. A clear description of impact on character, sense of self, worldview, personal preference, values, and biases explained. | /15 |  |
| Clearly described a challenge experienced due to **each** of these diversity factors. | /15 |  |
| **Identities in Others:** | At least three examples of potential challenging diversity experiences in professional practice were identified. An explanation around why these are challenges was included. | /15 |  |
| Clearly explained how to manage personal bias in these three situations. | /15 |  |
| Demonstrated deep understanding of concepts and applied critical thinking throughout the paper. | | /10 |  |
| Used citations from the reading and NASW *Code of Ethics*. | | /10 |  |
| **Mechanics** (20 Points Possible)  **(poor) 0—10 (excellent)** | | **Totals** | **Comments** |
| The paper was 5-7 pages. The paper, including the title page and reference page, followed APA formatting guidelines. Paper included Times New Roman font and was double-spaced. Citations of original works were included including in-text citations following APA guidelines. | | /10 |  |
| Sentences were complete, clear, and concise. The paper was well-constructed and organized. An introduction, headings, and conclusion were included. Sentence transitions were present and maintained the flow of thought. Rules of grammar, usage, and punctuation were followed. Spelling was correct. | | /10 |  |
| **Deductions: -5 points each day submitted past the due date** | |  |  |
| **Total Score (100 possible)** | |  |  |

References

Ivey, A. E., D’Andrea, M., Ivey, M. B., Simek-Morgan, L. (2001). *Theories of*

*counseling and psychotherapy: A multicultural perspective* (5th ed.). Allyn & Bacon.

Moncho, G. (2013, August 10). Cultural humility, part I- What is ‘cultural humility’? [The Social Work Practitioner blog post].Retrieved from [https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is- cultural-humility/](https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is-%20cultural-humility/)

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| **C3(K) EAA Dimension Measure**  **Components comprising EAA score noted with “\*”** |

**Diversity Project**

**Due: March 12, 2021**

**Purpose of Assignment:** This assignment will help to foster awareness of difference experienced by individuals and families. The Diversity Project is an embedded assessment for the BSW Program and measures student knowledge and values related to *Competency 2: Engaging Diversity and Difference in Practice.* In addition, the assignment aims to assist students in developing competence in knowledge, values, and skills related to *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice* Assignment, in part, assesses student mastery of the following course objectives:

1. Critique the evidence for critical assumptions about human behavior in a range of systems (families).
2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on individuals and within systems.
3. Explain the interlocking and complex nature of culture, personal identity, and oppression within and between groups.

To be an effective social worker, students must demonstrate aptitude in the nine competencies outlined by the Council on Social Work Education. Self-awareness of our biases and understanding of diversity and the related factors will help you relate more effectively to your clients and promote equity in services to those who otherwise might be experiencing injustice.

*Competency 2* indicates that students understand (knowledge) the different dimensions of diversity and concepts of intersectionality and recognize how diversity and difference shape life experiences in practice at the micro and mezzo levels. Competency 2 also requires students to manage the influence of personal values and biases when working with diverse clients (values).

*Competency 3* outlines the need to apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (knowledge and values); and engage in practices that advance social, economic, and environmental justice (skills).

**Task:** Using categories identified by the instructor, students will select “diversity” factors related to culture, family constellation, ability, and other variables. IN order to promote learning and “other” perspective taking, students may not use factors related to their personal identity statuses. Using the criteria selected, students will complete a paper that outlines how individuals within that family structure might experience oppression, discrimination, prejudice, and social injustice. Use course readings, lecture, or outside sources in supporting your conclusions. After applying those concepts to the family structure, students will explain how personal experiences, thoughts, or assumptions about families with those diversity factors might influence future practice. Finally, students should explain what they could do as a social worker to remediate those injustices and promote family wellbeing consistent with the NASW *Code of Ethics*.

**Criteria for Success**: All papers should follow APA format including references and citations. Paper requires cover page but no abstract or running head. Students should write clearly, covering all of the required components. There is no defined page parameters as some students are able to express their thoughts more concisely; quality is valued over quantity. Papers will be evaluated using the rubric that follows.

**Diversity Factors**: You must select one diversity factor from each of the columns. This will create a “family profile”. You may not select any factors associated with your personal identity status. Diversity paper must reflect this family in your reflection. You will need to go outside of the course readings (i.e. research that diversity factor) to support your conclusions.

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| --- | --- | --- | --- | --- |
| **Race/Ethnicity** |  | **Family Constellation** |  | **Other** |
| White |  | Single parent |  | Age (teenage vs. older adult) |
|  |  |  |  |  |
| Black |  | Cohabitating or married, no children |  | Individual has Mental or Physical Disabilities |
|  |  |  |  |  |
| Hispanic/Latino |  | LGBTQ with or without children |  | Religion (Muslim, Jewish, Hindu, Atheist) |
|  |  |  |  |  |
| First Nations/American Indian |  | Multigenerational household |  | English as Second Language or Immigrant status |
|  |  |  |  |  |
| Asian |  | Large Family or Blended Family |  | Rural |
|  |  |  |  |  |
| Multiracial |  | Single by choice/lives alone |  | Economic Status |

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| --- | --- | --- | --- | --- | --- |
| **Grading Criteria** | | | | | Points earned |
| Needs improvement |  | Acceptable | Above Average | Exceptional |
| **\*Addresses Concepts of Oppression, Discrimination, Prejudice and Social Justice** | | | | |  |
| ***\*Connections to Course and/or Outside Materials*** | | | | |
| 10.5 | 12 | | 13.5 | 15 |
| No direct connection or infers connection to course materials related to oppression, discrimination, prejudice, or social justice | Narrative specifically relates course content for at least three concepts, infers connection to course materials for the other concept. | | Narrative specifically relates course content for the four concepts. | Narrative outlines content for the four concepts and includes information from outside sources |
| **Demonstrates clear understanding of course materials** | | | | |  |
| ***Understanding of Family Differences*** | | | | |  |
| 10.5 | 12 | | 13.5 | 15 |  |
| Discussion of differences does not incorporate course materials or inaccurate in application to the diversity factors. | Reports impact only partially supported by course materials but understanding of diversity on family is outlined | | Articulates impact of difference accurately supported by course materials and peer reviewed sources; demonstrates understanding of diversity on the family | Articulates impact of difference accurately supported by course materials and outside sources. Understanding of impact includes broader implications. |
| ***\*Application of Social Justice Concepts*** | | | | |  |
| 14 | 16 | | 18 | 20 |  |
| Concept discussion presents inaccurate conclusions | Inaccurate application of concepts or errors in understanding. Insufficient response to determine level of knowledge. | | Accurate relating of concepts. Writing shows clarity of understanding social justice related to the family diversity. | Accurately incorporates concepts with additional supporting reflection beyond family to societal (macro) implications |  |
| **Self-Reflection & Critical** **Thinking** | | | | |  |
| ***Critically analyzes personal experiences, thoughts, and assumptions related to the diversity factors***. | | | | |  |
| 17.5 | 20 | | 22.5 | 25 |  |
| Identifies information, superficial discussion without deeper analysis | Identifies information but lacks some clarity, demonstrates clear consideration of impact of personal experiences, thoughts and assumptions. | | Clearly identifies information and demonstrates depth of reflection regarding impact of personal experiences, thoughts and assumptions | Evaluates/Analyzes personal experiences, thoughts, and assumptions and provides specific examples of how influence practice. |  |
| ***\*Analyzes social justice implications using NASW Code of Ethics*** | | | | |  |
| 17.5 | 20 | | 22.5 | 25 |  |
| Omission or inaccurate application of social justice concepts to family wellbeing. | Able to identify factors related to family wellbeing and discuss connections to NASW Code of Ethics. | | Clearly identifies means to remedy social injustices using NASW Code of Ethics. | Clearly identifies means to remedy social injustices using NASW Code of Ethics and outside sources. |  |
| **Total Points Earned (100 possible)** | | | | |  |
| **Deductions applied for writing issues** | | | | |  |
| Clarity: Minimal spelling or grammatical errors. Includes introduction and conclusion. Use of paragraphs and thoughts clearly organized within narrative, message clear. | | | Subtract up to 10 points | |  |
| APA Formatting: Times New Roman 12-point font, double-spaced. Use of headings. Citations and references completed using APA format. Cover page properly created. | | | Subtract up to 10 points | |
| **Adjusted total** | | | | |  |

*Points by Social Work Grade Category*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | C | BC | B | AB | A |
| 15 | 10.5-11.6 | 11.7-14.4 | 12.45-13.1 | 13.2-14.0 | 14.1-15 |
| 20 | 14-15.5 | 15.6-16.4 | 16.5- 17.4 | 17.5-18.7 | 18.8-20 |
| 25 | 17.5-19.4 | 19.5-20.6 | 20.75-21.9 | 22-23.4 | 23.5-25 |

|  |
| --- |
| **C3(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**SW 433: Social Policy II**

**Social Policy Advocacy Paper** **DUE MAY 7 on Canvas**.

The final assignment for this course is an individual paper of 5-6 pages in length of the social problem identified from Step 1 above with the addition of the advocacy project activities.

You have already done the first part of this assignment, and now you will make corrections based on feedback from Part 1 and build upon what you started.

**Step 1**. You defined a social issue that impacts groups or individuals in a negative way and related it to one of the three NASW *Social Work Speaks* policy statements. You hopefully wrote a 1-2-page paper in which you defined the social problem, explained its impact on society and/or individual clients, and Named ONE activity that you could do for advocacy on this social problem for each level of social work: micro, mezzo, and macro. Please read the feedback you were given on Part 1 and take it seriously. Take that work and build on it.

NOW, the final assignment for this course is the conclusion of your individual paper of 5-6 pages in length of the social problem identified and tweaked (if necessary) from Part 1 above with the addition of the advocacy project activities explained more in depth.

**Step 2**. Identify a local, state, federal, or tribal policy (if you have not already) that you feel could improve the social problem. Explain how it would improve the situation. (State how the related policy is negatively affecting or would positively affect if changed/adopted) the individuals, families, groups, organizations, and/or communities. This might be a change to an existing policy, the creation of a new policy or program/system that fills a gap or removes a gap that vulnerable people fall through. This is going to be different for all of you because you all have slightly different perspectives on your topics, even within your groups. Some of you may want to address concerns about the pandemic and how it made it more obvious that there are gaps and inequalities that were easier to ignore before, especially about food supplies and access to healthcare or education. This section will show that you are developing competency in skills of Competency 3 (about advancing human rights and social, economic, and environmental justice).

**Step 3**. To demonstrate competency in Skills of Competency 5 (the one about policy practice), you need to show that you can advocate for your identified policy gap, change, or creation that you discussed in Step 2. Identify ONE activity you could do at each level: micro, mezzo, macro (you can use the activities you identified in Step One of the paper if the activities were good and you want to stick with them). *Note: Please do not reinvent things that already exist, which means you will have to do some research about what is already happening regarding this work. Do not propose that you are going to create an advocacy group if one already exists, unless is does something differently than the existing ones. Do not say that you are going to go work with educators to teach them about injustice and oppression – they know this already; they live it daily.*  You should spend about a page of writing on each of these. Example: If you think that contacting your representative to ask them to look into something or address specific legislation is a good Macro level activity for your topic, then write that letter and include it. You do not have to send it but include it. Also indicate in your paper why you thought this was an appropriate advocacy activity. Another example: If you believe that a micro advocacy activity of having a T Shirt made that promotes your concern and says on the back that people should ask you about it (just an idea), what would you tell them when they ask? You could record yourself saying what you want and upload it to YouTube and include the link in your paper, or you could write out a scenario in which you wear the shirt and talk to people about the subject. What would you tell them to get them on board? Another example: Want to start a local chapter of an organization that already does this work? Then explain what that would take to do it and what you would do once you have the chapter going. THIS SECTION IS ABOUT SHOWING YOUR SKILLS.

Lastly, you should have at least five references to our course materials and other documents/data such as any legislation on this topic, or other credible sources such as websites for advocacy groups working on this topic, current news articles from reputable sources, government websites on these topics or programs, or data that indicates that your problem/solution deserves attention.

Be sure you include an introduction and a conclusion.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **\*Grading Criteria for Social Policy Advocacy Paper (For CSWE EAA purposes)** | | | | | | **Points Earned** |
| **Needs Improvement** | **Acceptable** | **Above Average** | | **Exceptional** | |
| **\*Social Policy Identification** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Brief outline of policy not fully defined. | Policy presented with limited support but clearly identified. | | Clearly identified policy, rationale for policy explained. | | Clearly identified policy, rationale for policy explained, implications outlined. |  |
| **\*Micro Advocacy Activity** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Activity is presented but with no connection to policy or problem. | Activity is explained but not relevant. | | Activity is explained in relation to policy or problem and is relevant. | | Micro activity is creative, relevant, and explained thoroughly, leaving nothing to be assumed by reader. |  |
| **\*Mezzo Advocacy Activity** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Activity is presented but with no connection to policy or problem. | Activity is explained but not relevant. | | Activity is explained in relation to policy or problem and is relevant. | | Mezzo activity is creative, relevant, and explained thoroughly, leaving nothing to be assumed by reader. |  |
| **\*Underpinning Ideology or assumptions** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Activity is presented but with no connection to policy or problem. | Activity is explained but not relevant. | | Activity is explained in relation to policy or problem and is relevant. | | Macro activity is creative, relevant, and explained thoroughly, leaving nothing to be assumed by reader. |  |
| **\*Social problem** | | | | | |  |
| 10 | 14 | | 18.5 | | 20 |  |
| Reflects clear focus on social problem/policy. | Outlines impact on interested people without depth of discussion. | | Reflects understanding of implications for vulnerable populations | | Reflects understanding of implications for vulnerable populations and connects to ideology/assumptions. |  |
| **Total Points Earned (60 possible)**  **\* This score is reported for EAA and CSWE assessment** | | | | | |  |

|  |
| --- |
| **C3(V) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

This document combines grading rubric components for the learning labs for this EAA measure. Scores from each learning lab are added together to assess the master of this competency in the value dimension. The case study for each learning lab follows the prompts and scoring for each.

EAA measures:

* Learning Lab 1: 2 points
* Learning Lab 2: 3 points
* Learning Lab 3: 6 points

**LEARNING LAB 1 – 10 points total**

**DEFINING MACRO LEVEL ADVOCACY**

Read the attached case study of macro advocacy in action. Refer to today’s lecture on macro advocacy as needed.

***Criteria for Success****: Using Microsoft Word, answer each of the reflection questions below. Each question should be answered with a minimum of one short paragraph and should follow APA* ***writing*** *guidelines. Provide thorough self-reflection and critique of personal opinions, values, and political viewpoints. The instructor should be able to understand that you can identify macro level policy practice skills, learn your values perspectives and how this will relate to your future social work practice, and the implications these viewpoints have on your thoughts and knowledge of policies and advocacy work.*

1. Identify three macro advocacy skills that Melissa used. (3 points)

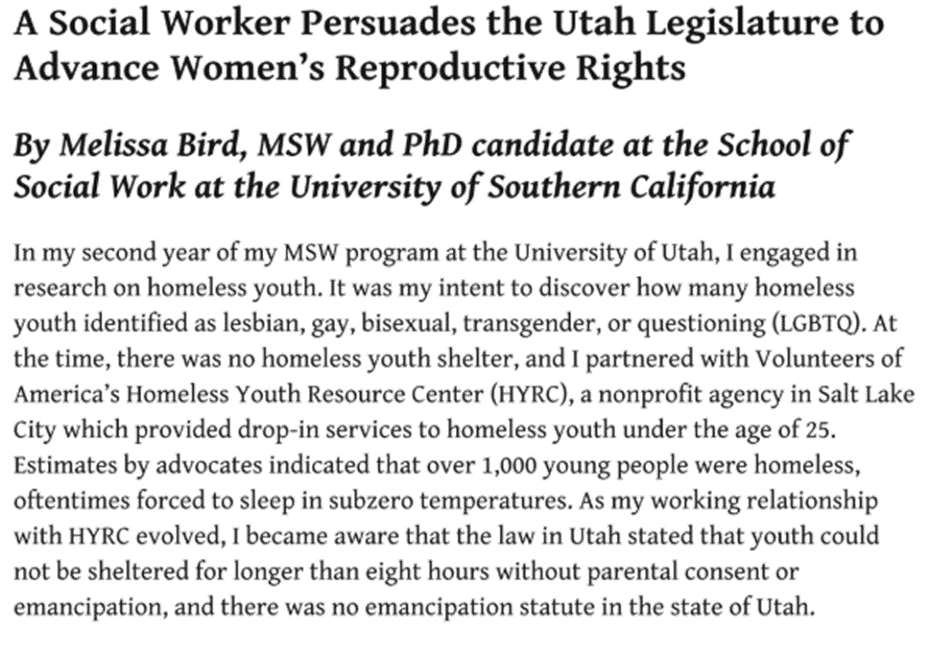
2. What personal attributes/characteristics did Melissa demonstrate that contributed to her success? (1 point)

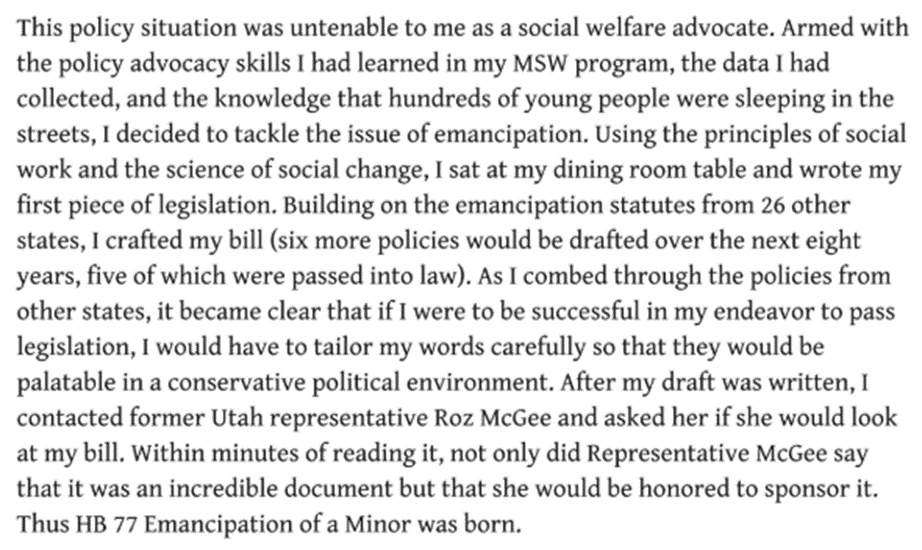
1. Wisconsin recently passed a similar law that allows minors who are homeless to stay in shelters. You can read about both the senate and assembly work on this topic by clicking on these words: assembly senate look at the documents associated with both bills to answer questions 3,4,5.

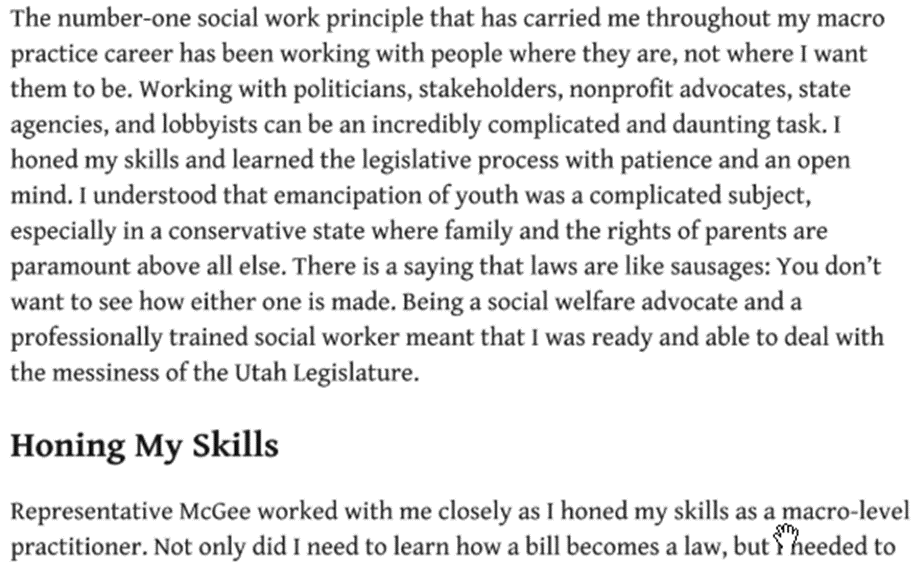
3. According to the Wisconsin legislative council, what are the three requirements that must be met in order for a 17-year-old to stay in a shelter? (3 points)

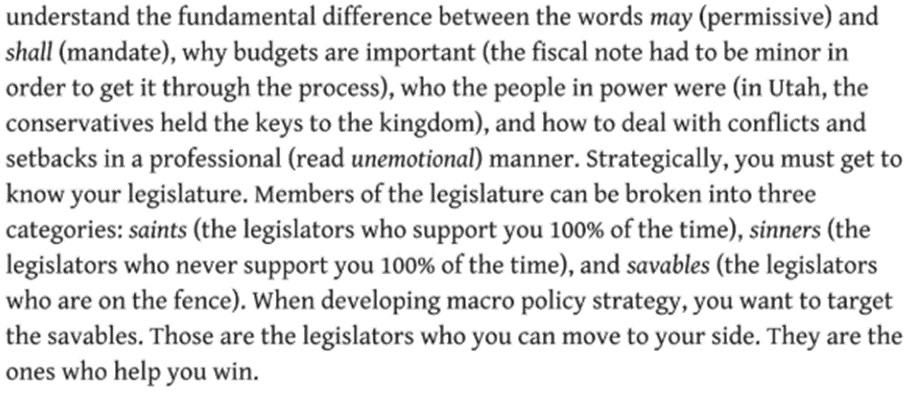
4. Identify at least two agencies/organizations that showed support for these bills to become law. (1 point)

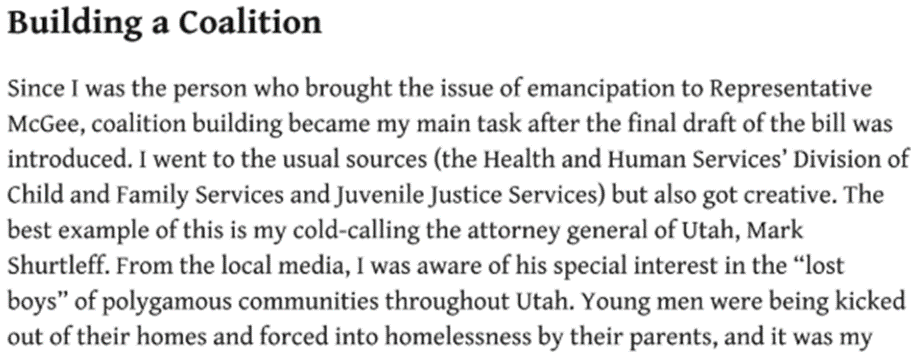
\*5. Which value from the NASW Code of Ethics applies most to promoting these bills into law (which did happen in late 2019; read about here) and why? Justify your answer. (2 points)

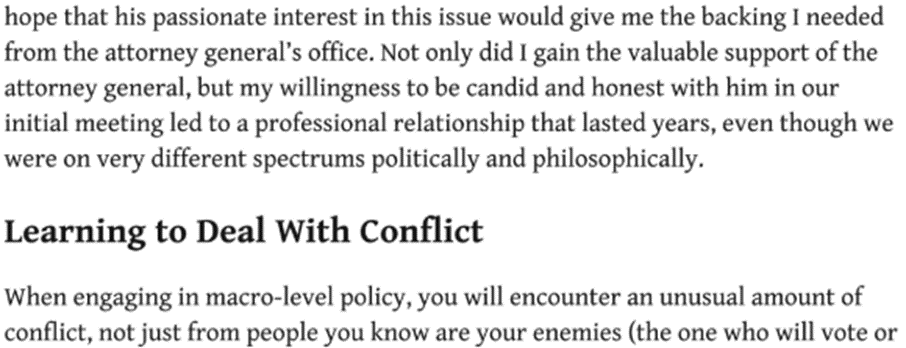


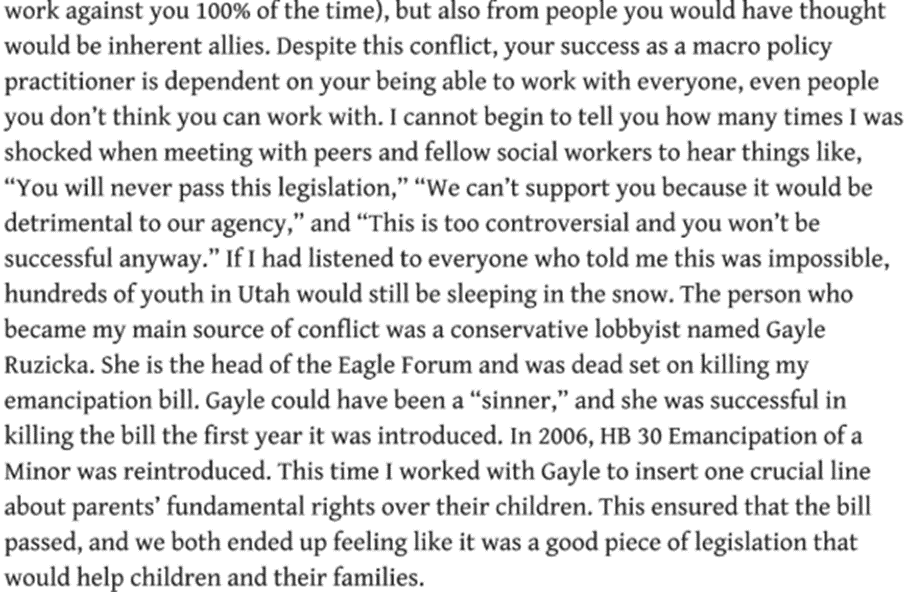


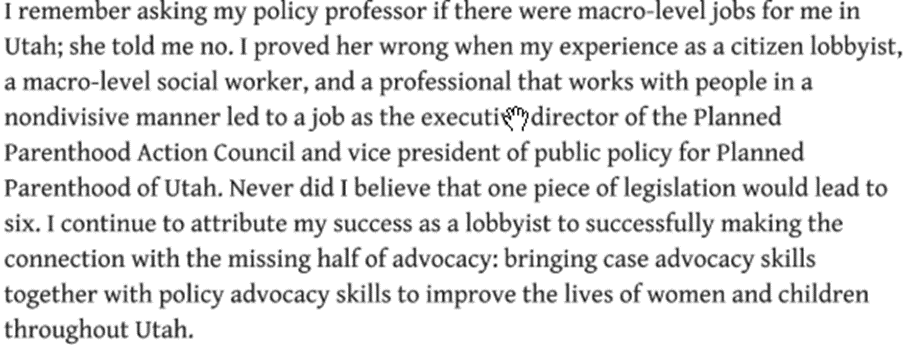












From Jansson, B. S. (2020). *Social Welfare policy and advocacy: Advancing social justice through eight policy sectors.* Sage.

**LEARNING LAB 2**

**DEFINING MEZZO LEVEL ADVOCACY**

Read the attached case study of mezzo advocacy in action. Refer to today’s lecture on macro advocacy as needed.

***Criteria for Success****: Using Microsoft Word, answer each of the reflection questions below. Each question should be answered with a minimum of one short paragraph and should follow APA* ***writing*** *guidelines. Provide thorough self-reflection and critique of personal opinions, values, and political viewpoints. The instructor should be able to understand that you can identify macro level policy practice skills, learn your values perspectives and how this will relate to your future social work practice, and the implications these viewpoints have on your thoughts and knowledge of policies and advocacy work.*

Section 1: Analyze

1. Identify two mezzo advocacy skills that Gretchen could have used. (2 points)

2. What are two challenges that Gretchen did not handle well? (2 points)

*What is your organization’s mission statement? (Copy and paste or attach). Use it to answer questions 3 & 4.*

\*3. What are the stated and unstated values of your organization? (1 point)

\*4. Do these align with social work values? How or how not? (2 points)

*Attach a copy of your field placement’s or work setting’s policy on non-discrimination for employees AND for clients (COPY AND PASTE OR ATTACH):*

5. If you wanted to change this policy, what would be the process? (1 point)

6. How do you know this is the process? (1 point)

7. Name one local or regional advocacy group that works on a topic associated with your agency. (1 point)

|  |
| --- |
| **Advocating for Lesbian Clients in a Domestic Violence Agency.**  **By Gretchen Heidemann**  I worked as a crisis hotline counselor at a shelter for battered women early in my career. Unfortunately, I became aware of actions on the part of staff that troubled me, as I noticed that lesbian women who received services at the agency were being treated unfairly. In one instance, a staff member asserted that she would not wrap Christmas gifts of the children of “those” women. In another, a staff member began attempting to proselytize lesbian clients, telling them that God viewed their behavior as sinful and that they must repent. I felt that the need to advocate on behalf of the clients. I moved quickly to bring the staff’s behavior to the attention of the assistant director (AD). Although the AD heard my concerns and seemed to agree that the behavior was inappropriate and unethical, she was not quick to make changes. First ,the agency did not have a forma nondiscrimination policy in place. Thus, there were no immediate grounds on which to reprimand staff or to mandate them to change their behavior. Second, there were many religious and cultural factors at play. It was not a simple matter, she informed me, to ask staff members to change their behavior on a dime. In retrospect, I wish I had done my homework before approaching the AD. Had I had more knowledge about the history of the organization and about the beliefs of various members of the community, I might have had a more strategic plan in place. I might have sought out examples of agencies that were able to change both their organizational culture and written policies with regard to this issue, while also respecting the religious cultural beliefs of staff members. As it turned out, an informal and (in my opinion) largely ineffective conversation about “treating everyone equally” took place as a staff meeting. But a formal nondiscrimination policy was never enacted within the agency (at least during my tenure there), thus staff did not feel compelled to change their behavior. |

**Learning Lab 3, 10 points**

**Micro Level Advocacy**

Please read the following case study, which is based on the Policy Advocacy Learning Challenge in Jansson’s (2020) *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors*, (2nd ed., pp. 96 - 98). This was published by Sage Publications. Then answer the questions.

To put this in proper APA reference form so you can see how that looks:

Jansson, B. S. (2020). *Social welfare policy and advocacy: Advancing social justice through eight policy sectors* (2nd ed.). SAGE Publications.

*Notice the double spacing? See how the second line is tabbed over? That is how we do it using APA.* (*Just trying to give you an example and reinforce this knowledge)*

**Case Study**

Much of our work will be with families that are attempting to manage more than one challenge, such as mental health concerns, physical healthcare needs, financial struggles, substance use concerns, and all the pressures that these and other problems bring into our lives no matter how hard we are trying to address them. Because of this, our work often looks like what we just call “micro practice” and we do not necessarily think of it as micro advocacy.

In this case we are going to be working with a client, Joe Peterson, a 50-yerar-old Black/ African American male who lives in an inner-city neighborhood with his wife Marji, their son Manny and their daughter Jenice. Joe works as an auto mechanic and Marji is a checker at Walmart. They squeak by on their incomes and live modestly; they seldom feel like they can get ahead. Still, they are content and are happy to own their own home.

They are experiencing some extra challenges lately that are adding extra stress into their lives. They need some micro policy advocacy to help them with these adversities. Please read about the following areas of their lives that are causing problems for them and how their social worker worked with them:

Personal trauma: Their other son, Paul, was killed as a bystander in a gang fight. Joe feels responsible because he has never made enough income to get them out of the inner city. To address his guilt and grief he began using drugs, specifically crack cocaine, and isolated himself emotionally and physically from his family.

Joe makes just enough money to not qualify for Medicaid. ACA access is out of his reach economically and they are only able to cover the expense of their children through Marji’s employer-subsidized health insurance. He won’t go to the local public hospital because they do not have many doctors who are Black/African American with whom he can identify. He has felt misunderstood and disconnected from the other doctors he has seen in the past. citing that they are prejudiced against him and do not understand his culture. He had been using a small local clinic that had to cut its psychosocial services because of budget problems. He will go to the Emergency Department if absolutely necessary. They also had to cut their social services staff, so even through joe used to go there, he cannot get his physical or mental health needs met there any longer.

Joe has developed high blood pressure that are compounded by stress, poor eating choices, and his deteriorating mental health related to his inwardness and not addressing his grief. He got some blood pressure medications but his complicated grief that has resulted in depression was not addressed or diagnosed. His small clinic closed, and he did not get his Rx refilled or transferred. His health worsened and he laid in bed, depressed, lonely, sad, and feeling hopeless. He lost his job because he would not go to work. He passed out in the shower and his wife managed to get him to go to a hospital.

At that hospital he was referred to drug abuse and mental health treatment for his depression. He really wanted to receive his treatment from people he could identify with, specifically Black/African American providers. He also didn’t want to have to go far from his home. He managed to keep his blood pressure under control and was able to limit his drug use to weekends. He worked sporadically and the family depended on Marji for financial stability. This put a great deal of strain on their marriage. Joe continued to complain about headaches and fatigue and his nose bled; his left side was constantly in pain and felt weak. He went to the hospital and a white doctor diagnosed a stroke associated with his drug use. He was admitted to this public hospital for a week. He had long waits to see doctors, and then yelled at the white doctor who was treating him, calling him racist and condescending. The doctor assumed Joe was a reactive drug addict with poor coping skills.

***What happened:***

A social worker (SWer) was called in after Joe yelled at the doctor. Joe vented at the SWer, sharing his frustrations and anger about his lost son, his dislike of medical staff, his depression, and his drug use. The social worker helped him gain perspective on his life. The SWer complimented him for limiting his drug use. They sympathized with him about the problems associated with health insurance, medical center closures, and reduced services. Joe was able to understand that his son’s death was not his fault because he could not be responsible for a random shooting and that they happen in places other than inner city areas.

The SWer was able to get Joe a prognosis from a doctor who said that it would be at least 6 months, maybe even a year, before Joe could return to his work as a mechanic. They applied for Supplemental Security Income (SSI) and Medicaid (as a disabled person partially disabled by the stroke). They were able to obtain the necessary paperwork and documentation to verify that Joe was indeed disabled.

Joe’s wife needed support, and the SWer was able to support her. Marriage counseling was available through Marji’s insurance, and they began to get help for their troubled relationship. Marji took leave from her job under the Family Medical Leave Act of 1993 (FMLA) and the SWer helped her file the FMLA paperwork. The same proof of disability for filing for SSI was used for this process.

Cognitive-based therapy helped Joe address his drug use. The SWer referred Joe to a physician who specialized in drug addictions to see if there were medications that would help him ease his cravings for cocaine. After Joe admitted he was not sure if life was worth living because of the weight of his grief for his lost son, the SWer got him onto a psychiatrist to see about medications for his chronic depression and complicated grief. The SWer helped Joe realize that he could receive high quality medical care from white providers. Jim and Marji were able to rekindle their love through counseling and keep their family together. When Joe’s application for disability was denied, the SWer helped him file and appeal and referred him to low-cost legal aid to help him with this legal process.

**Questions**

1. Compare this family’s situation and experience to a family from the stereotypical middle class. (1 point)

2. What expertise did the SWer demonstrate in helping get Joe’s needs met? (Name at least two skillsets/knowledge bases; 2 points)

3. Think about Joe’s struggles with seeing white healthcare providers. Why do you think he was more comfortable with Black/African American providers? (1 point)

\*4. Refer to the NASW *Code of Ethics*. For each of the core values (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence), explain how the SWer demonstrated each value in their work with Joe and his family. (6 points)

|  |
| --- |
| **C4(K) Dimension EAA Measure**  **All quiz questions are included in this measure** |

**SOC WORK 301: Weekly Quizzes**

**Embedded Assignment**: Weekly Quizzes.

**Description:** There are 7 quizzes throughout the semester. Questions are created from class reading materials. Each quiz will be worth 10 points. Quizzes are open book and posted on Canvas taken by the due date of each week. The quizzes are weighted 20% of total grade and converted to 100% percent for embedded assignment.

**Knowledge:** The assignment is designed to assess the knowledge research concepts and their application in conceptualization and practice

**Competency** 4*: Engage in Practice-informed Research and Research-informed Practice.*

**Objective: 5**: Demonstrate knowledge of quantitative, qualitative, and mixed methods research approaches to social work practice.

|  |  |  |
| --- | --- | --- |
| **Quiz** | **Content Covered from Engel & Schutt** | **Questions** |
| 1 | Chapters 1 & 4 | 10 |
| 2 | Chapters 8 & 9 | 10 |
| 3 | Chapter 5 | 10 |
| 4 | Chapter 3 | 10 |
| 5 | Chapters 10 & 11 | 10 |
| 6 | Chapter 12 | 10 |
| 7 | Chapter 13 | 10 |
| **Points Possible** | **10 points/quiz** | **70 points** |

**Chapters 1 & 4: Quiz 1**

1. The everyday error that involves choosing to look at things that are in line with our own preferences or beliefs is called:

Over-generalization

Selective observation \*

Inaccurate observation

Illogical reasoning

1. Social work research may be used for all of the following EXCEPT:

To assist in making policy decisions

To test interventions

To assist in planning programs

All of the above are legitimate motives for social research \*

1. Descriptive research:

Defines and illustrates social phenomena\*

Investigates social phenomena without expectations

Determines effect of a social program

Produces valid but unreliable data

1. Qualitative methods are most often used for which type of research:

Descriptive

Evaluation

Exploratory\*

Explanatory

1. Which level of measurement is the most mathematically precise?

Interval

Nominal

Ratio\*

Ordinal

1. If every case can be classified as having only one attribute, we say that attributes are:

Exhaustive

Mutually exclusive\*

Reliable

Operationalized

1. Which of the following is an example of a variable measured at the ordinal level of measurement?

Military rank

Birth order of siblings

Age measured as child, teen, adult, and elderly

All of the above are measured at the ordinal level\*

1. Reliability refers to which of the following?

That a measure yields consistent scores\*

That a measurement captures what it intends to measure

That a measurement is based on empirical reality

That a measurement is free of error

1. As average income of a neighborhood increased, violent crime rate decreased. This information is an example of which kind of social research?

Descriptive

Explanatory\*

Evaluation

Descriptive

1. Which of the following does NOT apply to the quantitative methods?

Data is not collected in categories predetermined by the researcher\*

Surveys and experiments are common methods of quantitative data collection.

Data can be in the form of numbers.

Data can be in the form of attributes ordered in terms of magnitude.

**Chapter 8 & 9: Quiz 2**

1. The single most important concern for survey researchers is:

Sampling

Selecting good questions\*

Generalizability

Response rate

1. Tameka is a social worker at a local substance abuse treatment agency. She is interested in seeing if women and men are equally satisfied with the treatment offered. She sends a satisfaction survey to people who completed treatment in the past year. To increase her response rate, she needs to

Send an introductory letter

Include a personalized cover letter

Send new cover letters and replacement questionnaires in two weeks

All of the above\*

1. Which of the following is a good idea for making the questionnaire attractive to respondents?

Leave lots of space white on the pages

List responses in a single line

Incorporate instructions into the questions themselves \*

Use skip patterns wherever possible

1. Julie studies an Over-eaters Anonymous group for several years. In her book on the subject, she mentions the location of the meetings. This violates which of the main ethical issues in field research?

Voluntary participation of subjects

Disclosure of researcher's identity

Informed consent of participants

Subjects' confidentiality\*

1. Intensive interviews are generally based on:

Closed-ended questions

Self-administered questionnaires

Open-ended questions\*

All of the above

1. Which professionals were the first to adopt focus groups as a widespread methodology?

Sociologists\*

Psychiatrists

Economists

Anthropologists

1. Focus groups are useful for all of the following EXCEPT:

Developing hypotheses

Assessing the range of opinions about an issue

Developing survey questions

Generalizing findings\*

1. Which of the following is NOT a feature of qualitative research designs?

A focus on human subjectivity

Use of nomothetic causal explanations\*

Reflexive research design

A commitment to inductive reasoning.

1. What guideline does the following question violate in terms of guidelines for writing questions: Do you disagree that there should not be an exam on Chapter 8?

Avoid double negatives\*

Avoid double-barreled questions

Avoid making disagreement or agreement disagreeable

Minimize risk of biased words

1. The design of the overall questionnaire is important. Researchers should attend to all of the following features of questionnaire construction EXCEPT:

Get external feedback so they can refine questions

Sort questions into thematic categories to be included in separate sections

Make the questionnaire attractive

Avoid interpretive questions\*

**Chapter 5: Quiz 3**

1. The list from which elements of a populations are selected for a sample is known as the:

Population

Sample

Sampling frame\*

Element

1. Which two sampling methods require that the researcher know something about the salient characteristics of the population (such as race, ethnicity, or gender) before selecting samples?

Simple random and stratified random

Stratified random and quota\*

Purposive and simple random

Multi-stage cluster and purposive

1. A subset of the population used to study the population as a whole is known as a (n):

Target population

Sampling frame

Sample\*

Element

1. Which of the following is NOT a procedure for simple random selection of elements?

Assigning consecutive numbers to elements, and selecting on the basis of a random number table

Selecting every nth element from a sampling frame, after the starting point has been randomly selected\*

Using a computer to dial random digits after a phone prefix

Writing all elements down on small pieces of paper, mixing them up, and selecting them like they do in the lottery

1. Another name for convenience sampling is:

Availability sampling\*

Judgmental sampling

Purposive sampling

Stratified random

1. A researcher gets a list of all 500 members of the National Association of Social Work in Yourtown that she wants to include in her study. She only has the funding and time to survey 50 members. She takes her list of members, randomly selects a starting point, and then selects every tenth name from the list to be included in her sample. In this example, the sampling interval is:

10 \*

The list of all 500 members

Cannot be determined

50

1. Quota sampling is advisable when:

Salient characteristics about the population are known before the sample is drawn

A sampling frame is unavailable

Both a and b\*

The diversity of a population needs to be assessed

1. A social work researcher has decided to do a study of people who have adopted children from outside the United States. He asks a friend, whom he knows to have recently adopted, and asks if he would consent to an interview. He interviews his friend, and then asks his friend if he could name other people who have recently adopted children from outside of the United States. His friend provides him with five names. The researcher contacts those five people, interviews them, and asks each of those people for names of other families. This sampling technique is known as:

Casual sampling

Personal sampling

Snowball sampling\*

Qualitative sampling

1. Which of the following statements regarding sample quality is FALSE?

Sample quality cannot be evaluated if population is not specified

Sample quality cannot be evaluated if selection technique is not specified.

Sample quality is determined by the selection method itself, not the actual sample obtained. \*

A sample that allows for comparisons involving theoretically important variables is better than one that does not allow for such comparisons.

1. A social work researcher attends several different meetings of the Gay and Lesbian Community Center, in which she listens to speakers and introduces herself as a researcher. She identifies several people who seem to know a lot about the gay and lesbian community in Yourtown, including people from two apparently different "factions" within the group, and she asks them for interviews. This sampling procedure is associated with:

Probability sampling

Quota sampling

Availability sampling

Purposive sampling\*

**Chapter 3: Quiz 4**

1. Protecting research participants is summarized using which three guidelines?

Avoiding harm, gathering valid data, and remaining detached from participants

Obtaining consent, maintaining confidentiality, and asking non-sensitive questions

Avoiding harm, maintaining confidentiality, and obtaining consent\*

Asking non-sensitive questions, gathering valid data, and remaining detached from participants

1. Informed consent is best described by which of the following?

Potential participants have all the information they need to decide whether or not to participate in a research study.

Potential participants verbally say they want the Target gift card offered by the researcher before they'll participate in the research study.

Potential participants understand that volunteering to participate for a study means that there are no ramifications if they decide to leave the study at any time.

Only 1 and 3\*

1. Children are not considered \_\_\_\_\_\_\_\_\_\_\_ to consent to participate in research studies.

Informed

Sufficiently educated

Competent\*

Intelligent enough

1. An experiment on African American men with syphilis was conducted by the U. S. Public Health Service in the 1930s. It is known as the:

Nuremberg experiment

Tuskegee experiment\*

Little Albert experiment

Hippocratic experiment

1. Which of the following is NOT an ethical principle for social work research?

Involuntary participation\*

The act of publishing accurate and honest results

Voluntary participation

Informed consent

1. Which of the following is NOT an ethical principle outlined by the 1979 Belmont Report?

Respect for persons

Nonbiased sampling\*

Beneficence

Justice

1. Informed consent includes:

Purpose of the study

Possible risks of participation

Possible benefits of participation

All of the above\*

1. A social work student wants to gather data from existing public records. He will have a (n) \_\_\_\_\_\_ IRB review.

Exempt\*

Expedited

Full

1. I am a social worker with the state correctional institution. I want to do research that requires me to interview prisoners. I will have a (n) \_\_\_\_\_\_\_IRB review

Exempt

Expedited

Full\*

None of the above

1. A social work student wants to understand the experiences of children of incarcerated parents. She will have a(n) \_\_\_\_\_\_IRB review.

Exempt

Expedited

Full\*

All of the above

**Chapter 10 & 11: Quiz 5**

1. These designs are particularly useful for building social work practice knowledge and are more easily applied to agency-based research.

Exploratory sequential design

Single-subject design\*

Explanatory sequential design

None of the above

1. \_\_\_\_\_\_\_\_\_ methods are also suited to the exploration of new or poorly understood social settings when it is not even clear what concepts would help to understand the situation.

Fixed

Quantitative

Qualitative\*

Inductive

1. Quantitative methods are used most often in \_\_\_\_\_\_\_\_\_\_ oriented research.

Deductively\*

reduction

Inductively

Conductively

1. Eastern City proposes developing a community policing program to reduce crime in one neighborhood. The police department, in conjunction with the mayor's office, held several meetings in which they discussed this proposal with neighborhood residents, business owners, and social organizations. In this example, the police department, the mayor's office, and neighborhood residents are all:

Program participants

Key informants

Research subjects

Stakeholders\*

1. A community hires a researcher to determine whether a community center would be a benefit, in terms of reducing delinquency, promoting community service, and developing networks. To provide an answer, the researcher would conduct what sort of evaluation on community services?

Needs assessment\*

Process evaluation

Outcome evaluation

Efficiency analysis

1. In a social program, \_\_\_\_\_\_\_\_\_ go into a program, while \_\_\_\_\_\_\_\_\_ are the direct products of the program's service delivery process.

Outcomes; output

Output; feedback

Feedback; output

Input; output\*

1. To evaluate a program designed to improve self-esteem for elementary school girls, girls were divided into treatment and control groups. Girls in the treatment group were required to attend an after-school program, while girls in the control group went home on time. Scores on self-esteem measures were then compared between the two groups of girls. This type of program design is associated with:

Outcome evaluation\*

Process evaluation

Efficiency analysis

Needs assessment

1. A quantitative method for identifying patterns in findings across multiple studies of the same research question is:

Meta-analysis\*

Meta-ethnographic

Meta-synthesis

Synthesis-analysis

1. Which research designs typically use standardized, quantitative measures of attitudes, behaviors, or social processes?

Content analysis and surveys

Intensive interviewing and participant observation

Participant observation and content analysis

Surveys and experiments\*

1. A summative evaluation is the same as a(n):

Process analysis

Outcome evaluation\*

Needs assessment

Efficiency analysis

**Chapter 12: Quiz 6**

1. Which of the following are used to summarize the central tendency of quantitative variables?

Mean and Covariance

Variance and range

Variance and standard deviation

Median and mean\*

1. Sara is a social worker at an inner-city public school. She has worked with 200 high school students on improving their study skills. She wants to see if their grades increased. The grade point averages are:

Means\*

Medians

Modes

All of the above

1. Measures of central tendency and measures of variation are what kind of statistics?

Inferential

Primary

Secondary

Descriptive\*

1. In the following distribution of the variable semesters completed, which is the mode? 4, 3, 1, 0, 3, 3, 4, 0, 3, 2

0

1

4

3\*

1. In the following distribution of the variable semesters completed, which is the median? 4, 3, 1, 0, 3, 3, 4, 0, 3, 2, 4

4

1

3\*

2

1. In the following distribution of the variable semesters completed, which is closest to the mean? 4, 3, 1, 0, 3, 3, 4, 0, 3, 2

0

1

2\*

3

1. A standard deviation is the square root of the:

Mean

Range

Inter-quartile range

Variance\*

1. The total number cases in a distribution is called the:

Base number N\*

Range

Row marginal

Frequency

1. Which of the following statements about standard deviations is FALSE?

It tells how wide the variation of any set of cases is.

It is the preferred measure of variability when a variable in normally distributed.

It is the square root of the average squared deviation of each case from the mean.

It is a measure of central tendency\*

1. Typical standards in frequency table construction allow people to:

Compare across and percentage down columns\*

Compare row and column marginals

Project the distribution of the independent and dependent variables

Assess whether the distributions of the independent and dependent variables are normal

**Chapter 13: Quiz 7**

1. Which of the following is NOT an example of data used by qualitative analysts?

Field notes

Transcriptions of interviews

Frequency counts of words appearing in documents\*

Margin notes that identify key concepts

1. In qualitative analysis, the first analytic step is:

Conceptualization

Coding

Documentation\*

Categorizing

1. Grounded theory requires analysts to

Induce theory from observations\*

Test hypotheses

Generate hypotheses from theories

Spend long periods in the field

1. Content analysis is:

A methodological version of survey research

A systematic method of analyzing text\*

The analysis of the substance of theories

The prediction of population change

1. Which statement best reflects the contrast between quantitative and qualitative research?

Quantitative research tests theories, whereas qualitative research more often pulls theories out of data.

Quantitative research applies measurement to social concepts, whereas qualitative research uses narrative and social patterns to analyze society.

Quantitative research focuses on the relationship between variables, whereas qualitative research focuses on the unfolding of events.

All of the above\*

1. Because the volume of data collected in qualitative analysis can overwhelm an inexperienced researcher, Engel and Schutt recommend which of the following to keep control of your data?

Discard unused data after the conceptualization stage

Maintain a disciplined transcription schedule \*

Hire professional transcribers

Keep personal feelings and impressions separate from field notes

1. Examining relationships between concepts is important in qualitative analysis because it allows the researcher to:

Generalize findings

Validate findings

Authenticate findings

Move from description to explanation\*

1. A study of novels of social protest found four different types of oppressive themes predominated: This study is most likely a(n):

Oral history

Textual experiment

Content analysis

Narrative analysis\*

1. Elijah Anderson is an example of a qualitative researcher who primarily does:

Ethnography\*

Content analysis

Netnography

Grounded theory

1. Identifying key themes and carefully defining important concepts is a part of which qualitative data analysis process?

Documentation

Recording

Coding\*

Examining data

|  |
| --- |
| **C4(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2020**

**Exam III, Ethical Decision Making & Evidence-Based Practice**

**Purpose:** This exam will allow you to demonstrate your ability to apply an ethical decision-making model, and to select appropriate evidence-based practice interventions.

**Task:** Read the instructions for both questions below carefully. Respond to the prompts and questions as directed. Be thorough in your written responses. You should not rely on your field instructor or classmates for any discussion and/or answers.

**Grading:** Grading is based on accuracy of knowledge and ability to convey your rationale using information from class discussion and course readings. This exam is worth 150 points, or 15% of your final grade.

**Writing**: Please ensure that your exam is clearly and concisely written; includes appropriate in-text citations when drawing ideas from course materials; is free from typographical, grammatical and spelling errors; and is free of slang and figures of speech.

**Ethical Decision-Making (complete both Parts A & B) (75 points)**

Sasha and Emilio graduated from the same BSW program three years ago. Both are state-certified social workers and NASW members. Both work in a residential facility. For months, Sasha and her colleagues have been complaining about their fellow staff member, Emilio. When they come in after his shift, the clients' records are incomplete or in disarray. He seems to allow disputes to escalate among residents, saying it is "reality therapy" for them to work it out among themselves, yet Sasha (and some of the other residents) fear that someone may get hurt if things get out of control.

Despite his "hands off" attitude, Emilio repeatedly gets into power struggles with the clients, leading to a lot of strife within the residence. Emilio’s treatment plans seem "off the wall" and are always overruled in team meetings, yet he refuses the input of other workers. The staff is angry at his behavior and frustrated that the director of the facility seems unwilling to do anything about Emilio’s ineptitude.

**Part A (15 points):** Review the section of the NASW *Code of Ethics* (printed below) that pertains to social workers’ ethical responsibilities in practice settings. **Highlight** the sections that apply to this situation.

**SOCIAL WORKERS ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

**3.01 Supervision and Consultation**

1. Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
2. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
3. Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
4. Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

**3.02 Education and Training**

1. Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
2. Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
3. Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

1. Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

**3.04 Client Records**

1. Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
2. Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
3. Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
4. Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

**3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

* 1. **Client Transfer**

1. When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the client’s current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
2. If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.
   1. **Administration**
3. Social work administrators should advocate within and outside their agencies for adequate resources to meet client’s needs.
4. Social workers should advocate for resource allocation procedures that are open and fair. When not all client needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
5. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
6. Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
   1. **Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**Part B (60 points):** Sasha and her colleagues met to discuss the situation. The focus of their discussion was to decide whether or not Emilio is in violation of the NASW *Code of Ethics* and decide what steps they should take. To help them make these decisions, Sasha and her colleagues decided to use the “Nine Steps in Ethical Decision-Making” process.

Complete the “Nine Steps” from the perspective of Sasha and her colleagues. (Note: you can omit step #10.) Refer to class handout for content that should be addressed in each section. Provide brief, yet thorough responses for each of the nine steps.

1. Challenge(s) (7 points)
2. Focus, Critical Issues, Key Players (7 points)
3. Codes, Personal conflict (7 points)
4. Colleagues (7 points)
5. Goals (7 points)
6. Strategies (7 points)
7. Consequences (7 points)
8. Checklist: Identify Y for yes, N for no or N/A for not applicable. No commentary needed. (4 points)

\_\_\_\_\_ Is the action in clients’ best interest?

\_\_\_\_\_ Does the action violate the rights of another person?

\_\_\_\_\_ Does the action involve treating another person only as a means to

achieve a self-serving end?

\_\_\_\_\_ Is the action under consideration legal? Is it ethical?

\_\_\_\_\_ Does the action create more harm than good for those involved?

\_\_\_\_\_ Does the action violate existing policies, regulations, procedures or

professional standards?

\_\_\_\_\_ Does the action promote values in culturally-affirming ways?

1. Decision(s) (7 points)

**\* Question 2: Evidence-Based Practice (75 points)**

Consider your field agency and respond to the questions below.

1. Describe a client(s) situation from your field agency that could benefit from efforts to find an evidenced-based intervention. Explain why you believe the agency should look beyond what they are currently doing, (or not doing,) and search for an evidence-based intervention. (25 points)
2. Write the clear and answerable question you would like answered, based on the client situation and what you are hoping to change by utilizing an evidence-based intervention. (10 points)
3. Conduct an electronic search related to your question. Describe your thought process as you searched. Specify where you searched (indicate the actual website). You may utilize one of the online resources from the attached list in Appendix A. (10 points)
4. Cite one evidence-based intervention that you found related to your question. Describe how it relates to the case you have described. Describe how it answers the question you identified above. If your chosen evidence-based intervention has not been evaluated to specifically suit populations representative of the individual with whom you are working, describe what adjustments you might consider to ensure cultural relevancy. (30 points)

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2020**

**Exam III, Ethical Decision Making & Evidence-Based Practice: Rubric**

**Ethical Decision Making: Part A (15 points)**

|  |  |
| --- | --- |
| 15 | Relevant passages of the Code are highlighted. |
| 13 | Some relevant passages of the Code are highlighted. |
| 11 | Few relevant passages of the Code highlighted. |

**Ethical Decision Making: Part B (60 points)**

The following rubric will be applied to steps 1-7 and 9 of the Ethical Decision-Making Model.

|  |  |
| --- | --- |
| 7 | An appropriate and clear discussion of this step is thoroughly articulated, with evidence of critical thinking. |
| 6 | This step is briefly, but sufficiently addressed. The discussion may or may not be appropriate, based on the case scenario. |
| 5 | The discussion of this step may be too brief, vague, or confusing. The application may not be appropriate, based on the case scenario. Questions remain. |

**Ethical Decision-Making Model: Step 8**

|  |  |
| --- | --- |
| 4 | All questions are answered accurately, based on the discussion presented and the case scenario. |
| 3 | Most questions are answered accurately, based on the discussion presented and the case scenario. |
| 2 | Several questions are answered inaccurately, based on the discussion presented and the case scenario. |

**\*Question 2: Evidence-Based Practice (75 points)**

\*Client Situation

|  |  |
| --- | --- |
| 25 | A client situation is clearly described. Discussion thoroughly articulates reasoning to seek an evidence-based intervention, with evidence of critical thinking. |
| 22 | A client situation is briefly described. Discussion briefly, but sufficiently, articulates reasoning to seek an evidence-based intervention. |
| 19 | A client situation is described, but may be too brief, vague, or confusing for full understanding. Discussion does not fully articulate reasoning to seek an evidence-based intervention. |

\*Answerable Question

|  |  |
| --- | --- |
| 10 | A clear and answerable question is presented, with evidence of critical thinking. |
| 9 | A question is presented. |
| 8 | A question is presented, but may be brief, vague, or inappropriate to the described client scenario. |

\*Search Process

|  |  |
| --- | --- |
| 10 | Discussion thoroughly articulates the thought process and search process, with evidence of critical thinking. |
| 9 | Discussion briefly, but sufficiently, articulates the thought process and search process. |
| 8 | Discussion may be too brief, vague, or confusing to fully understand the thought and/or search process. The actual website used may not be included in the discussion. |

\*Select Intervention

|  |  |
| --- | --- |
| 30 | Intervention is explicitly named. Discussion thoroughly articulates how it relates to the client case, and how it addresses the question identified above. If appropriate, thorough discussion describes possible modifications to the intervention. |
| 26 | Intervention is explicitly named. Discussion briefly, but sufficiently, articulates how the intervention relates to the client case, and how it addresses the question identified above. If appropriate, some discussion describes possible modifications to the intervention. |
| 23 | Intervention may not be named. Discussion may be too brief or vague to fully articulate how the intervention relates to the client case, and/or how it addresses the question identified above. Even if appropriate, no discussion describes possible modifications to the intervention. |

**Writing**

Points may be deducted in the following areas related to writing quality:

|  |  |
| --- | --- |
|  | Paper is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | Paper is free from typographical, grammatical and spelling errors, slang, and figures of speech. |
|  | In-text citations to course materials are included where appropriate, and properly formatted per APA guidelines. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Appendix A:**

**Evidence Based Practice Resources**

* **California Evidence-Based Clearinghouse for Child Welfare (CEBC)**
  + Oversight: California Department of Social Services Office of Child Abuse Prevention
  + Web address: [http://www.cebc4cw.org](http://www.cebc4cw.org/)
  + Description: The CEBC provides child welfare professionals with easy access to vital information about selected child welfare related programs. Each program is reviewed and rated utilizing the CEBC Scientific Rating scale to determine the level of evidence for the program. The programs are also rated on a Relevance to Child Welfare Rating Scale.
* **The Campbell Collaboration: Library**
  + Oversight: The Campbell Library
  + Web address: <http://www.campbellcollaboration.org/library.php>
  + Description: The Campbell Library of Systematic Reviews provides free online access to systematic reviews in the areas of education, criminal justice and social welfare. The library is a peer-reviewed source of reliable evidence of the effects of interventions.
* **The Community Guide**
  + Oversight: US Centers for Disease Control (CDC)
  + Web address: <http://www.thecommunityguide.org/>
  + Description: The Guide to Community Preventive Services (Community Guide) serves as a filter for scientific literature on specific health problems that can be large, inconsistent, uneven in quality, and even inaccessible. The Community Guide summarizes what is known about the effectiveness, economic efficiency, and feasibility of interventions to promote community health and prevent disease. The Task Force on Community Preventive Services makes recommendations for the use of various interventions based on the evidence gathered in the rigorous and systematic scientific reviews of published studies conducted by the review teams of the Community Guide. The findings from the reviews are published in peer-reviewed journals and also made available on this Internet website.
* **Center for the Study and Prevention of Violence**
  + Oversight: Problem Behavior Program of the Institute of Behavioral Science (IBS), University of Colorado, Boulder
  + Web address: <http://www.colorado.edu/cspv/blueprints>
  + Description: Blueprints for Violence Prevention has identified 11 prevention and intervention programs that meet a strict scientific standard of program effectiveness. Program effectiveness is based upon an initial review by CSPV and a final review and recommendation from a distinguished Advisory Board, comprised of seven experts in the field of violence prevention. The 11 model programs, called Blueprints, have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse. Another 18 programs have been identified as promising programs. To date, more than 600 programs have been reviewed.
* **The Cochrane Library**
  + Oversight: John Wiley & Sons, Inc.
  + Web address: <http://www3.interscience.wiley.com/cgi-bin/mrwhome/106568753/HOME>
  + Description: The Cochrane Library contains high-quality, independent evidence to inform healthcare decision-making. It includes reliable evidence from Cochrane and other systematic reviews, clinical trials, and more. Cochrane reviews provide the combined results of the world’s best medical research studies, and are recognized as the gold standard in evidence-based health care.
* **CrimeSolutions.gov**
  + Oversight: Office of Justice Programs
  + Web address: <https://www.crimesolutions.gov/>
  + Description: The Office of Justice Programs’ CrimeSolutions.gov uses rigorous research to determine **what works** in criminal justice, juvenile justice, and crime victim services.
* **EBP Substance Abuse Database**
  + Oversight: University of Washington Alcohol & Drug Abuse Institute & the Northwest Frontier Addiction Technology Transfer Center
  + Web address: <http://lib.adai.washington.edu/ebpsearch.htm>
  + Description: The EBP Substance Abuse Database is a small, but growing, database of evidence-based interventions for treating substance use disorders. Interventions were selected according to criteria described on the About EBP page. Each record in the database includes a description of the intervention and its implementation, populations for which it has been shown to be effective, references to supporting literature, the availability of instructional manuals, and author/developer notes and other useful information.
* **The Evaluation Center’s EBP Metabase**
  + Oversight: Human Services Research Institute
  + Web address: <http://www.tecathsri.org/ebp_search.asp?stmode=start>
  + Description: The Evaluation Center’s EBP Metabase v 1.0 is a searchable database of meta-analyses related of mental health interventions. It allows the user to find an intervention related to outcomes of interest and review the evidence of effectiveness.
* **Matrix of Children’s Evidence-Based Interventions**
  + Oversight: NRI: Analytics Improving Behavioral Health
  + Web address: <https://www.co-occurringdisordersnys.org/practclin/MH-Matrix.pdf>
  + Description: The NRI Center for Mental Health Quality and Accountability synthesized key literature reviews which summarized the effectiveness of prevention, intervention, and/or treatment programs that can be applied to child and adolescent mental health services. The purpose was not to redefine or create another hierarchy of what constitutes an evidence-based practice vs. a promising practice or emerging practice, but rather to compile a comprehensive list of interventions or programs that have been evaluated or more rigorously tested, and found to have varying degrees of evidence as to their effectiveness.
* **National Cancer Institute: Research-Tested Intervention Programs**
  + Oversight: National Cancer Institute
  + Web address: <http://rtips.cancer.gov/rtips/index.do>
  + Description: This website allows the user to find research-tested intervention programs and products, review summary information and usefulness/integrity scores for each program, order or download materials to adapt for use in your own program, and obtain readability scores for products distributed to the public.
* **National Registry of Evidence Based Practices and Programs (NREPP)**
  + Oversight: Substance Abuse and Mental Health Administration (SAMHSA)
  + Web address: <http://www.nrepp.samhsa.gov/>
  + Description: NREPP is a searchable online registry of more than 340 substance abuse and mental health interventions. NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation.
* **Preventing Drug Abuse among Children and Adolescents: Examples of Research-Based Drug Abuse Prevention Programs**
  + Oversight: National Institutes of Health, SAMHSA, National Institute on Drug Abuse
  + Web address: <http://www.nida.nih.gov/Prevention/examples.html>
  + Description: To help those working in drug abuse prevention, NIDA, in cooperation with the prevention scientists, presents examples of research-based programs that feature a variety of strategies proven to be effective. Each program was developed as part of a research study, which demonstrated that over time youth who participated in the programs had better outcomes than those who did not. The programs are presented within their audience category (universal, selective, indicated, or tiered).
* **Social Programs That Work**
  + Oversight: Coalition for Evidence-Based Policy: A nonprofit, nonpartisan organization
  + Web address: <http://www.evidencebasedprograms.org/>
  + Description: This site summarizes the findings from well-designed randomized controlled trials that, in their view, have particularly important policy implications — because they show, for example, that a social intervention has a major effect, or that a widely-used intervention has little or no effect. They limit the discussion to well-designed randomized controlled trials based on persuasive evidence that they are superior to other study designs in measuring an intervention’s true effect.
* **Teen Pregnancy Prevention Evidence Review**
  + Oversight: US Department of Health & Human Services (DHHS)
  + Web address: <http://tppevidencereview.aspe.hhs.gov/>
  + Description: Since 2009, the U.S. Department of Health and Human Services has sponsored an independent systematic review of the teen pregnancy prevention literature to identify programs with evidence of effectiveness in reducing teen pregnancy, sexually transmitted infections, and associated sexual risk behaviors.

|  |
| --- |
| **C4(V) Dimension EAA Measure**  **Total score prior to deductions for writing challenges comprises this EAA measure.** |

**University of Wisconsin – Green Bay**

**Social Work Professional Programs**

**SOC WORK 461: Program Evaluation I / Fall 2020**

**Epistemology Self Reflection**

Read Chapter 1, The Importance of Research and Critical Thinking, and Chapter 4, Epistemology in the Anderson-Meger text. Complete the Beliefs about Knowledge in Social Work questionnaire distributed in class/found on Canvas.

Integrating your thoughts from these chapters and your experience completing the questionnaire, write a 2-3 page reflection paper, following the outline below.

1. What are two or three key ideas that stood out to you as you read the chapters and completed the questionnaire? What new insights emerged for you? (20 points)
2. Which of your responses to the questionnaire do you believe represent *strength*(s) in the way that you *think* about *knowledge* in social work? In what way? (25 points)
3. Which of your responses to the questionnaire do you believe represent *weakness*(es) in the way that you currently *think* about *knowledge* in social work? What could you do to improve in these areas? (25 points)
4. Consider Competencies 4: Engage in Practice-informed Research and Research-informed Practice, and 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. How would you define *your personal values* about both *research* and *program evaluation*? How will these values inform your practice as a future social worker? (30 points)

**Writing:** Please ensure that your paper is clearly and concisely written; includes appropriate in-text citations when drawing ideas from course materials; is typed in 12-point, Times New Roman font; is double-spaced with 1-inch margins; is free from typographical, grammatical and spelling errors; and is devoid of slang and figures of speech.

**University of Wisconsin – Green Bay**

**Social Work Professional Programs**

**SOC WORK 461: Program Evaluation I / Fall 2020**

**Epistemology Self Reflection Rubric**

**Part 1: Key Ideas (20 points)**

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| --- | --- |
| 20 | A thorough discussion of two to three new ideas or insights is presented. Concepts from the reading (Anderson-Meger, 2016) or questionnaire are critically integrated. |
| 17 | A brief, but sufficient, discussion of two to three new ideas or insights is presented. Concepts from the reading (Anderson-Meger, 2016) or questionnaire are included. |
| 15 | A discussion of one or two ideas or insights is vague, confusing, and/or too brief. Concepts from the reading (Anderson-Meger, 2016) or questionnaire may not be included. |

**Part 2: Strengths (25 points)**

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| 25 | A thorough discussion of personal strengths in thinking about social work knowledge is presented, pointing to explicit examples on the questionnaire. |
| 21 | A brief, but sufficient, discussion of personal strengths in thinking about social work knowledge is presented, mentioning the questionnaire. |
| 18 | The discussion of personal strengths in thinking about social work knowledge is vague, confusing, too brief, and/or may not fully address items on the questionnaire. |

**Part 3: Weaknesses (25 points)**

|  |  |
| --- | --- |
| 25 | A thorough discussion of personal weaknesses in thinking about social work knowledge and thoughtful suggestions for improvement are presented, pointing to explicit examples on the questionnaire. |
| 21 | A brief, but sufficient, discussion of personal weaknesses in thinking about social work knowledge and some suggestions for improvement are presented, mentioning the questionnaire. |
| 18 | The discussion of personal weaknesses in thinking about social work knowledge is vague, confusing, too brief, and/or may not include suggestions for improvement or fully address items on the questionnaire. |

**Part 4: Competency Integration (30 points)**

|  |  |
| --- | --- |
| 30 | A thorough discussion of personal values about research and program evaluation is presented. Implications for future personal social work practice are also well articulated. Social Work Competencies 4: Research and 9: Evaluation are clearly applied to skillfully support the analysis. |
| 27 | A brief, but sufficient, discussion of personal values about research and program evaluation is presented. Implications for future personal social work practice are mentioned. Social Work Competencies 4: Research and 9: Evaluation are applied to support the analysis. |
| 23 | The discussion of personal values about research and program evaluation is vague, confusing, and/or too brief. Implications for future personal social work practice may not be addressed. Social Work Competencies 4: Research and 9: Evaluation may not be applied to support the analysis. |

**Total: \_\_\_\_/ 100\***

*\*Within the social work curriculum, this assignment score (not reflecting any deductions due to writing challenges, below) is an embedded assessment measure of the values dimension of Competency 4: Research and Competency 9: Evaluation.*

**Writing**

Points may be deducted based on the following indicators of quality writing.

|  |  |
| --- | --- |
|  | Paper is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | Paper is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | In-text citations to course materials are properly formatted per APA guidelines. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Final: \_\_\_\_/ 100**

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| **C5(K) Dimension EAA Measure**  **Components comprising comprises the EAA score noted with “\*”.** |

SOC WORK 431: Social Policy I

Embedded Assessment Assignment

**Social Policy Analysis Project**

**Team Presentation and Social Policy Analysis Paper**

Individual paper Assesses Competency 5: Engage in Policy Practice, and Course Objective 4: Recognize and define social policy problems.

This assignment is a comprehensive capstone of the elements of policy analysis in that students will identify a policy and the associated social problem(s) it attempts to address. Examples of topics will be presented in class, in the text, and at a research session with the library staff. The topics chosen for this presentation must relate to a social justice issue that affects individual, community, or societal well-being with preference for focus on a vulnerable population. You will ANALYZE your policy using the format presented in your course text and with the Red Herring Policy Analysis presented in class. Working in instructor-assigned teams (of no more than three), students will analyze the impact of their select policy using material from the chapters and class materials, present in groups, and complete a short paper individually.

**Both the presentation and paper must:**

1. Identify the policy by title, statute, or other identifying information, and address the current status of the policy.
2. Clearly identify and define the social problem(s) associated with the policy.
3. Explain the historical context of the problem including the population(s) affected by the problem and any relevant consequences of the social problem.
4. Include the historical context of the legislation.
5. *Present policy goals and objectives.*
6. *Explain the benefit or services delivered by the policy, how it is delivered, and who is eligible.*
7. Identify and discuss the values and ideology underpinning the policy.
8. *Identify the funding source if applicable (librarians can help greatly with this)*
9. Discuss of the gainers and losers of the policy
10. Identify a minimum of two relevant social work values and explain the connection.
11. *Identify any interactions among the foregoing elements.*

***Elements in italics are part of the Policy Analysis presented by text authors.***

**General Guidelines: Use good judgment and become sensitive to the nuances of language.**

* Use non-sexist, non-racist, non-stigmatizing language. When referring to ethnic and racial groups, use the language that is presently acceptable to that group. Use terms such as Native American or First Nations Peoples, African Americans, Black, Hispanic, Asian, etc. (see APA Style Guide for more information).
* When referring to people who have a disability, a mental illness, are homeless, etc. refer to them in a way that does not stigmatize. Avoid using terms like “the mentally ill” or “the homeless” or “the disabled” as these terms tend to provide us with a picture of a homogenous group that is defined by some problem rather than as people who have certain characteristics. Rather, say, “those who live with mental illness,” etc.; i.e., describe a situation rather than label a person.
* Always proofread your papers and correct errors. Do not rely solely on spell-check and grammar check but make sure you have them turned on and that you set your preferences/options.
* A minimum of three references should be included with at least one reference from a scholarly source such as those available in Social Work Abstracts database. Sources of information and ideas must be documented using current APA style.

**Policy Analysis Team Presentation (Team of no more than three students; 25% of course grade)**

Student groups will present their analysis to the class using PowerPoint. The presentation must incorporate all the elements listed above.

* The presentation of material should be well-organized and demonstrate attention to critical thinking. The presentation should be delivered in a professional manner with balanced inclusion of team members and facilitation of class discussion.
* The presentation should answer the following questions: *Why Do We Care? What Difference Will It Make?* **This needs to be accomplished in 15 - 20 minutes.**

**Social Policy Analysis Paper (25% of course grade)**

This INDIVIDUAL paper will provide a comprehensive summary of the social policy analysis undertaken by the team and must address the components outlined above. The paper should be typed, double-spaced using 12-point Times New Roman font, 4-5 pages in length, not including the reference and title page. (Pages beyond the maximum FIVE will not be reviewed and thus the paper will be graded accordingly.) APA formatting of citations and references, and **the use of headers to delineate content areas is required.** Papers are due on Canvas **on the day of the group presentation**. Except in cases of emergency, late papers will not be accepted.

**\*Primary Grading Criteria**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grading Criteria for both Presentation and Paper** | | | | | | **Points Earned** |
| **Needs Improvement** | **Acceptable** | **Above Average** | | **Exceptional** | |
| **\*Social Policy Identification** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Brief outline of policy not fully defined. | Policy presented with limited support but clearly identified. | | Clearly identified policy, rationale for policy explained. | | Clearly identified policy, rationale for policy explained, implications outlined. |  |
| **\*Social Work values are explained and connected.** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Values implications are inferred but not specifically outlined. | One SW value outlined clearly and applied correctly. | | Two SW values outlined clearly and applied correctly. | | More than two SW values are outlined and explained thoroughly, leaving nothing to be assumed by reader. |  |
| **\*Issue/Policy Analysis Using All 6 components and subthemes of the Chambers and Bonk Analysis** | | | | | | |
| 10 | 16 | | 24 | | 30 |  |
| No clear form of policy analysis | Clear policy with discussion of method of evaluation used inferred or minimally outlined. | | Policy analyzed clearly using methods outlined, application is accurate and fully considers impact on vulnerable populations. | | Policy analyzed clearly using methods outlined, application is complete & accurate. |  |
| **\*Underpinning Ideology or assumptions** | | | | | | |
| 1 | 4 | | 7 | | 10 |  |
| Ideology not addressed clearly. | Ideology/assumptions implied but not well-connected. | | Clear presentation of ideologies/assumptions. | | Ideology/assumptions accurately identified and explained. |  |
| **\*Social problem** | | | | | |  |
| 10 | 14 | | 18.5 | | 20 |  |
| Reflects clear focus on social problem/policy. | Outlines impact on interested people without depth of discussion. | | Reflects understanding of implications for vulnerable populations. | | Reflects understanding of implications for vulnerable populations and connects to ideology/assumptions. |  |
| \***Gainers and Losers** | | | | | |  |
| 1 | 4 | | 7 | | 10 |  |
| Gainers and losers are not clearly identified. | Gainers and losers are identified but are not logically explained as gainers or losers. | | Gainers and losers are identified and logically tied to the policy. | | Multiple gainers and losers and identified and clearly connected to the policy through supported explanation. |  |
| **\*Overall assessment of the policy – does it do what it is supposed to do?** | | | | | |  |
| 1 | 4 | | 7 | | 10 |  |
| Does not address the overall function of the policy. | Function of policy is not presented clearly. | | Function of policy is clear. | | Function of policy is clear, accurate, and complete. |  |
| **Total Points Earned (100 possible)** | | | | | |  |

**Additional grading criteria**

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| --- | --- | --- | --- | --- |
| **Grading Criteria for Group Presentation** | | | | Points Earned |
| **Needs Improvement** | **Acceptable** | **Above Average** | **Exceptional** |
| **Presentation organization** | | | |  |
| Scale of 0 to 40 | | | |  |
| Presentation is disorganized and difficult to follow. |  |  | Presentation is clear, well-organized, and thorough. |  |
| **Presentation accuracy** | | | |  |
| Scale of 0 to 40 | | | |  |
| Presentation has multiple errors in spelling, grammar, formatting. |  |  | Presentation is free of errors in spelling, grammar, formatting. |  |
| **Presentation delivery** | | | |  |
| Scale of 0 to 20 | | | |  |
| Work appears imbalanced; delivery is poor. Does not meet time requirement. |  |  | The work of the group is clearly shared, and delivery is convincing. Stays within time requirement. |  |
| **Total Points Earned (100 possible)** | | | |  |

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| --- | --- | --- | --- | --- |
| **Grading Criteria for Individual Paper: Writing Mechanics** | | | | Points Earned |
| **Needs Improvement** | **Acceptable** | **Above Average** | **Exceptional** |
| **Paper organization** | | | |  |
| Scale of 0 to 40 | | | |  |
| Paper is disorganized and difficult to follow. |  |  | Paper is clear, well-organized, and thorough. |  |
| **Paper accuracy** | | | |  |
| Scale of 0 to 40 | | | |  |
| Paper has multiple errors in spelling, grammar, formatting. |  |  | Paper is free of errors in spelling, grammar, formatting. |  |
| **APA** | | | |  |
| Scale of 0 to 20 | | | |  |
| Multiple APA issues in citation, references, title pages, etc. |  |  | No or very minor APA issues in citation, references, title pages, etc. |  |
| **Total Points Earned (100 possible)** | | | |  |

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| **C5(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”.** |

**SW 433: Social Policy II**

**Policy Advocacy Fact Sheet/Brief Assignment**

Assesses Competency #5 - Skills

The main purpose of a fact sheet or policy brief (which is usually longer) is to get the reader to do something. A fact sheetuses examples, statistics, and personal stories in an effort ***to persuade a legislator, staff person or policymaker to support an issue or policy.***

Although there is no standard format, the following are guidelines to help you maximize your outreach and build your credibility:

* One page is ideal. People are more likely to read (and retain) short pieces of information.
* Title should be short and to the point. It should reveal the nature of the problem.
* Make sure the purpose is clearly stated in the opening paragraph, which should be 2-4 sentences. People are likely to read the first paragraph then skim the rest.
* Keep the text brief and simple. Legislators and staff have many people competing for their limited attention.
* Jargon should be avoided, as your reader may not be familiar with the terminology used in practice. Write a document that a busy person, who isn’t as familiar with your policy as you are, will understand.
* Give enough background information to give people confidence to respond. Organize information into “talking points.” Avoid providing too much information.
* Sometimes a short personal story in a side bar/text box can illustrate issue and create an emotional connection.
* Leave plenty of white space, color and/or graphics. You do not want to overwhelm the reader.
* Always make the actionable item and deadline clear. What is it that you want the person to do? It should be very clear stated and stand out with everything they need to complete the requested action, including phone numbers, email addresses, bill numbers, sample script, deadline, etc. *Participation and success drop dramatically with each piece of information someone is asked to look up or find on their own.*
* Include your organization’s contact information and website. (Use your own name for this assignment)
* Add references and where to go for more information on the bottom or the back page.
* All words, ideas, data, graphics, etc. that you have learned or gotten from other sources must be cited using either in-text citations or footnotes. All citations must include the author’s name(s) and year, and you must include a complete reference list consistent with APA requirements at the end of your brief. (The reference list should be Page 2 that you turn in)
* Edit, edit, edit and always have a second person provide feedback.

*Accurate/relevant information presented in a professional way builds your organization’s credibility on an issue.*

**RUBRIC:**

**TOTAL POINTS\_\_\_\_\_\_\_\_\_/15**

**\*Title conveys nature of the problem/situation/issue (1 point): \_\_\_\_\_\_\_\_\_\_**

Key elements to be assessed:

Can the reader tell from the title what this fact sheet is addressing?

**\*Describe the policy and its key elements (3): \_\_\_\_\_\_\_\_\_\_**

Key elements to be assessed:

What policy change are you recommending?

Is it clear what you want the reader to do about this policy change?

**\*Use of data/evidence and credible references to support major points (8): \_\_\_\_\_\_\_\_\_\_**

Key elements to be assessed:

Are facts clearly explained and relevant?

Does argument make sense/is it presented logically?

Are citations complete and correct?

Is reference page complete and correct?

**Appropriately tailored to policy-maker audience (3): \_\_\_\_\_\_\_\_\_\_**

Key elements to be assessed:

Well-organized presentation, effective title, headings, concise language

Appropriate grammar, spelling, Looks professional

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| **C5(V) Dimension EAA Measure**  **Summary of Q3 from Learning Labs** |

Full description of Learning Labs is located on the page for [C3(V) Dimensions](#C3V_EAA)

This EAA measure is assessed using the total scores for the three learning labs question #3.

Learning Lab 1

3. According to the Wisconsin legislative council, what are the three requirements that must be met in order for a 17-year-old to stay in a shelter? (3 points)

Learning Lab 2

3. What are the stated and unstated values of your organization? (1 point)

Learning Lab #3

3. Refer to the NASW *Code of Ethics*. For each of the core values (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence), explain how the SWer demonstrated each value in their work with Joe and his family. (6 points)

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| **Competency 6 (K) Dimension EAA Measure**  **Components comprising the EAA score noted with “\*”** |

**SOC WORK 313**

**Guidelines for Final Video and Self-Assessment Paper**

This demonstration of skill attainment will have **three parts**: a videotaped enactment of an interview with a ‘client’ and a small group discussion, and a self-assessment paper.

**Plan the interview:**

1. Make arrangements for the structure of the video according to needs and comfort level (in-person vs virtual recording). Assure there are no distractions during recording and also assure audio quality is good.

2. Arrange with an acquaintance to role-play a 10-minute interview, with you as the interviewer. You will use the **Informed Consent for Video Recording** document, explaining the purpose of the interview and how the video will be used in the class and by the instructor. Use only adults (over age 18) for this video. The individual must be capable of giving informed consent. NOTE: This document is to be turned in on the video due date.

3. Be sure **your appearance** in the video is consistent with the context of your service setting. This includes wardrobe, posture, etc.

4. The **situation enacted may be fictitious or real.** Use situations that are not obviously controversial or intensely personal. The idea is to demonstrate interviewing skills in action, not to show how to work with a very complex situation or with a challenging ‘client’. Plan the specifics of the character, such as their age, the issue to be addressed, and the purpose of the interview. However, do not script the session’s dialogue. Be sure to include one diversity difference between the interviewer and the client, which must be addressed during the video session.

5. The interview must depict **skills** outlined in the rubric.

**Plan the Discussion:**

Students are randomly assigned small groups of 5-6 in Canvas under **Discussions>Video Discussion**. Once you find your group please upload your video into Canvas by 11/30 at 11:59 pm under your assigned group (these can be found under people and in our Canvas discussion).

* The second part of the discussion includes watching four videos in your small group and providing feedback for each. Please include two strengths and one area for improvement as you reflect on each video. Due Monday 12/7 at 11:59 pm

**Plan the paper:**

1. Students will prepare a two-to-four-page paper:

* Use the **Rubric for Final Video & Rubric for Self-Assessment Paper** below as your guides for this project.
* A comparison is to be made of the two videos, juxtaposing interview skill level at the beginning of this semester to acquired skill level as demonstrated in the second videotaped interview.
* Students will identify their learning needs. An analysis will be made of end-of-semester skills, including a discussion of the areas the student believes are their strengths and those that will need to be focused on in efforts to increase mastery of interviewing skills. Course *Objectives, Competencies* and *Practice Behaviors* will guide this discussion, as well as the text.
* Two references are to be made to the NASW *Code of Ethics*.
* **Written feedback** provided by the student’s **peers** will be incorporated into this paper.
* Key in this paper will be the student’s articulation of an achievable plan to address their learning needs.

2. This paper is to be placed in the Canvas Dropbox on 12/14 by 11:59 PM

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| **Final Video (20% of grade)**  **Grading Rubric** | | | |
|  | | **Totals** | **Comments** |
| **\*Foundation Skills** | Interview reflects good amount and consistent attending skills and observation skills with the client   * Eye Contact * Vocal Quality * Verbal Tracking * Body Language | /2 |  |
| **\*Basic Listening Sequence:** | Interview reflects good amount of questions (closed and open) asked to the client | /3 |  |
| Interview reflects good amount of encouraging paraphrasing and summarizing (at least one summary is included) | /3 |  |
| Interview reflects good amount of reflection of feelings | /3 |  |
| **\*Included All parts of the Five Stage Interview Model:**   * Empathetic Relationship * Story and Strengths * Mutual Goal Setting * Re-story/Working * Action/Concluding | | /5 |  |
| Video demonstrated visual and audio quality | | /1 |  |
| Video was 8-12 minutes long | | /1 |  |
| \*Addressed Diversity Differences and Confidentiality | | /2 |  |
| **Submitted by the due date? -2 points each day late** | |  |  |
| **Total Score (20 possible)** | |  |  |

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| --- | --- | --- |
| **Final Video Self-Assessment Paper (15% of grade)**  **Grading Rubric** | | |
|  | **Totals** | **Comments** |
| **\*Comparison to Initial Video:**  Reflects on strengths & areas needing improvement. Contrast between two videos is well presented | /5 |  |
| **\*Demonstrates Self Awareness:**  Critical self-analysis of strengths and skills needing improvement shows depth; several achievable plans are described for improving skills that include goals and outcomes | /5 |  |
| **\*Incorporated Feedback from Peers:**  Includes verbal and written feedback received throughout the semester. Feedback from peers for the video and throughout the semester is well incorporated and appropriate to the points being made in the narrative | /2 |  |
| **Provided Feedback to Peers:**  Feedback to peers is thoughtful, respectful, and attentive to details | /2 |  |
| **Mechanics:**  Paper is no more than 4 pages of narrative (12 pt Times New Roman with 1” borders) & offers depth of coverage of topic; informed consent document is submitted on time | /1 |  |
| **Submitted by the due date? -2 points each day late** |  |  |
| **Total Score (15 possible)** |  |  |

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| **C6(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**SW 423: Skills III**

**Role Play 6 Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  | | SCORE |
| **\*Intentional Interviewing Skills**  *35 points* | **35 points** | **26 points** | **18 or less points** | |  |
| - Employs multiple interviewing skills  - Competent application and appropriate use of skills throughout interview  - Purposeful use demonstrates understanding of skills | - Limited variety of interviewing skills utilized  - Some difficulty with application of skill(s) observed  - Purpose or intention of skill selection unclear | - Minimal variety in skill use  - Difficulty with appropriate application of various skills  - Exhibits lack of understanding of skill(s) purpose. | |
| Comments: | | | | |  |
| **\*Influencing Skill**  *25 points* | **25 points** | **18 points** | **12 or less points** | |  |
| - Clear utilization of specific influencing skill. | - Attempts to implement skill  - Difficulty with one area  - Demonstrates self-awareness of opportunity to improve skill use | - Skill use is missing or inadequate  - If skill use is missing, Self-Evaluation form lacks explanation | |
| Comments: | | | | |  |
| **\*Social Work Self-Evaluation Form**  *15 points* | **10 points** | **7.5 points** | **5 or less points** | |  |
| -Successful completion of self-evaluation  - Accurate self-evaluation demonstrates self-awareness  - Accurate case note | - Self-evaluation form incomplete or lacking accuracy  - Limited self-awareness  - Case note has minor errors | - Self-evaluation form missing or inaccurate  - Lack of self-awareness  - Inaccurate case note | |  |
| Comments: | | | | |  |
| **Professionalism**  *25 points* | **25 points** | **18 points** | **12 or less points** | |  |
| - Communicates with client in manner expected of professional  - Provides professional feedback to peer  - Responds in professional manner to feedback received.  - All components of assignment submitted on time | - Brief or generic feedback given to peer  - Aspects of communication lack high level of professionalism  - Missing required component of assignment | - Unprofessional language or demeanor.  - Does not provide feedback to peer.  - Missing required component of assignment | |  |
| Comments: | | | | |  |
| Overall feedback: | | | | **Total** | / 100 |

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| **C6(V) Dimension EAA Measure**  **Components Comprising EAA score noted with “\*”** |

Skills I Social Work 313

Multicultural Practice Paper

Multicultural knowledge: Culture, race, ethnicity, sexual orientation, socioeconomic status, spirituality, religion, life stage, family of origin, ability, disability, and trauma are key diversity factors. Each of these constitutes a *difference from others.* Some differences can be directly seen or heard (observable), while others are revealed through transactions. Both the observer and the observed develop coping strategies to manage daily interactions between self and other.

**“To practice cultural humility is to maintain a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture.  Rather, what you learn about your clients’ culture stems from being open to *what they themselves have determined is their personal expression of their heritage and culture*...”** (Moncho, 2013)

This paper has two foci: the first is about you as a self-aware, diverse, multicultural individual. The second is about how you would manage client diversity factors in your professional life.

* You will use the **RESPECTFUL** model (Ivey, D’Andrea, Ivey & Simek-Morgan, 2001) to identify your own diversity and multicultural being. Choose three identities that you believe have had the most profound influences on your character, sense of self, and worldview (how you see humanity). In narrative form, explain how these identities have forged the lens through which you view the world. How have they shaped your personal preferences, values, and biases? Describe a real or existential challenge that you have experienced due to each of these three diversity factors.

|  |  |
| --- | --- |
| **R** | Religion/spirituality |
| **E** | Economic/class background |
| **S** | Sexual orientation and/or gender identity |
| **P** | Personal style and education |
| **E** | Ethnic/racial identity |
| **C** | Chronological/lifespan challenges |
| **T** | Trauma |
| **F** | Family background |
| **U** | Unique physical characteristics |
| **L** | Location of residence & language differences |

* Provide three examples of identities from the **RESPECTFUL** model that another person might have which would be most challenging for you to work with in a social worker/client relationship. Explain why this would be challenging for you and how you would manage your biases in those situations.

**Guidelines:** Using APA format, write a 5-7 page paper that addresses each section found in the rubric below (excluding the cover page and reference page). Please be sure to cite the Ivey, Ivey & Simek-Morgan reading found in Canvas as well as the NASW *Code of Ethics* at least once. Include an introduction, a conclusion, and headings. This paper is worth 20% of the final course grade and is due in Canvas by 11:59 pm on **Monday November 2nd**.

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| --- | --- | --- | --- |
| **Multicultural Paper (20% of grade)**  **Grading Rubric** | | | |
| **Content** (80 Points Possible) | | **Totals** | **Comments** |
| **Personal Diversity Factors:** | At least three diversity factors were addressed. A clear description of impact on character, sense of self, worldview, personal preference, values, and biases explained. | /15 |  |
| Clearly described a challenge experienced due to **each** of these diversity factors. | /15 |  |
| **\*Identities in Others:** | At least three examples of potential challenging diversity experiences in professional practice were identified. An explanation around why these are challenges was included. | /15 |  |
| Clearly explained how to manage personal bias in these three situations. | /15 |  |
| \*Demonstrated deep understanding of concepts and applied critical thinking throughout the paper. | | /10 |  |
| Used citations from the reading and NASW *Code of Ethics*. | | /10 |  |
| **Mechanics** (20 Points Possible)  **(poor) 0—10 (excellent)** | | **Totals** | **Comments** |
| The paper was 5-7 pages. The paper, including the title page and reference page, followed APA formatting guidelines. Paper included Times New Roman font and was double-spaced. Citations of original works were included including in-text citations following APA guidelines. | | /10 |  |
| Sentences were complete, clear, and concise. The paper was well-constructed and organized. An introduction, headings, and conclusion were included. Sentence transitions were present and maintained the flow of thought. Rules of grammar, usage, and punctuation were followed. Spelling was correct. | | /10 |  |
| **Submitted by the due date? -5 points each day late** | |  |  |
| **Total Score (100 possible)** | |  |  |

References

Ivey, A. E., D’Andrea, M., Ivey, M. B., Simek-Morgan, L. (2001). *Theories of*

*counseling and psychotherapy: A multicultural perspective* (5th ed.). Allyn & Bacon.

Moncho, G. (2013, August 10). Cultural humility, Part I- What is ‘cultural humility’? [The Social Work Practitioner blog post].Retrieved from https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is- cultural-humility/

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| **C7(K) Dimension EAA Measure**  **Content total (before deductions) comprises EAA Score** |

**SW 411 Assignment Grading Rubric**

**Assessment II**

**Due: November 17, 2020**

**Purpose:** This comprehensive paper is designed to further articulate your understanding of both the components of assessment and how to apply them with client systems. This assignment is used as an embedded assessment measure for Competency 2: *Engage Diversity and Difference in Practice* in the skills dimension, and Competency 7: *Assess Individual, Families, Groups, Organizations, & Communities* in the knowledge dimension. This assignment also demonstrates skills (although not an embedded measure) for Competency 7.

Completion of this assignment is used to assess accomplishments of course objectives (1) Conducting a comprehensive biopsychosocial-spiritual assessment, and (2) Applying relevant social work principles and models to practice.

**Task**: Using the case study for Assessment II, complete a paper that includes the following:

1. Identification of Key Challenges.

In a few paragraphs, outline two or three central challenge facing the individual(s) in this client system at the point when assessment is being completed.

1. Strengths
   1. Concept: Discuss the concept of client strengths and convey your understanding of why these should be included in assessment process.
   2. Application & Analysis: Discuss strengths in the client system that might help client(s) to address their challenges. Explain why the strengths are relevant to the challenges outlined in (I). Discuss any strength areas that you were unable to assess and analyze the impact of these limitations on your work with the client system.
2. Supports
   1. Concepts: Describe what is meant by formal and informal supports and discuss the importance of including informal supports in assessment as well as how this may be pursued.
   2. Application & Analysis: Articulate the supports available to the client system and explain how these supports help address the challenges you have identified. Use a genogram and eco-map to illustrate your description. Explain whether the supports you identified are considered usable by the client system and if there are supports that exist but are unavailable to the client system at this time.
3. Power
   1. Concept: Describe what is meant by power and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: Analyze the power of the client system. Explain how the client system uses (or could use) its power to address the identified challenges. Also discuss the ways in which the client system may be disempowered.
4. Neighborhood
   1. Concept: Describe what type of information ought to be gathered about a client system’s neighborhood and how this information would inform the assessment process.
   2. Application & Analysis: Discuss any strengths and/or challenges you see in the neighborhood where the client system member(s) usually live. Analyze any challenges a worker might face in trying to access this information—In the case study, did the worker face these challenges? Why/Why not?
5. Spirituality
   1. Concept: Describe what is meant by spirituality and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: Discuss what you know about the client system’s beliefs and practices regarding spirituality. Explain any connection you see between these spiritual beliefs and the challenges the client system is facing. Analyze how one might access this information—Was this addressed in the case study? How could the concept be approached?
6. Cultural Identity
   1. Concept: Describe what is meant by cultural identity and discuss why this concept is included in assessment of a client system.
   2. Application & Analysis: How do members of the client system define themselves in terms of their cultural connections? How does the client(s) describe his/her cultural “identity group”? How might these connections help and/or impede the client system’s efforts to address the challenges you described? Analyze any challenges a worker might face in trying to access this information—How were these challenges addressed in the case study?

For each of the concept sections, utilize and cite readings accordingly. A minimum of three different sources (from course materials) should be used to show your understanding of the assessment process. Paper must be written clearly and concisely and include appropriate in-text citations drawing from at least three different course materials. Use standard APA formatting (12-point, Times New Roman font; use of headings, double-spaced with 1-inch margins) and ensure your work is free of typographical, grammatical, and spelling errors and slang and figures of speech. (You do not need a cover page or reference page unless outside resources are used in the paper’s content.)

**Criteria for Success**: Use headings for each of the portions of the paper I – VII. Read carefully what should be included in each of the parts of the paper. Sections II-VII of this paper contain the subsections of “Concept” and “Application & Analysis”. In the “Concept” sections, you will draw on class (and/or outside) readings to demonstrate your understanding of the concepts. In the “application/analysis” section, you will apply those concepts to your client system. As with any paper, begin the essay with an opening paragraph and conclusions at the end.

The rubric below will be used in assessing your completion of this paper:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scoring Criteria** | **Exceptional** | **Acceptable** | | **Needs Improvement** | **Points Earned** |
| **Identification of Key Challenges** | | | | |  |
| **Description**  *[5 pts. possible]* | Accurately and fully identifies (3) challenges experienced by client system | Identifies the minimal required (2) challenges; or identifies 3 but lacking some clarity | Unclear discussion of challenges or presents only 1 for discussion | |  |
|  | 5 | 4 | 3 | |  |
| **Strengths** | | | | |  |
| **Concept Discussion**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes strengths with thorough description and links to relevance and impact on work with client system. Demonstrates strong understanding of concept. | Describes strengths with minimal connection to relevance or impact on work Demonstrates basic understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Supports (Formal and Informal)** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[15 points possible]* | Describes informal supports with thorough analysis of how assists in addressing challenges. Includes ecomap and genogram. Demonstrates strong understanding of concept. | Describes some informal supports. Includes some discussion of assistance in addressing challenges. Minimally applies ecomap and genogram. [Or only one is accurately presented.] Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
|  | Genogram and ecomap accurate and include expected components | Genogram and ecomap present. Demonstrates understanding of creation .and what is included in each. | | Inaccurate presentation of case study information in ecomap or genogram. |  |
|  | 5 | 4 | | 3 |  |
| **Power** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes implications of power with thorough description of how assists in addressing challenges. Demonstrates strong understanding of concept. | Describes some implication of power. Includes some discussion of assistance in addressing challenges. Demonstrates understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Neighborhood** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes strengths & challenges of client neighborhood factors with analysis. Demonstrates strong understanding of concept. | Describes some strengths & challenges of neighborhood factors Reports without analysis. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Spirituality** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes spirituality of client system with thorough description of how assists in addressing challenges. Demonstrates strong understanding of concept. | Describes some spirituality of client system. Includes some discussion of assistance in addressing challenges. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Cultural Identity** | | | | |  |
| **Concept**  *[5 points possible]* | Responds fully to prompt and demonstrates strong understanding of the concept. Adept connection to course materials. | Responds fully to prompt and demonstrates understanding of the concept. Some connection to course materials. | | Unclear, vague, or inaccurate response to questions in the prompt and fails to demonstrate understanding of the concept. Lacks connection to course materials. |  |
|  | 5 | 4 | | 3 |  |
| **Application & Analysis**  *[10 points possible]* | Describes client identity factors and connections to aspects identified in section prompt thoroughly. Demonstrates strong understanding of concept. | Describes some client identity factors, some limitations in connecting to section prompt. Demonstrates strong understanding of concept. | | Description brief, unclear, and omits pertinent information or does not fully answer prompt. Unable to determine understanding. |  |
|  | 10 | 8.7 | | 8 |  |
| **Content Total *[100 possible]*** | | | | |  |
| **Writing Deductions** | | | | |  |
| Essay formatted with introductory and conclusion paragraphs; use of headings | | | | |  |
| Typographical, grammatical, and spelling errors, language inconsistent with professional practice (e.g. slang, figures of speech) | | | | |  |
| Writing is clear and understandable; concise and uses straightforward verbiage. | | | | |  |
| APA formatting (cover page, 12-point font, double spaced) | | | | |  |
| In-text citations (must be included and properly formatted) | | | | |  |
| **Total Points Deducted *[Up to 15 possible]*** | | | | |  |
| **Final Grade for the Assignment** | | | | |  |

|  |
| --- |
| **C7(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**Program Evaluation II / Spring 2021**

**Assessment Assignment III**

Learn the procedures used by your field agency to evaluate services or program delivery. Using the agency tools and Assessment Parts I and II that you have already completed, write an analysis of your field agency’s evaluation process. The analysis must include the following elements:

I. Describe the current agency evaluation process (formative, program description or monitoring, quality assurance, etc.) using information from class lectures and readings. Explain how the process is administered, evaluated, and used for program change. (10 points)

II. Compare and contrast the agency evaluation process against the *mission, inputs, outputs, and outcomes* you described in Assessment Part I. Identify any gaps that may not be currently evaluated. (40 points)

III. Compare and contrast the agency evaluation process against the *variables* that you identified in Assessment Part II. Defend variables you may have identified in Assessment Part II but are not apparent in the agency process. (40 points)

IV. Describe at least one way the aggregate (collective) data could be used to improve services delivered by your field agency. (30 points)

V. Summarize your impression of the field agency’s commitment to evaluating client satisfaction and/or service delivery. (30 points)

VI. Format & Writing: Poor quality writing will result in point deductions. Please ensure that you have met the following expectations before submission:

* This assignment must be typed in 12-point, Times New Roman font, double-spaced with 1-inch margins.
* This assignment should be approximately 3-5 pages in length.
* References are not required.
* It is not necessary to attach copies of the agency’s evaluation tools.
* Quality writing is expected. Writing should be clear, easily understandable, concise, and utilize direct, straightforward language. Please carefully proofread your work, avoiding typographical, grammatical and spelling errors, slang, and figures of speech.

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**Program Evaluation II / Spring 2021**

**Assessment Assignment III Rubric**

**\*Part I: (10 points)**

|  |  |
| --- | --- |
| 10 | The current agency evaluation process is described thoroughly, rooted in information from class lectures and readings. The explanation addresses how the process is administered, evaluated, and used for program change, with evidence of critical thought to each component. |
| 8 | The current agency evaluation process is described with some mention of information from class lectures and readings. The explanation addresses how the process is administered, evaluated, and used for program change. |
| 7 | The current agency evaluation process is described briefly or vaguely, with little or no connection to class lectures or readings. The explanation does not address how the process is administered, evaluated, and/or used for program change. |

**\*Part II: (40 points)**

|  |  |
| --- | --- |
| 40 | The agency evaluation process is compared and contrasted thoroughly against the mission, inputs, outputs, and outcomes described in Assessment Part I. Several gaps are identified with evidence of critical thought, or the lack of gaps is addressed with a strong rationale. |
| 34 | The agency evaluation process is compared and contrasted briefly against the mission, inputs, outputs, and outcomes described in Assessment Part I. Gaps are identified, or the lack of gaps is addressed. |
| 31 | The agency evaluation process is compared and contrasted against the mission, inputs, outputs, and outcomes described in Assessment Part I, but some components may be overlooked, or the explanation is vague or confusing. Gaps are not identified. |

**\*Part III: (40 points)**

|  |  |
| --- | --- |
| 40 | The agency evaluation process is compared and contrasted thoroughly against the variables identified in Assessment Part II. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are defended fully, with evidence of critical analysis. |
| 34 | The agency evaluation process is compared and contrasted briefly against the variables identified in Assessment Part II. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are mentioned. |
| 31 | The agency evaluation process is compared and contrasted against only some of the variables identified in Assessment Part II, and the discussion may be vague or confusing. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are not addressed. |

**\*Part IV: (30 points)**

|  |  |
| --- | --- |
| 30 | One or more ways that the aggregate (collective) data could be used to improve services delivered by the field agency is discussed thoroughly, showing evidence of critical thinking. |
| 26 | One way that the aggregate (collective) data could be used to improve services delivered by the field agency is discussed briefly. |
| 23 | One way that the aggregate (collective) data could be used to improve services delivered by the field agency is mentioned, but the discussion may be vague or confusing. |

**\*Part V: (30 points)**

|  |  |
| --- | --- |
| 30 | A substantive, thorough summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented, with evidence of critical thinking. |
| 26 | A brief summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented. |
| 23 | A vague or confusing summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented. Questions remain. |

**Total: \_\_\_\_\_\_\_\_/150\***

*\*Within the social work curriculum, this assignment score (not reflecting any deductions*

*due to writing challenges, below) is an embedded assessment measure of the knowledge dimension of Competency 9: Evaluation, and the skills dimension of Competency 7: Assessment.*

**Part VI: Format & Writing: (Writing challenges will result in point deductions.)**

|  |  |
| --- | --- |
|  | This assignment is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | This assignment is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Final Score: \_\_\_\_\_\_\_\_/150**

|  |
| --- |
| **C7(V) Dimension EAA Measure**  **Components comprising EAA score are noted with “\*”** |

**SW 371: Human Behavior in the Social Environment**

**Developmental Experiences Paper**

**Due: April 30, 2020**

**Purpose:** This assignment is a “capstone” of key learning in the course and is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior and the social environment. The Developmental Experiences paper is an embedded assessment for *Competency #1: Professional Self* and *Competency #7: Assessment of Individuals, Families, Groups, Organizations, and Communities*; both are embedded assessments in the values dimension of the competency. In addition, this paper assesses knowledge for Competency #7. In part, the assignment assesses student mastery of the following course objectives:

1. Critique the evidence for critical assumptions about human behavior in a range of systems (families, groups, organizations, societal institutions and communities).
2. Relate social work values and ethics to the assessment of human behavior in a range of social systems.
3. Explain facets of human bio-psycho-social development across the lifespan.

This self-assessment has students apply assessment principles to themselves; it highlights the very personal nature of assessment so that you can begin to understand the client experience in sharing personal information. In addition, the material learned and highlighted in this capstone assignment will serve as foundation for the senior year Methods and Field courses as you develop practice skills. As social workers, choice of intervention strategies has a foundation in our understanding and choice of theory within the client context.

*Competency 1* requires social workers to understand the value base of the profession, distinguish between personal and professional values, and understand how their personal experiences influence professional judgment and behavior.

*Competency 7* requires that social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks (knowledge). The recognition of the dynamic and interactive process, impact on diverse individual, families, groups, organizations, and communities (values) is reflected in assessment process and interventions.

**Task**: To complete the assignment, write a paper that includes at least the following elements. [Paper must be Times New Roman, 12-point font, 1-inch margins, double-spaced.]

* 1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! Analyze how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life.
  2. Using the assigned theory from the poverty project, describe your progress through the life course to this point in time. That is, where are you now, and how does it relate to the theory concepts? You may apply the theory either individually or in a family context. [You may want to bring in an outside source to support your assessment.]
  3. A brief discussion of the values you bring with you as you progress through the phases of your life course that remain*.* This section refers to personal (not professional) values, often acquired through family.
  4. Using the course readings or lectures related to family development, discuss how these theories relate (or not) to your family of origin. Outline differences as well as similarities
  5. Identify at least two groups and two organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world.
  6. Identify and briefly describe at least three major events or factors in the larger environment, such as political or social movements or national problems that have influenced you. For each one, briefly describe how your development and worldview were affected.
  7. Diversity, discrimination, and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and worldview (personal and professional).
  8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. In this section, include a brief comparison of your personal values and those of the profession, as outlined in the NASW *Code of ethics*. Outline a plan for addressing limitations.

**Criteria for Success:** All papers should follow APA format including references and citations. Paper requires cover page but no abstract or running head. Students should write clearly, covering all the required components. There are no defined page parameters as some students can express their thoughts more concisely; quality is valued over quantity. Papers will be evaluated using the rubric that follows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading Criteria** | | | | **Points**  **Earned** |
| Needs Improvement | Acceptable | Above Average | Exceptional |  |
| ***\*All components addressed within paper***. | | | |  |
| 17.5 | 20 | 22.5 | 25 |  |
| Missing element or inaccurate explanation of multiple concepts. | All elements included, clear and accurate explanation of concepts. | Explanation includes clearly outlined personal connections (demonstration of application) | Explanation includes analysis of most elements for personal connection and relevance. |  |
| ***\*Linkage to course materials (relates to prompts #1, 2, & 4)*** | | | |  |
| 21 | 24 | 27 | 30 |  |
| Some inaccuracy in the application of the concepts; unclear connections to course materials. | Theory clearly understood and applied. Family context clear (#4). Reference to assigned readings. | Each theory applied at both individual and family level, clearly understood. In-text citations of assigned readings for each section. | In addition to criteria already outlined, discussion includes outside sources that support conclusions. |  |
| ***\*Evidence of critical reflection (relates to prompts #3 & 5-8)*** | | | |  |
| 31.5 | 36 | 40.5 | 45 |  |
| Superficial discussion without evidence of thoughtful reflection. Some elements reported only or missing | All elements included in analysis. Evidence of self-reflection and application to person-in-environment and | Explains implications of topic based on personal reflection and articulates appropriate developmental needs. | In addition to previously noted, analysis includes demonstration of application to future practice and developmental strategies |  |
| **Total Points Earned (100 Possible)** | | | |  |
| **Deductions Applied for Writing Elements** | | | |  |
| Clarity: Minimal spelling or grammatical errors. Includes introduction and conclusion. Use of paragraphs and thoughts clearly organized within narrative, message clear.  Subtract up to 10 points | | | |  |
| APA Formatting: Times New Roman 12-point font, double-spaced. Use of headings. Citations and references completed using APA format. Cover page properly created.  Subtract up to 10 Points | | | |  |
| **Adjusted Total** | | | |  |

*Points by Social Work Grade Category*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | C | BC | B | AB | A |
| 25 | 17.5-19.4 | 19.5-20.6 | 20.75-21.9 | 22-23.4 | 23.5-25 |
| 30 | 21-23.3 | 23.4-24.75 | 25-26.3 | 26.4-28.1 | 28.2-30 |
| 45 | 31.5+35 | 35.1-37.25 | 37.35-39.5 | 39.6-42.2 | 42.3-45 |

|  |
| --- |
| **C8(K) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**SOC WORK 370: Social Work Methods I**

**Macro Change Project**

The assignment is designed to assess the students’ knowledge problems at agency level and set goals for macro change. The assignment is aligned with *Competency**8: Intervene with Individuals, Families, Groups, Organizations, and Communities* and *Course Objective 4: Effectively articulate the importance of macro social work affecting positive change on behalf of diverse populations.*

Using subheadings, address each of the following elements clearly identified the rubric. Students should reference chapters 5, 6, 7 & 10 in preparing macro change project proposal. The **PREPARE** section of macro change paper is used for embedded measuring knowledge. **Nine points are out of twenty** accounts for embedded assignment.

**Macro Change Project Grading Rubric**

**\* PREPARE**

Identify and Define the problem 2

What is working or against change 1

Primary goals 2

Identify people influence (use pseudonyms) 1

Costs and benefits to clients 1

Professional and personal risk to you 1

Best macro change approach to problem 1

**IMAGINE**

Innovative idea 3

Support and action plan 1

Identify assets 1

Specific goals (objectives and action steps) 2

Method of evaluation 1

**APA formatting standards** 3

Title page

Introduction and conclusion

Reference page

Subheadings

One-inch margins

Grammar, punctuations

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL**  **20**

|  |
| --- |
| **C8(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*” (entire assignment).** |

**SOC WORK 323: Skills II / Spring 2021**

**Group Facilitation Demonstration**

This assignment provides students an opportunity to apply group facilitation knowledge and skills. Working with a partner, students will prepare a focused conversation and demonstrate a mock social work group facilitation of their peers on Blackboard Collaborate Ultra.

Students are assigned to one of the following three types of social work groups: task, counseling/support, or psycho-educational. Students will utilize the topics provided below, or may adjust/create their own topic with instructor approval. Group facilitation demonstrations will take place on Blackboard Collaborate Ultra on the corresponding dates indicated below, during the regularly scheduled class time. Each group facilitation demonstration should last approximately 15-20 minutes.

**Students must attend the Collaborate Ultra session on the day that they co-facilitate.** On that day, they will serve as group participants for the other facilitators during that session. Please arrive a few minutes early if possible, to ensure technology is working.

Other students may attend as many additional Collaborate Ultra sessions as they wish, but will attend as observers and provide feedback after the conversations are facilitated.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics** | **Section 1: Tuesdays** | **Section 2: Thursdays** |
| **Task Groups**  April 21/23 | *Volunteer planning session for a fundraising event for a nonprofit* | Student 1  Student 2 | Student 1  Student 2 |
| *Citizens’ listening session on the needs of young people in a community* | Student 3  Student 4 | Student 3  Student 4 |
| *Staff meeting to plan upcoming programming at an assisted living facility* | Student 5  Student 6 | Student 5  Student 6 |
| **Counseling/ Support Groups**  Apr 28/30 | *Healthy dating/relationships support group for adults* | Student 7  Student 8 | Student 7  Student 8 |
| *Transitions/grief support group for those who have experienced a change in their lives* | Student 9  Student 10 | Student 9  Student 10 |
| *Self-care support group for busy college students* | Student 11  Student 12 | Student 11  Student 12 |
| **Psycho-Educational Groups**  May 5/7 | *Improving communication skills1* | Student 13  Student 14  Student 15 | Student 13  Student 14 |
| *Exploring self-esteem1* | Student 16  Student 17 | Student 15  Student 16 |

*1See supporting education documents on Canvas*

In preparation for the group facilitation demonstration, each partnership will draft a focused conversation outline on their selected topic. The focused conversation outline template and rubric may be found on Canvas.

* *Focused conversation outlines are due, in Canvas, by class time on the day of your demonstration.*

**Group Facilitation Demonstration Rubric**

**\*Accomplishment of Rational & Experiential Aims** *(20 points)*

* \_\_/10: The facilitators ensure that the rational aim is accomplished by the conclusion of the conversation.
* \_\_/10: The facilitators’ behavior and language cultivates the desired experiential aim within the group.

**\*Use of the Focused Conversation Model** *(30 points)*

* \_\_/10: Questions from all four levels of the focused conversation are utilized, in the suggested order.
* \_\_/20: Questions are utilized from the original outline with evidence of critical thought and the ability to assess the needs of the group in the moment.

**\*Maximizing Participation** *(70 points)*

* \_\_/20: Open-ended questions are utilized consistently.
* \_\_/10: A go-around question is prompted clearly to ensure all voices are heard at the objective level.
* \_\_/20: Facilitators consistently provide neutral responses to participants’ contributions.
* \_\_/20: Facilitators adeptly use open-ended encouragers and/or silence to encourage participation.

**\*Professionalism** *(30 points)*

* \_\_/10: Partners share the responsibility of co-facilitation equitably and logically.
* \_\_/20: Facilitators demonstrate professionalism in appearance, tone, pace, facial expressions, and body language.

**Total: \_\_\_ / 150\***

|  |
| --- |
| **C8(V) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**SOC WORK 305: The Social Work Profession**

**Final Paper: Pulling it All Together (20% of grade)—DUE: by conclusion of Week 12**

This paper synthesizes the two previous papers and requires you to explore your own perspectives as well. Write an 8–9-page paper that addresses each of the following parts. For the purposes of this paper, the title and reference pages should be included as additional pages. Page limits will be enforced and evaluated along with your font and margin size. **Remember to include all required attachments.**

Part I: Public Positions (remember to cite sources; in this section you may re-use portions from the two previous papers)

1. The NASW’s position articulated in *Social Work Speaks.* Make sure you do not reveal whether or not you support the NASW’s position. This will be information you provided in Paper #1 and you are expected to revise the section to reflect the feedback provided (2 paragraphs minimum).
2. Now that the Presidential election is over, summarize, in your own words, the President-Elect’s position on the issue you selected. Make sure to tie the summary explicitly to the issue from *Social Work Speaks.* This will be information you provided in Paper #2 and you are expected to revise the section to reflect the feedback provided. **Attach a copy of the external source(s) for your paper** (2 paragraphs minimum).
3. Provide a brief analysis of how the President-Elect’s position supports and/or opposes the position presented in *Social Work Speaks;* cite specific aspects of the position presented in *Social Work Speaks.* This will also be information you provided in Paper #2 and you are expected to revise the section to reflect the feedback provided (1 paragraph minimum).

Part II: Professional Reflection (remember to cite the NASW *Code of Ethics*)

1. From your analysis and research, discuss how the President-Elect’s position may impact your future clients at a macro-level. Provide a minimum of two specific examples of potential policy implications the President-Elect may advance during the upcoming 4-year term (2 paragraphs minimum).
2. Select 2 of the 6 core values of the social work profession that you think best pertain to this topic. Summarize the values and describe how they can help frame a macro-level social work response to your selected topic within the context of potential election outcomes (e.g., Do these social work values suggest social workers support or oppose the President-Elect’s policy plans?) (2 paragraphs minimum).

Part II: Your Personal Position

1. Summarize your personal position on the issue and describe how you developed your position. Here you should discuss how your culture, upbringing, and personal experience shaped your value position (2 paragraphs minimum).

This course has spent a lot of time focusing on the conflicts that can arise when our own values differ from those of our clients and how the *Code of Ethics* is a guide for our ethical behavior. **Identify** and **describe** two of the **ethical standards** from the *Code* that will help guide your work with clients whose values are in opposition to your own. This may or may not be related to the topic of your paper (2 paragraphs minimum).

|  |
| --- |
| **C9(K) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**Program Evaluation II / Spring 2021**

**Assessment Assignment III**

Learn the procedures used by your field agency to evaluate services or program delivery. Using the agency tools and Assessment Parts I and II that you have already completed, write an analysis of your field agency’s evaluation process. The analysis must include the following elements:

I. Describe the current agency evaluation process (formative, program description or monitoring, quality assurance, etc.) using information from class lectures and readings. Explain how the process is administered, evaluated, and used for program change. (10 points)

II. Compare and contrast the agency evaluation process against the *mission, inputs, outputs, and outcomes* you described in Assessment Part I. Identify any gaps that may not be currently evaluated. (40 points)

III. Compare and contrast the agency evaluation process against the *variables* that you identified in Assessment Part II. Defend variables you may have identified in Assessment Part II but are not apparent in the agency process. (40 points)

IV. Describe at least one way the aggregate (collective) data could be used to improve services delivered by your field agency. (30 points)

V. Summarize your impression of the field agency’s commitment to evaluating client satisfaction and/or service delivery. (30 points)

VI. Format & Writing: Poor quality writing will result in point deductions. Please ensure that you have met the following expectations before submission:

* This assignment must be typed in 12-point, Times New Roman font, double-spaced with 1-inch margins.
* This assignment should be approximately 3-5 pages in length.
* References are not required.
* It is not necessary to attach copies of the agency’s evaluation tools.
* Quality writing is expected. Writing should be clear, easily understandable, concise, and utilize direct, straightforward language. Please carefully proofread your work, avoiding typographical, grammatical and spelling errors, slang, and figures of speech.

Assessment III is worth 150 points, 15% of the final grade.

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**Program Evaluation II / Spring 2021**

**Assessment Assignment III Rubric**

**\*Part I: (10 points)**

|  |  |
| --- | --- |
| 10 | The current agency evaluation process is described thoroughly, rooted in information from class lectures and readings. The explanation addresses how the process is administered, evaluated, and used for program change, with evidence of critical thought to each component. |
| 8 | The current agency evaluation process is described with some mention of information from class lectures and readings. The explanation addresses how the process is administered, evaluated, and used for program change. |
| 7 | The current agency evaluation process is described briefly or vaguely, with little or no connection to class lectures or readings. The explanation does not address how the process is administered, evaluated, and/or used for program change. |

**\*Part II: (40 points)**

|  |  |
| --- | --- |
| 40 | The agency evaluation process is compared and contrasted thoroughly against the mission, inputs, outputs, and outcomes described in Assessment Part I. Several gaps are identified with evidence of critical thought, or the lack of gaps is addressed with a strong rationale. |
| 34 | The agency evaluation process is compared and contrasted briefly against the mission, inputs, outputs, and outcomes described in Assessment Part I. Gaps are identified, or the lack of gaps is addressed. |
| 31 | The agency evaluation process is compared and contrasted against the mission, inputs, outputs, and outcomes described in Assessment Part I, but some components may be overlooked, or the explanation is vague or confusing. Gaps are not identified. |

**\*Part III: (40 points)**

|  |  |
| --- | --- |
| 40 | The agency evaluation process is compared and contrasted thoroughly against the variables identified in Assessment Part II. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are defended fully, with evidence of critical analysis. |
| 34 | The agency evaluation process is compared and contrasted briefly against the variables identified in Assessment Part II. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are mentioned. |
| 31 | The agency evaluation process is compared and contrasted against only some of the variables identified in Assessment Part II, and the discussion may be vague or confusing. Variables that were identified in Assessment Part II, but that are not apparent in the agency process, are not addressed. |

**\*Part IV: (30 points)**

|  |  |
| --- | --- |
| 30 | One or more ways that the aggregate (collective) data could be used to improve services delivered by the field agency is discussed thoroughly, showing evidence of critical thinking. |
| 26 | One way that the aggregate (collective) data could be used to improve services delivered by the field agency is discussed briefly. |
| 23 | One way that the aggregate (collective) data could be used to improve services delivered by the field agency is mentioned, but the discussion may be vague or confusing. |

**\*Part V: (30 points)**

|  |  |
| --- | --- |
| 30 | A substantive, thorough summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented, with evidence of critical thinking. |
| 26 | A brief summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented. |
| 23 | A vague or confusing summary discussion of the field agency’s commitment to evaluating client satisfaction and/or service delivery is presented. Questions remain. |

**Total: \_\_\_\_\_\_\_\_/150\***

**Part VI: Format & Writing: (Writing challenges will result in point deductions.)**

|  |  |
| --- | --- |
|  | This assignment is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | This assignment is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Final Score: \_\_\_\_\_\_\_\_/150**

|  |
| --- |
| **C9(S) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2021**

**Exam IV, Evaluation & Termination**

**Purpose:** This exam will allow you to demonstrate your ability to apply evaluation and termination in two case scenarios.

**Task:** Read each case scenario below, and respond to the prompts throughout the scenario. Be thorough in your responses. Be thorough in your written responses. You should not rely on your field instructor or classmates for any discussion and/or answers.

**Grading:** Grading is based on accuracy of knowledge and ability to convey your rationale using information from class discussion and course readings. This exam is worth 150 points, or 15% of your final grade.

**Writing**: Please ensure that your exam is clearly and concisely written; includes appropriate in-text citations when drawing ideas from course materials; is free from typographical, grammatical and spelling errors; and is free of slang and figures of speech.

**\*Question 1: Evaluation (70 points)**

Grace, age 23, has struggled with depression for several years. Generally, she has managed her symptoms relatively well through medication and outpatient therapy. She has had three psychiatric hospitalizations for suicide attempts in the last year. Grace has been released from the adult crisis unit after a 7-day hospitalization for a drug overdose. The hospital discharge plan is placement at Horizon Court, medication management and outpatient therapy.

Assume the role of the social worker at Horizon Court, a moderately-supervised, consumer-operated apartment complex (formerly a motel) where adult residents live semi-independently. Generally, clients remain at Horizon Court for up to 12 months while they gain the skills necessary to live independently. The social worker provides case management, individual counseling and facilitation of the Resident’s Council meetings.

Assuming the role of the social worker for the program, you and Grace have identified her immediate target concern as stabilization of her depressive symptoms to avoid further hospitalizations. (Other target concerns, such as Grace’s desire to prepare for a career and to reestablish her relationships with family members, will be addressed later.)

For this exercise, **complete the tasks in bold type** below.

At this point, you and Grace have identified two goals related to the immediate target concern. You and Grace anticipate a 30-day time frame to achieve these goals:

1. Grace will recognize when she is feeling depressed to the point of wanting to harm herself.
2. Grace will access supports at Horizon Court (friends, other residents, social worker, etc.) prior to harming herself.

In order to measure Grace’s progress, our first step would be to develop goal attainment scales for each of these goals. We start by determining the expected behavior (included in table).

**Identify the “more than expected”, “most favorable”, “less than expected” and “most unfavorable” behaviors in the appropriate cells in the chart. (10 points)**

|  |  |
| --- | --- |
| **Level of attainment** | **Goal #1: Grace will recognize when she is feeling depressed to the point of wanting to harm herself.** |
| **Most favorable**  How would you describe that behavior if the outcome of services was a *lot better* than expected? |  |
| **More than expected success**  How would you describe that behavior if the outcome of services was *somewhat* better than expected? |  |
| **Expected level**  What behavior would you expect at the end of services? | By May 1st, Grace will recognize when she is feeling depressed to the point of wanting to harm herself. |
| **Less than expected success**  How would you describe that behavior if the outcome of services was *somewhat* *worse* than expected? |  |
| **Most unfavorable result**  How would you describe that behavior if the outcome of services was *a lot* *worse* than expected? |  |

**Now, identify the same behaviors for Grace’s second goal: (10 points)**

|  |  |
| --- | --- |
| **Level of attainment** | **Goal #2: Grace will access supports at Horizon Court (friends, other residents, social worker, etc.) prior to harming herself.** |
| **Most favorable**  How would you describe that behavior if the outcome of services was a *lot better* than expected? |  |
| **More than expected success**  How would you describe that behavior if the outcome of services was *somewhat* better than expected? |  |
| **Expected level**  What behavior would you expect at the end of services? | By May 1st, Grace will access supports at Horizon Court (friends, other residents, social worker, etc.) prior to harming herself. |
| **Less than expected success**  How would you describe that behavior if the outcome of services was *somewhat* *worse* than expected? |  |
| **Most unfavorable result**  How would you describe that behavior if the outcome of services was *a lot* *worse* than expected? |  |

Now, let’s determine how the social worker and Grace will measure progress toward achieving her goals. To help Grace recognize when she is feeling depressed (Goal #1), the social worker suggested using a self-anchored scale three times each day (quantitative measure) to rate the frequency of her depressive thoughts.

**Develop the three “anchors” for this seven-point scale (from least to most).** **(10 points)**

*Note: Refer to Measuring Covert Behaviors section under Quantitative Measures in Chapter 12 for an example.*

|  |
| --- |
| **1 2 3 4 5 6 7** |

|  |
| --- |
|  |

**Next, briefly describe how you, as the social worker, will utilize the information that Grace charts each day during your weekly appointment with her. (15 points)**

|  |
| --- |
|  |

Because Grace enjoys writing, and is able to express her feelings through writing easier than verbally, she and the social worker decided to use a qualitative method to measure progress for Goal #2. Because Grace is new to Horizon Court, and sometimes finds it difficult to establish relationships with others, the social worker helped Grace set up a personal journaling application on her mobile phone where she can write about her experiences settling in to Horizon Court and establishing relationships with other residents as well as the staff. Grace gave the social worker access and permission to read her journal.

**Briefly describe what themes in Grace’s narratives that you would look for that would indicate to you that she is making progress establishing the relationships that will help her achieve Goal #2. (10 points)**

Fast forward nine months. Grace has made significant progress and is approaching discharge to the community. Her plan is to move in with her boyfriend and complete her associate’s degree. She will continue taking medication and will remain a client of the outpatient clinic of the hospital for medication management. Grace is in the process of terminating her relationships with residents and staff of Horizon Court.

Horizon Court has a formal process of evaluating client outcomes, the helping process and client satisfaction at discharge.

*Note: Review the Evaluation section of the text Chapter 19 on termination (first three pages of the chapter) before answering the following questions.*

**Briefly identify one example (in one or two sentences) of the evaluation methods that Horizon Court could use to assess the following:**

**Client outcomes (5 points):** Assessing the results achieved against the goals that were formulated

**Helping process** **(5 points):** Identifying the aspects of the helping process that were useful or detrimental and achievements reached along the way that may not have been the final outcome

**Client satisfaction** **(5 points)**: Assessing how satisfied the client is with agency services

**Question 2: Termination (80 points)**

Rosa’s practicum is coming to a close. She is engaged in closing and transferring cases and wrapping up projects. One case, in particular, is causing concern for her.

Rosa has been very involved with a family from El Salvador. She and her field instructor have determined that the case should remain open and will be transferred to another social work student who is continuing into the next semester.

Rosa has grown quite close with the family’s three children. She will particularly miss their twelve-year-old daughter, who really looks up to Rosa and enjoys talking about school and clothes with her. The daughter is making new friends at school as she has become more comfortable practicing her English in the journal she keeps for Rosa.

Rosa has also built good rapport with the mother, and checks in on the family weekly to help the mother organize her transportation needs, communications with the school, and other tasks. The mother now rides the bus on her own and is able to understand the transfer schedule.

Rosa is worried that communication with the new worker, who does not speak Spanish, will be a problem along with understanding the family’s culture and undocumented immigrant status. The family has endured multiple traumas and is extremely needy.

Imagine that you are in Rosa’s situation as a social work student. How might you prepare for termination with this family? Review Chapter 19 in the text. **Respond to each of the questions below:**

**a. How will you review progress to this point with the family? (15 points)**

**b. How will you consolidate gains, and ensure that progress is maintained after your relationship with them ends? (15 points)**

**c. What plan for next steps would you want to put in place? (20 points)**

**d. What kinds of questions might you ask or conversations might you have with the family in order to process the emotional bond you have with them? (15 points)**

**e. Lastly, what kind of ritual (celebration, diploma, token gift, etc.) might be helpful to mark the end of your helping relationship? (15 points)**

**University of Wisconsin-Green Bay**

**Social Work Professional Programs**

**SOC WORK 420: Methods III / Spring 2020**

**Exam IV, Evaluation & Termination: Rubric**

**\*Question 1: Evaluation**

\*Goal Attainment Scales 1 & 2:

|  |  |
| --- | --- |
| 10 | Goal level statements are clear, thorough, thoughtful, and appropriate to the case scenario. |
| 9 | Goal level statements are brief, but sufficient. Goal statements may or may not be fully appropriate to the case scenario. |
| 8 | Goal level statements may be too brief, vague, confusing, or inappropriate to the case scenario. |

\*Anchors

|  |  |
| --- | --- |
| 10 | Anchor statements are clear, thorough, thoughtful, and appropriate to the case scenario. |
| 9 | Anchor statements are brief, but sufficient. Goal statements may or may not be fully appropriate to the case scenario. |
| 8 | Anchor statements may be too brief, vague, confusing, or inappropriate to the case scenario. |

\*Utilize the information

|  |  |
| --- | --- |
| 15 | Discussion thoroughly articulates how the social worker will utilize the charted information during weekly meetings, with evidence of critical thinking. |
| 13 | Discussion briefly, but sufficiently, articulates how the social worker will utilize the charted information during weekly meetings. |
| 11 | Discussion may be too brief, vague, or confusing to fully understand how the social worker will utilize the charted information during weekly meetings. |

Describe themes

|  |  |
| --- | --- |
| 10 | Discussion thoroughly articulates what potential themes in the journal may indicate progress towards Goal #2, with evidence of critical thinking. |
| 9 | Discussion briefly, but sufficiently, articulates what potential themes in the journal may indicate progress towards Goal #2. |
| 8 | Discussion may be too brief, vague, or confusing to fully understand what potential themes in the journal may indicate progress towards Goal #2. |

\*Client Outcomes / Helping Process / Client Satisfaction

The rubric below will be used to evaluate responses to all three evaluation components: client outcomes, helping process, and client satisfaction.

|  |  |
| --- | --- |
| 5 | Example is thorough, with evidence of critical thought. |
| 4.35 | Example is brief, but sufficient. |
| 3.85 | Example may be too brief, vague, or confusing to fully understand. Questions remain. |

**Question 2: Termination**

Review Progress

|  |  |
| --- | --- |
| 15 | Discussion thoroughly articulates how the social worker will review progress, with evidence of critical thinking. |
| 13 | Discussion briefly, but sufficiently, articulates how the social worker will review progress. |
| 11 | Discussion may be too brief, vague, or confusing to fully understand how the social worker will review progress. |

Consolidate Gains

|  |  |
| --- | --- |
| 15 | Discussion thoroughly articulates how the social worker will consolidate gains and ensure progress is maintained, with evidence of critical thinking. |
| 13 | Discussion briefly, but sufficiently, articulates how the social worker will consolidate gains and ensure progress is maintained. |
| 11 | Discussion may be too brief, vague, or confusing to fully understand how the social worker will consolidate gains and ensure progress is maintained. |

Plan

|  |  |
| --- | --- |
| 20 | Discussion thoroughly articulates the plan for next steps, with evidence of critical thinking. |
| 18 | Discussion briefly, but sufficiently, articulates the plan for next steps. |
| 16 | Discussion may be too brief, vague, or confusing to fully understand the plan for next steps. |

Emotional Bond

|  |  |
| --- | --- |
| 15 | Discussion thoroughly articulates the questions/conversations the social worker could use to process the emotional bond, with evidence of critical thinking. |
| 13 | Discussion briefly, but sufficiently, articulates the questions/conversations the social worker could use to process the emotional bond. |
| 11 | Discussion may be too brief, vague, or confusing to fully understand the questions/conversations the social worker could use to process the emotional bond. |

Ritual

|  |  |
| --- | --- |
| 15 | Discussion thoroughly articulates a ritual to mark the end of the helping relationship, with evidence of critical thinking. |
| 13 | Discussion briefly, but sufficiently, articulates a ritual to mark the end of the helping relationship. |
| 11 | Discussion may be too brief, vague, or confusing to fully understand the ritual to mark the end of the helping relationship. |

**Writing**

Points may be deducted in the following areas related to writing quality:

|  |  |
| --- | --- |
|  | Paper is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | Paper is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | In-text citations to course materials are included where appropriate, and properly formatted per APA guidelines. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

|  |
| --- |
| **C9(V) Dimension EAA Measure**  **Components comprising EAA score noted with “\*”** |

**University of Wisconsin – Green Bay**

**Social Work Professional Programs**

**SOC WORK 461: Program Evaluation I / Fall 2020**

**Epistemology Self Reflection**

Read Chapter 1, The Importance of Research and Critical Thinking, and Chapter 4, Epistemology in the Anderson-Meger text. Complete the Beliefs about Knowledge in Social Work questionnaire distributed in class/found on Canvas.

Integrating your thoughts from these chapters and your experience completing the questionnaire, write a 2–3-page reflection paper, following the outline below.

1. What are two or three key ideas that stood out to you as you read the chapters and completed the questionnaire? What new insights emerged for you? (20 points)
2. Which of your responses to the questionnaire do you believe represent *strength*(s) in the way that you *think* about *knowledge* in social work? In what way? (25 points)
3. Which of your responses to the questionnaire do you believe represent *weakness*(es) in the way that you currently *think* about *knowledge* in social work? What could you do to improve in these areas? (25 points)
4. Consider Competencies 4: Engage in Practice-informed Research and Research-informed Practice, and 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. How would you define *your personal values* about both *research* and *program evaluation*? How will these values inform your practice as a future social worker? (30 points)

**Writing:** Please ensure that your paper is clearly and concisely written; includes appropriate in-text citations when drawing ideas from course materials; is typed in 12-point, Times New Roman font; is double-spaced with 1-inch margins; is free from typographical, grammatical and spelling errors; and is devoid of slang and figures of speech.

**Epistemology Self Reflection Rubric**

**\*Part 1: Key Ideas (20 points)**

|  |  |
| --- | --- |
| 20 | A thorough discussion of two to three new ideas or insights is presented. Concepts from the reading (Anderson-Meger, 2016) or questionnaire are critically integrated. |
| 17 | A brief, but sufficient, discussion of two to three new ideas or insights is presented. Concepts from the reading (Anderson-Meger, 2016) or questionnaire are included. |
| 15 | A discussion of one or two ideas or insights is vague, confusing, and/or too brief. Concepts from the reading (Anderson-Meger, 2016) or questionnaire may not be included. |

**\*Part 2: Strengths (25 points)**

|  |  |
| --- | --- |
| 25 | A thorough discussion of personal strengths in thinking about social work knowledge is presented, pointing to explicit examples on the questionnaire. |
| 21 | A brief, but sufficient, discussion of personal strengths in thinking about social work knowledge is presented, mentioning the questionnaire. |
| 18 | The discussion of personal strengths in thinking about social work knowledge is vague, confusing, too brief, and/or may not fully address items on the questionnaire. |

**\*Part 3: Weaknesses (25 points)**

|  |  |
| --- | --- |
| 25 | A thorough discussion of personal weaknesses in thinking about social work knowledge and thoughtful suggestions for improvement are presented, pointing to explicit examples on the questionnaire. |
| 21 | A brief, but sufficient, discussion of personal weaknesses in thinking about social work knowledge and some suggestions for improvement are presented, mentioning the questionnaire. |
| 18 | The discussion of personal weaknesses in thinking about social work knowledge is vague, confusing, too brief, and/or may not include suggestions for improvement or fully address items on the questionnaire. |

**\*Part 4: Competency Integration (30 points)**

|  |  |
| --- | --- |
| 30 | A thorough discussion of personal values about research and program evaluation is presented. Implications for future personal social work practice are also well articulated. Social Work Competencies 4: Research and 9: Evaluation are clearly applied to skillfully support the analysis. |
| 27 | A brief, but sufficient, discussion of personal values about research and program evaluation is presented. Implications for future personal social work practice are mentioned. Social Work Competencies 4: Research and 9: Evaluation are applied to support the analysis. |
| 23 | The discussion of personal values about research and program evaluation is vague, confusing, and/or too brief. Implications for future personal social work practice may not be addressed. Social Work Competencies 4: Research and 9: Evaluation may not be applied to support the analysis. |

**Total: \_\_\_\_/ 100\***

*\*Within the social work curriculum, this assignment score (not reflecting any deductions due to writing challenges, below) is an embedded assessment measure of the values dimension of Competency 4: Research and Competency 9: Evaluation.*

**Writing**

Points may be deducted based on the following indicators of quality writing.

|  |  |
| --- | --- |
|  | Paper is typed in 12-point, Times New Roman font, double-spaced with 1-inch margins. |
|  | Paper is free from typographical, grammatical and spelling errors, slang and figures of speech. |
|  | In-text citations to course materials are properly formatted per APA guidelines. |
|  | Writing is clear and easily understandable. |
|  | Writing is concise and utilizes direct, straightforward language. |

**Final: \_\_\_\_/ 100**

**Template for End-of-Semester Course Evaluations**

In addition to the embedded assessment assignments just indicated, course objective ratings from the end-of-semester evaluations are included in the assessment plan. Course objectives are identified in the course syllabi within Volume II.

|  |
| --- |
| **Course Evaluation Template**  Course Number  Course Title  Instructor  Semester  Directions: The following statements examine various aspects of the course. Course evaluations are one basis for decisions about the future structure of the course. They also assist instructors in their professional development. Please rate each question according to your assessment of the statements in relationship to this course. Consider the items carefully and rate them frankly. You may add narrative comments about the course at the end of the survey.   1. OUTCOMES   This course had the following objectives. Please rate how well the course achieved each objective. Use the following scale:  Not at all A B C D Very much   1. Course Objective 2. Course Objective 3. Course Objective *[Each is measured]* 4. TEACHING METHODOLOGIES   Please rate how strongly you agree to the following statements. Use the following scale:  Not at all A B C D Very much   1. The instructor maintained my interest throughout the semester. 2. The instructor created an environment in which I wanted to learn about the topic. 3. The instructor created a learning environment that encouraged me to be self-directed with my learning. 4. The instructor helped me to examine my own values and perspectives. 5. The instructor helped me to develop knowledge and skills to master the course content. 6. The instructor responded to me in a timely manner. 7. COMMENTS   Please use this section to write your comments about the course.   1. What positive strategies or approaches did this instructor use to support student learning and engagement? (e.g. method/tone of communication, approaches to content delivery or engagement, assignments, strategies for maintaining community, strategies to support students regardless of computer/internet access or ability to attend in-person sessions, etc.)? 2. What positive strategies or approaches did you use to support yourself and your learning in this course (e.g. strategies for time management, approaches to communication with instructor and student support staff, self-care strategies, etc.)? 3. Additional Comments: Please use this space to share additional comments about your experiences in this course. |

The third measure, the [Final Field Evaluation](#Field_Evaluation_Learning_Plan), is located as a support document with the EAA measure for Competencies 1 – 9 Cognitive Affective dimension above.

**Implicit Curriculum Evaluation**

**Program Evaluation**

**Student Evaluation of Social Work Program 2020-2021**

Each spring we ask students to give us feedback about the BSW and MSW Programs – the overall curriculum, advising, field, and relationships with Program staff and peers. This evaluation compliments the evaluations you are asked to do of your individual courses and field.  We would appreciate it if you would take a few minutes to complete this survey. When we have comprehensive feedback from students, we have a better picture of the strengths of the Program and of areas where improvement is needed. Further, the data collected here are used to help us maintain accreditation status with the Council on Social Work Education (CSWE).

*First five questions filter questions using skip logic within Qualtrics*

What Cohort are you in?

* BSW Junior Cohort
* BSW Senior Cohort
* MSW Program Generalist
* MSW Program Specialist

Is this your first year in the MSW Program?

* Yes
* No

Are you currently enrolled part- or full-time in the MSW Program?

* Full-time
* Part-time

Are you currently in a field placement?

* Yes
* No

Are you in the Child Welfare Stipend Program?

* Yes
* No

**Curriculum and Climate Assessment**

The next set of items asks about your experiences with the Social Work curriculum and climate. Please rate how strongly you agree with the following statements.

*Response Options Strongly Disagree-Disagree-Agree-Strongly Agree-Not Applicable*

The way the Social Work courses are scheduled works well for me.

The courses are well integrated; they fit well together and build on one another.

The curriculum pays enough attention to issues of diversity and oppression.

Courses are intellectually challenging.

The Social Work Program’s curriculum and expectations are culturally appropriate.

My instructors respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.) in the classroom.

My peers respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.) in the classroom.

Classmates generally act in a professional manner.

Additional comments about the Program curriculum and/or climate:

[*Open response*]

**Program Communication & Relations with Faculty**

The next set of items asks about the quality of the overall communication within the Program and faculty outside the scope of a specific course, advising, or field coordination, Please rate how strongly you agree with the following statements; select “not applicable” if an item does not apply to you.

*Response Options Strongly Disagree-Disagree-Agree-Strongly Agree-Not Applicable*

The initial orientation to the Social Work Program was helpful.

The Social Work Program regularly communicates with students.

The Social Work Program pays attention to students’ needs and concerns.

The Social Work office is a welcoming environment for students.

The Program Chair responds to my inquiries in a timely manner.

My instructors know my name.

I would feel comfortable asking one of my Social Work instructors for a reference letter.

Additional comments about Program communication and relations with faculty:

[*Open response*]

**Advising**

The next set of items asks about your experiences with advising in the Social Work Program. Please rate how strongly you agree with the following statements; select “not applicable” if an item does not apply to you.

*Response Options Strongly Disagree-Disagree-Agree-Strongly Agree-Not Applicable*

I know who my Advisor is.

The roles of the Advisor are clear to me.

My Advisor was accessible to me.

My Advisor responded to me in a timely manner.

Over the past fall and spring semesters, how frequently did you communicate (e.g., email, meet, call, etc.) with your advisor, on average?

* Not at all
* Once or Twice
* Three or Four Times
* More than Four Times

Did this level of communication meet your needs?

* No
* Yes

Additional comments about Program Advising:

[*Open response*]

**Field Coordination**

The next set of items asks about your experiences with the field coordination process. Please rate how strongly you agree with the following statements; select “not applicable” if an item does not apply to you.

*Response Options Strongly Disagree-Disagree-Agree-Strongly Agree-Not Applicable*

The Field Coordination process is helpful in finding an appropriate field placement.

My questions about field placement policies and procedures were answered.

The Field Coordinator is accessible to me.

The Field Coordinator responded to my inquiries in a timely manner.

**Field Evaluation**

My field placement allowed me sufficient independent practice.

The fit between field learning experience and classroom content was sufficient for me. ( I was able to make connections between field and class material).

I was provided opportunities to consult with other staff at agency.

I was provided opportunities to observe various styles and approaches of other workers.

I received adequate opportunities for BSW (or MSW) level generalist practice.

I was able to obtain feedback on my performance from field instructor.

I was treated like a valued member of the agency/team.

I was encouraged to develop my own style of practice

I was encouraged to utilize independent problem-solving.

My field agency fostered strengths-based perspectives.

Please explain any responses that you marked disagree or strongly disagree:

[*Open response*]

Additional Open Response Questions:

Please describe the strengths of this placement:

Please describe the challenges/weaknesses of this placement:

Please describe the qualities a student needs to succeed in this placement.

Please describe the qualities a student needs to succeed in this placement.

**Student Evaluation of Field Instructor**

My field instructor was available when needed.

My field instructor assigned tasks that met my learning needs.

My field instructor prepared me for activities within my placement.

My field instructor was realistic about my skills and abilities with regard to practice expectations.

My field instructor provided supervision at levels appropriate to meet my learning needs.

Please explain any responses that you marked strongly disagree or strongly agree:

[*Open response*]

Additional comments about field coordination:

[*Open response*]

**Child Welfare Stipend Program**

The next set of items asks about your experiences in the Child Welfare Stipend Program. Please rate how strongly you agree with the following statements. Select “not applicable” if an item does not apply to you.

My questions about the stipend program were satisfactorily answered.

The Child Welfare Coordinator was accessible to me.

The Child Welfare Coordinator responded to my inquiries in a timely manner.

Additional comments about the Child Welfare Stipend Program:

[*Open response*]

**Additional Questions**

Have you applied to any graduate school programs?

* Yes
* No

Were you accepted to a graduate program?

* Yes
* No

Degree sought and field of study

* MSW From UW-Green Bay
* MSW from another program, please identify
* Other, please specify

If you will not be in a graduate program in fall, do you plan to apply within the next 7 years?

* No
* Yes, MSW from UW-Green Bay
* Yes, MSW from another program, please identify
* Yes, Other, please specify

*Skip logic for only BSW Program Senior Year or MSW Program Specialist*

Have you applied for employment in social work?

* Yes
* No

Have you received any job offers?

* Yes
* No

Have you formally initiated the process of obtaining social work certification appropriate for your new degree?

* Yes
* No

Do you plan to pursue certification in the future?

* Yes
* No

Thank you very much for taking the time to complete this evaluation. Your feedback is greatly appreciated. If there is anything else you would like to share with us about your experiences in the Social Work Program, please do so now. Thank you again.

[*Open response*]

**Agency Field Instructor End-of Year Survey**

|  |
| --- |
| Agency:  Field Instructor  Years as a Field Instructor  Field Instructor Degree  Years in Practice  Were you able to join us for the beginning of the year field orientation?   * Yes * No   Have you attended beginning of the year field orientations previous years?   * Yes * No   Number of students supervised through UWGB Social Work Program this year  Please check the level of students you supervised: [Check all that apply]   * BSW * MSW-Generalist * MSW- Specialist   Please indicate the modality in which your student(s) completed the majority of their field experience this year.   * Primarily in-person * Primarily remotely/online/virtually * A mixture of in-person and remotely   Overall Experience  *Response options: Strongly Disagree-Disagree- Agree- Strongly Agree*  In general, the Social Work Program prepared the student(s) for this field placement.  The amount of time required to assist student development was what I expected.  Students were adequately prepared with a skill set appropriate to the setting at the beginning of placement.  The student’s level of independence is what I expected.  Please provide any recommendation to improve student preparedness for field.  Additional Feedback [If you supervised more than one student and your response would differ by student, please note your thoughts in the comment space below]  *Response options: Strongly Disagree-Disagree- Agree- Strongly Agree*  In general, the Social Work Program prepared the student(s) for this field placement.  The amount of time required to assist student development was what I expected.  Students were adequately prepared with a skill set appropriate to the setting at the beginning of placement.  The student’s level of independence is what I expected.  Ways in which the social work program could better support my efforts as a field instructor  The Social Work Program is required to evaluate field using the competency-based model. Student learning is evaluated based on the learning contract developed jointly between the field instructor and student with the guidance of the faculty. Please indicate your agreement with the following statements.  *Response options: Strongly Disagree-Disagree- Agree- Strongly Agree*  The process of development of the learning contract was clear.  The process of evaluation of the student(s) in the field setting was clear.  Evaluating the student(s) based on competencies was a useful way for me to provide feedback.  Evaluating the student(s) based on professional behaviors was a useful way for me to provide feedback.  I had adequate opportunity to provide feedback to the student(s).  I had adequate opportunity to provide feedback to the faculty field liaison.  Please list any additional comment that would strengthen the field education program.  Explain what you like best about being a field instructor.  Any additional comments about the field program.  Please rank the topics you would like to see included to Field Orientation in the fall.  *Rank 1 - 10*  Giving feedback to students  Developing a learning contract  More information about the Social Work Competencies and related agency activities  Addressing professional &amp; ethical behaviors with students  Hearing from a panel of seasoned field instructors  Hearing from a panel of students  Time to meet with my student(s)  Time to have discussion with field instructors in similar agencies  UWGB Social Work Program Field Policies  Time to meet with my students' faculty field liaison  Annually the Social Work Program offers a Spring Workshop as a thank you for field instructor service to the Program. Please indicate topics that would interest you for future continuing education / trainings. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.2: *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.* |

|  |
| --- |
| 1. Compliance Statement: Narrative provides the program’s most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option. |

See [Table 4.6: Generalist Assessment Outcomes for the BSW Program,](#Generalist_Assessment_Outcomes) below.

|  |
| --- |
| 1. Compliance Statement: Narrative specifies the percentage of students achieving program benchmarks for each program option. |

[Table 4.5: Overall Competency Outcomes for the BSW Program](#Overall_Competency_Outcomes), below, reports that 88.10% of our students achieved the outcome measure benchmark across all measures; this means the Program did not meet its Competency Benchmark of 90% (see column 4 of “Competency Outcomes” row). The table also shows that the reason we did not meet the Competency Benchmark is because of Course Outcome ratings measures. As noted in the table, across all course outcomes, only 84.84% of students rated the outcomes a 3.0 or higher (see second last row). However, the Competency Benchmark of 90% was achieved across EAAs (see third last row) and FFEs (see last row), with 93.27% and 100% of students obtaining the outcome measure benchmark for each, respectively. It is interesting to note that these two are the competency outcomes evaluated by faculty instructors, while the course objectives are rated by students. Additionally, if the Program would have retained the 83% Competency Benchmark used in its 2008 EPAS self-study, the Program would have achieved its Competency Benchmark for each competency outcome individually, as well as across all three types of measures.

Another issue evident in the table is that the Program achieved better outcomes in the Values and Cognitive/Affective Processes dimensions than in the Knowledge and Skills dimensions. [Table 4.5: Overall Competency Outcomes for the BSW Program](#Overall_Competency_Outcomes), below, allows us to delve into these differences more deeply as it reports the outcome data for each individual measure, allowing us to examine areas of strength and weakness in the curriculum. Outcome measures that did not meet benchmarks are highlighted in red font. We describe the process used to evaluate these outcomes in standard [4.0.4](#Eval_of_Program_Outcomes), below.

**Table 4.5: Overall Competency Outcomes for the BSW Program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Overall Competency Outcomes** | | | | | | |
| **Dimension** | **Outcome Measures** | | **Average Grade % (Outcome Measure Benchmark = 83%)** | **Average CO Rating (Outcome Measure Benchmark = 3.0 of 4.0)** | **% Achieving Outcome Measure Benchmark (Competency Benchmark = 90% achievement)** | **Competency Obtained? (Yes if met Competency Benchmark)** |
| Course # and Title (Year and Semester Measured) | **EAA =** | Embedded Assessment Assignment |
| **CO[[35]](#footnote-36) =** | Course Objective Rating on End-of-Semester Evaluation |
| **FFE =** | Final Field Evaluation |
| **Knowledge** | | | **92.32** | **3.36** | **84.69** | **No** |
| **Values** | | | **96.75** | **3.31** | **90.52** | **Yes** |
| **Skills** | | | **94.55** | **3.20** | **84.98** | **No** |
| **Cognitive & Affective** | | | **98.39** | **3.49** | **92.20** | **Yes** |
| **Competency Outcomes (Benchmark = 90% Achieve Outcome Measure Benchmark)** | | | **95.50** | **3.34** | **88.10** | **No** |
| **Competency EAA Outcome Scores** | | |  |  | **93.27** | **Yes** |
| **Competency CO Outcome Scores** | | |  |  | **84.84** | **No** |
| **Competency FFE Outcome Scores** | | |  |  | **100** | **Yes** |

**Table 4.6: Generalist Assessment Outcomes for the BSW Program**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | | | | | | | | | | | |
| **Dimension** | | | **Outcome Measures** | | | | **Average Grade % (Outcome Measure Benchmark = 83%)** | **Average CO Rating (Outcome Measure Benchmark = 3.0 of 4.0)** | | **% Achieving Outcome Measure Benchmark (Competency Benchmark = 90% achievement)** | **Competency Obtained? (Yes if met Competency Benchmark)** |
| Course # and Title (Year and Semester Measured) | | | **EAA =** | | Embedded Assessment Assignment | |
| **CO[[36]](#footnote-37) =** | | Course Objective Rating on End-of-Semester Evaluation | |
| **FFE =** | | Final Field Evaluation | |
| **Knowledge** | | | | | | | **89.87** | **3.50** | | **92.26** | **Yes** |
| 411 | Social Work Methods II (Senior Fall) | | EAA | | Exam 1 | | 89.87 |  | | 92.86 | **Yes** |
| CO | | 3 | |  | 3.50 | | 91.67 | **Yes** |
| **Values** | | | | | | | **96.88** | **3.91** | | **98.49** | **Yes** |
| 300 | Professionalism & Teamwork in Social Work (Junior Spring) | | EAA | | Professionalism Self-Assessment | | 96.88 |  | | 96.97 | **Yes** |
| CO | | 4 | |  | 3.91 | | 100.00 | **Yes** |
| **Skills** | | | | | | | **95.09** | **3.19** | | **87.69** | **No** |
| 420 | Social Work Methods III (Senior Spring) | | EAA | | Ethical Decision Making Application (Q1) of Exam III | | 95.09 |  | | 94.12 | **Yes** |
| CO | | 3 | |  | 3.19 | | 81.25 | **No** |
| **Cognitive & Affective** | | | | | | | **99.75** | **3.68** | | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | | FFE | | Competency Mastery Grade | | 99.75 |  | | 100.00 | **Yes** |
| CO | | 6 | |  | 3.68 | | 91.88 | **Yes** |
| **C1 Outcomes** | | | | | | | **95.40** | **3.57** | | **93.59** | **Yes** |
| Percentage of Students Achieving Competency Calculated by: | | | | | | |  |  | |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | | | | 92.86+91.67+96.97+100+94.12+81.25+100+91.875 | | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | | | | Sum = | 748.74 | | Sum ÷ 8 = | 93.59 |
| **C1 EAA Outcome Scores** | | | | | | |  |  | | **94.65** | **Yes** |
| **C1 CO Outcome Scores** | | | | | | |  |  | | **91.20** | **Yes** |
| **C1 FFE Outcome Scores** | | | | | | |  |  | | **100.00** | **Yes** |
| **Competency 2: Engage Diversity and Difference in Practice** | | | | | | | | | | | |
| **Dimension** | | | **Outcome Measures** | | | | **Ave. Grade % (OMB=83%)** | **Ave. CO Rating (OMB=3.0)** | | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | | |
| **Knowledge** | | | | | | | **90.56** | **3.38** | | **87.69** | **No** |
| 371 | Human Behavior and the Social Environment (Junior Spring) | | EAA | | Diversity Project | | 90.56 |  | | 94.12 | **Yes** |
| CO | | 5 | |  | 3.38 | | 81.25 | **No** |
| **Values** | | | | | | | **99.57** | **3.65** | | **94.79** | **Yes** |
| 313 | Social Work Skills Lab I (Junior Fall) | | EAA | | Multicultural Paper | | 99.57 |  | | 100.00 | **Yes** |
| CO | | 4 | |  | 3.65 | | 89.58 | **No** |
| **Skills** | | | | | | | **87.60** | **3.53** | | **83.73** | **No** |
| 411 | Social Work Methods II (Senior Fall) | | EAA | | Assessment Paper II | | 87.60 |  | | 75.79 | **No** |
| CO | | 4 | |  | 3.53 | | 91.67 | **Yes** |
| **Cognitive & Affective** | | | | | | | **98.36** | **3.68** | | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | | FFE | | Competency Mastery Grade | | 98.36 |  | | 100.00 | **Yes** |
| CO | | 6 | |  | 3.68 | | 91.88 | **Yes** |
| **C2 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | | | | **94.02** | **3.56** | | **90.54** | **Yes** |
| Percentage of Students Achieving Competency Calculated by: | | | | | | |  |  | |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | | | | 94.12+81.25+100+89.58+75.79+91.67+100+91.88 | | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | | | | Sum = | 724.29 | | Sum ÷ 8 = | 90.54 |
| **C2 EAA Outcome Scores** | | | | | | |  |  | | **89.97** | **No** |
| **C2 CO Outcome Scores** | | | | | | |  |  | | **88.59** | **No** |
| **C2 FFE Outcome Scores** | | | | | | |  |  | | **100.00** | **Yes** |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | | | | | | | | | | | |
| **Dimension** | | **Outcome Measures** | | | | **Ave. Grade % (OMB=83%)** | | | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | | | **90.56** | | | **3.31** | **90.81** | **Yes** |
| 371 | Human Behavior and the Social Environment (Junior Spring) | EAA | | Diversity Project | | 90.56 | | |  | 94.12 | **Yes** |
| CO | | 1 | |  | | | 3.31 | 87.50 | **No** |
| **Values** | | | | | | **98.53** | | | **3.06** | **88.89** | **No** |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | | Cumulative Score of Values Question Across 3 Learning Labs | | 98.53 | | |  | 100.00 | **Yes** |
| CO | | 1 | |  | | | 3.06 | 77.78 | **No** |
| **Skills** | | | | | | **97.98** | | | **2.94** | **83.33** | **No** |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | | Social Policy Advocacy Paper | | 97.98 | | |  | 100.00 | **Yes** |
| CO | | 2 | |  | | | 2.94 | 66.67 | **No** |
| **Cognitive & Affective** | | | | | | **97.86** | | | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | | Competency Mastery Grade | | 97.86 | | |  | 100.00 | **Yes** |
| CO | | 6 | |  | | | 3.68 | 91.88 | **Yes** |
| **C3 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | | | **96.23** | | | **3.25** | **89.74** | **No** |
| Percentage of Students Achieving Competency Calculated by: | | | | | |  | | |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | | | 94.12+87.5+100+77.78+100+66.67+100+91.88 | | | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | | | Sum = | | | 717.94 | Sum ÷ 8 = | 89.74 |
| **C3 EAA Outcome Scores** | | | | | |  | | |  | **98.04** | **Yes** |
| **C3 CO Outcome Scores** | | | | | |  | | |  | **80.95** | **No** |
| **C3 FFE Outcome Scores** | | | | | |  | | |  | **100.00** | **Yes** |
| **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice** | | | | | | | | | | | |
| **Dimension** | | **Outcome Measures** | | | | **Ave. Grade % (OMB=83%)** | | | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | | | **94.58** | | | **3.67** | **96.97** | **Yes** |
| 301 | Social Work Research (Junior Fall) | EAA | | Quizzes Summary | | 94.58 | | |  | 100.00 | **Yes** |
| CO | | 5 | |  | | | 3.67 | 93.94 | **Yes** |
| **Values** | | | | | | **97.00** | | | **3.13** | **90.79** | **Yes** |
| 461 | Program Evaluation I (Senior Fall) | EAA | | Epistemology Self-Reflection | | 97.00 | | |  | 100.00 | **Yes** |
| CO | | 1 | |  | | | 3.13 | 81.58 | **No** |
| **Skills** | | | | | | **95.83** | | | **3.13** | **80.81** | **No** |
| 420 | Social Work Methods III (Senior Spring) | EAA | | Evidence-Based Practice Application (Q2) of Exam III | | 95.83 | | |  | 86.62 | **No** |
| CO | | 2 | |  | | | 3.13 | 75.00 | **No** |
| **Cognitive & Affective** | | | | | | **97.61** | | | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | | Competency Mastery Grade | | 97.61 | | |  | 100.00 | **Yes** |
| CO | | 6 | |  | | | 3.68 | 91.88 | **Yes** |
| **C4 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | | | **96.25** | | | **3.40** | **91.13** | **Yes** |
| Percentage of Students Achieving Competency Calculated by: | | | | | |  | | |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | | | 100+93.94+100+81.58+86.62+75+100+91.875 | | | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | | | Sum = | | | 729.01 | Sum ÷ 8 = | 91.13 |
| **C4 EAA Outcome Scores** | | | | | |  | | |  | **95.54** | **Yes** |
| **C4 CO Outcome Scores** | | | | | |  | | |  | **85.60** | **No** |
| **C4 FFE Outcome Scores** | | | | | |  | | |  | **100.00** | **Yes** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 5: Engage in Policy Practice** | | | | | | | |
| **Dimension** | | **Outcome Measures** | | **Ave. Grade % (OMB=83%)** | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | **92.23** | **2.57** | **72.69** | **No** |
| 431 | Social Policy Analysis I (Senior Fall) | EAA | Social Policy Analysis Paper | 92.23 |  | 81.10 | **No** |
| CO | 4 |  | 2.57 | 64.29 | **No** |
| **Values** | | | | **93.87** | **2.50** | **77.98** | **No** |
| 431 | Social Policy Analysis I (Senior Fall) | EAA | Cumulative Score of Values Question Across 3 Learning Labs | 93.87 |  | 91.67 | **Yes** |
| CO | 2 |  | 2.50 | 64.29 | **No** |
| **Skills** | | | | **96.57** | **3.06** | **84.72** | **No** |
| 433 | Social Policy Analysis II (Senior Spring) | EAA | Social Policy Brief | 96.57 |  | 91.67 | **Yes** |
| CO | 4 |  | 3.06 | 77.78 | **No** |
| **Cognitive & Affective** | | | | **98.18** | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade | 98.18 |  | 100.00 | **Yes** |
| CO | 6 |  | 3.68 | 91.88 | **Yes** |
| **C5 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | **95.21** | **2.95** | **82.83** | **No** |
| Percentage of Students Achieving Competency Calculated by: | | | |  |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | 81.1+64.29+91.67+64.29+91.67+77.78+100+91.88 | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | Sum = | 662.66 | Sum ÷ 8 = | 82.83 |
| **C5 EAA Outcome Scores** | | | |  |  | **88.15** | **No** |
| **C5 CO Outcome Scores** | | | |  |  | **74.56** | **No** |
| **C5 FFE Outcome Scores** | | | |  |  | **100.00** | **Yes** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
| **Dimension** | | **Outcome Measures** | | **Ave. Grade % (OMB=83%)** | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | **97.90** | **3.50** | **94.79** | **Yes** |
| 313 | Social Work Skills Lab I (Junior Fall) | EAA | Final Video & Self-Assessment Paper | 97.90 |  | 100.00 | **Yes** |
| CO | 1 |  | 3.50 | 89.58 | **No** |
| **Values** | | | | **99.57** | **3.65** | **94.79** | **Yes** |
| 313 | Social Work Skills Lab I (Junior Fall) | EAA | Multicultural Paper | 99.57 |  | 100.00 | **Yes** |
| CO | 4 |  | 3.65 | 89.58 | **No** |
| **Skills** | | | | **96.53** | **2.75** | **79.88** | **No** |
| 413 | Social Work Skills Lab III (Senior Fall) | EAA | Role Play 6 | 96.53 |  | 97.37 | **Yes** |
| CO | 2 |  | 2.75 | 62.39 | **No** |
| **Cognitive & Affective** | | | | **98.88** | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade | 98.88 |  | 100.00 | **Yes** |
| CO | 6 |  | 3.68 | 91.88 | **Yes** |
| **C6 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | **98.22** | **3.39** | **91.35** | **Yes** |
| Percentage of Students Achieving Competency Calculated by: | | | |  |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | 100+89.58+100+89.58+97.37+62.39+100+91.88 | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | Sum = | 730.80 | Sum ÷ 8 = | 91.35 |
| **C6 EAA Outcome Scores** | | | |  |  | **99.12** | **Yes** |
| **C6 CO Outcome Scores** | | | |  |  | **83.36** | **No** |
| **C6 FFE Outcome Scores** | | | |  |  | **100.00** | **Yes** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
| **Dimension** | | **Outcome Measures** | | **Ave. Grade % (OMB=83%)** | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | **87.60** | **3.25** | **78.73** | **No** |
| 411 | Social Work Methods II (Senior Fall) | EAA | Assessment Paper II | 87.60 |  | 75.79 | **No** |
| CO | 1 |  | 3.25 | 81.67 | **No** |
| **Values** | | | | **96.91** | **3.31** | **92.24** | **Yes** |
| 371 | Human Behavior and the Social Environment (Junior Spring) | EAA | Developmental Experiences Paper | 96.91 |  | 96.97 | **Yes** |
| CO | 4 |  | 3.31 | 87.50 | **No** |
| **Skills** | | | | **92.70** | **3.48** | **85.77** | **No** |
| 463 | Program Evaluation II (Senior Spring) | EAA | Program Evaluation Assessment Assignment III | 92.70 |  | 86.68 | **No** |
| CO | 4 |  | 3.48 | 84.85 | **No** |
| **Cognitive & Affective** | | | | **98.47** | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade | 98.47 |  | 100.00 | **Yes** |
| CO | 6 |  | 3.68 | 91.88 | **Yes** |
| **C7 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | **93.92** | **3.43** | **88.17** | **No** |
| Percentage of Students Achieving Competency Calculated by: | | | |  |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | 75.79+81.67+96.97+87.5+86.68+84.85+100+91.88 | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | Sum = | 705.33 | Sum ÷ 8 = | 88.17 |
| **C7 EAA Outcome Scores** | | | |  |  | **86.48** | **No** |
| **C7 CO Outcome Scores** | | | |  |  | **86.47** | **No** |
| **C7 FFE Outcome Scores** | | | |  |  | **100.00** | **Yes** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | |
| **Dimension** | | **Outcome Measures** | | **Ave. Grade % (OMB=83%)** | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | **94.88** | **3.56** | **93.75** | **Yes** |
| 370 | Social Work Methods I (Junior Spring) | EAA | PREPARE Portion of Macro Change Proposal Project | 94.88 |  | 100.00 | **Yes** |
| CO | 4 |  | 3.56 | 87.50 | **No** |
| **Values** | | | | **91.46** | **3.47** | **85.91** | **No** |
| 305 | The Social Work Profession (Senior Fall) | EAA | Social Work Values & Assumptions Final Paper | 91.46 |  | 82.35 | **No** |
| CO | 5 |  | 3.47 | 89.47 | **No** |
| **Skills** | | | | **96.00** | **3.61** | **94.64** | **Yes** |
| 323 | Social Work Skills Lab II (Junior Spring) | EAA | Group Facilitation | 96.00 |  | 100.00 | **Yes** |
| CO | 5 |  | 3.61 | 89.29 | **No** |
| **Cognitive & Affective** | | | | **98.22** | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade | 98.22 |  | 100.00 | **Yes** |
| CO | 6 |  | 3.68 | 91.88 | **Yes** |
| **C8 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | **95.14** | **3.58** | **92.56** | **Yes** |
| Percentage of Students Achieving Competency Calculated by: | | | |  |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | 100+87.5+82.35+89.47+100+89.29+100+91.88 | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | Sum = | 740.48 | Sum ÷ 8 = | 92.56 |
| **C8 EAA Outcome Scores** | | | |  |  | **94.12** | **Yes** |
| **C8 CO Outcome Scores** | | | |  |  | **89.53** | **No** |
| **C8 FFE Outcome Scores** | | | |  |  | **100.00** | **Yes** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | | | | | | |
| **Dimension** | | **Outcome Measures** | | **Ave. Grade % (OMB=83%)** | | **Ave. CO Rating (OMB=3.0)** | **% Achieving OMB (CB=90%)** | **Competency Obtained?** |
| Course # and Title (Year and Semester Measured) | |
| **Knowledge** | | | | **92.70** | | **3.52** | **85.77** | **No** |
| 463 | Program Evaluation II (Senior Spring) | EAA | Program Evaluation Assessment Assignment III | 92.70 | |  | 86.68 | **No** |
| CO | 3 |  | | 3.52 | 84.85 | **No** |
| **Values** | | | | **97.00** | | **3.13** | **90.79** | **Yes** |
| 461 | Program Evaluation I (Senior Fall) | EAA | Epistemology Self-Reflection | 97.00 | |  | 100.00 | **Yes** |
| CO | 1 |  | | 3.13 | 81.58 | **No** |
| **Skills** | | | | **92.67** | | **3.13** | **84.24** | **No** |
| 420 | Social Work Methods III (Senior Spring) | EAA | Evaluation Application (Q1) of Exam IV | 92.67 | |  | 93.49 | **Yes** |
| CO | 4 |  | | 3.13 | 75.00 | **No** |
| **Cognitive & Affective** | | | | **98.22** | | **3.68** | **95.94** | **Yes** |
| 403 | Field Practicum II (Senior Spring) | FFE | Competency Mastery Grade | 98.22 | |  | 100.00 | **Yes** |
| CO | 6 |  | | 3.68 | 91.88 | **Yes** |
| **C9 Outcomes (Benchmark = 90% Achieve Student Benchmark)** | | | | **95.15** | | **3.36** | **89.18** | **No** |
| Percentage of Students Achieving Competency Calculated by: | | | |  | |  |  |  |
| 1. Adding % achieving outcome measure benchmark for each outcome measure: | | | | 86.68+84.85+100+81.58+93.49+75+100+91.88 | | | | |
| 2. Dividing that sum by 8 (total outcome measures): | | | | Sum = | | 713.47 | Sum ÷ 8 = | 89.18 |
| **C9 EAA Outcome Scores** | | | |  | |  | **93.39** | **Yes** |
| **C9 CO Outcome Scores** | | | |  | |  | **83.33** | **No** |
| **C9 FFE Outcome Scores** | | | |  |  | | **100.00** | **Yes** |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.3:*The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.* |

|  |
| --- |
| 1. Compliance Statement: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public. |

Form AS 4(B) is located on the next page.

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)**

**(*PROGRAM NAME*) BACCALAUREATE SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(B):** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

**Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks**

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standard below:

**4.0.3:** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education’s Commission on Accreditation (COA) are required to measure and report student learning outcomes.  All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

**Posting Form AS 4 for Ongoing Compliance with AS 4.0.3**

Per the requirement of CSWE COA’s recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program’s website where it is accessible to the public. Data presented on the form must be collected within 2 years of today’s date at all times.

**Summary of the Program’s Assessment Plan | Generalist Practice**

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

|  |  |
| --- | --- |
| **Assessment Measure #1: EMBEDDED ASSESSMENT ASSIGNMENTS** | |
| Dimension(s) assessed: | Knowledge, Values, and Skills |
| When/where students are assessed: | Throughout the academic year in coursework |
| Who assessed student competence: | Social Work Faculty |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: | 83% |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 90% |
| **Assessment Measure #2: FIELD EVAUATIONS** | |
| Dimension(s) assessed: | Cognitive-Affective |
| When/where students are assessed: | End-of-semester in final field practicum |
| Who assessed student competence: | Social Work Faculty |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: | 83% |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 90% |
| **Assessment Measure #3: COURSE EVALUATIONS** | |
| Dimension(s) assessed: | Knowledge, Values, Skills, and Cognitive-Affective |
| When/where students are assessed: | End of semester in field and coursework |
| Who assessed student competence: | Social Work Students |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: | 3.0 of 4.0 |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 90% |

**Directions for completing Form AS 4**

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns to accurately reflect the number of program options offered. *This is a required form.* The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies program. However, beyond these formatting alternations, the program may not alter the content of this form.

**Assessment Data Collected during the Academic Year (2020-2021)**

|  |  |  |
| --- | --- | --- |
| **COMPETENCY** | **COMPETENCY BENCHMARK** | **PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK** |
|  |  | **BSW Students** |
|  |  | **n = 73 in fall n = 71 in spring** |
| Competency 1: Demonstrate Ethical and Professional Behavior | 90% of students will demonstrate competence inclusive of 3 measures | 93.59% |
| Competency 2: Engage Diversity and Difference in Practice | 90% of students will demonstrate competence inclusive of 3 measures | 90.54% |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 90% of students will demonstrate competence inclusive of 3 measures | 89.74% |
| Competency 4: Engage in Practice-Informed Research and Research-Informed Practice | 90% of students will demonstrate competence inclusive of 3 measures | 91.13% |
| Competency 5: Engage in Policy Practice | 90% of students will demonstrate competence inclusive of 3 measures | 82.83% |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | 90% of students will demonstrate competence inclusive of 3 measures | 91.35% |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | 90% of students will demonstrate competence inclusive of 3 measures | 88.17% |
| Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities | 90% of students will demonstrate competence inclusive of 3 measures | 92.56% |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 90% of students will demonstrate competence inclusive of 3 measures | 89.18% |

|  |
| --- |
| 1. Compliance Statement: The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option. |

**Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted:** <https://www.uwgb.edu/social-work/bsw-program/bsw-outcomes/>.

**Note**: The University is implementing a university-wide update to all webpages. The BSW Program has not been informed of when this may happen to its site. It is possible the change will go into effect during the reaffirmation of accreditation process and this link may then no longer be effective.

|  |
| --- |
| 1. Compliance Statement: The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program option. |

**Academic year reflected in *Form AS 4(B/M)* published on the program’s website:**

2020 – 2021**.**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.4:*The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.* |

|  |
| --- |
| 1. Compliance Statement: The narrative describes the process used to evaluate outcomes for each program option. |

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. Even though the university requires a cumulative 2.0 grade point average[[37]](#footnote-38) (on a 4-point scale), the BSW Program requires students maintain a cumulative 3.0 grade point average across all required social work courses to remain in good standing. While the final course grade has been the primary focus of faculty assessments of overall student performance (i.e., if a student earns the requisite “B” average, the student is viewed as making adequate progress through the Program), the designation and recording of embedded assessment assignments necessarily results 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 achievement suggests areas in the curriculum requiring more attention. Faculty consider this change effort a positive outcome of the evaluation process.

Summary data and outcomes from 2020-2021 for the achievement of each of the competencies was presented in Table [4.6: Generalist Assessment Outcomes for BSW Program](#Generalist_Assessment_Outcomes), above. The table further outlines the Program’s comprehensive approach to an examination of student competency achievement across all three outcome measures (embedded assessment assignments, final field evaluations, and end-of-semester course evaluations). Outcome measures that did not meet benchmarks are highlighted in red font.

The information contained within form [AS 4(B)](#Data_AS4) and [Table 4.6: Generalist Assessment Outcomes for BSW Program](#Generalist_Assessment_Outcomes) provide the basis for our Program’s evaluation of student learning outcomes. As noted in the “Competency Outcome” row of [Table 4.5](#Overall_Competency_Outcomes), above, the Program’s overall competency outcome was 88.10 for 2020-2021 and did not meet the 90% competency benchmark. To obtain a better understanding of this outcome, faculty evaluated the data at four different levels. Each level is described in more detail below.

**Level 1: Competency Outcomes**

First, faculty examined the **competency outcomes**. As noted above, form [AS 4(B)](#Data_AS4) demonstrates the Program met or exceeded the 90% competency benchmark for five of the competencies (1, 2, 4, 6, and 8). These successes ranged from a low of 90.54 (competency 2) to a high of 93.59 (competency 1). The competency benchmark was not met for competencies 3, 5, 7, and 9. However, of those four, three of them came very close to meeting the benchmark. Competency 3 was at 89.74%, Competency 7 was at 88.17%, and Competency 9 was at 89.18%. Competency 5 was the most challenging, with only 82.83% of students reaching the outcome measure benchmark. Competency 5 is also the only competency that would not have met our 2008 EPAS program benchmark of 83%, suggesting this competency presents more of a struggle for our students.

**Level 2: Outcomes by Dimension**

Observations about the competency outcomes led to the next level of evaluation, which was an assessment of student outcomes by dimension. [Table 4.5: Overall Competency Outcomes for BSW Program](#Overall_Competency_Outcomes), above, demonstrates that the 90% Competency Benchmark was met in the values and cognitive/affective processes dimensions (90.52% and 92.20%, respectively). However, the dimensions of knowledge and skills provided outcomes of 84.69% and 84.98%, respectively. This information suggests more detail on areas of the curriculum that are more challenging for students.

**Level 3: Outcome Measure Categories**

Observations about dimension-level outcomes led to the third level of investigation, which was to look at **outcome measure categories**. Of the three categories of outcome measures (embedded assessment assignments, final field evaluations, and end-of-semester course evaluations), [Table 4.5: Overall Competency Outcomes for BSW Program](#Overall_Competency_Outcomes) reveals that only course objective ratings failed to meet the 90% benchmark (84.84%). Interestingly, this was the one outcome measure rated by students. The other two measures were rated by faculty instructors and their student obtainment outcomes were 93.27% (EAAs) and 100% (FFEs). Additionally, if the course objective ratings are removed from assessment, then each dimension would have achieved the Program benchmark of 90%; this fact will be discussed in more detail below and depicted in [Table 4.9](#Planned_Changes).

Given that course objectives are linked to each of the embedded assessment assignments, these findings suggest that while students are performing well on the assignments, they are not as clearly seeing the connection between the course objective and mastery of the competency. This is something for faculty consideration and will be explored, below.

**Level 4: Individual Outcome Measures**

This observation led to our fourth level of analysis, which was to examine **individual outcome measures** within each of the categories of measures.

***Embedded Assessment Assignments***

Table 4.7, below, displays all embedded assessment assignment where less than 90% of the students obtained the outcome measure benchmark. The table quickly reveals three observations regarding the measures falling below Program benchmarks: (1) there are only five such assignments, which account for 7 separate measures; (2) the lowest performing EAA (Assessment Paper II) is an embedded assessment for two competencies, Competencies 2 and 7, in the dimensions of Skills and Knowledge, respectively; and (3) students performed more poorly on measures of Knowledge and Skills than on values. These observations further highlight the need to carefully examine embedded assessments assigned to courses to better understand if challenges lie in the teaching, the evaluation, or something else. This was explored at our August 2021 retreat and is discussed in the next section. One additional observation, that two of the EAAs are repeat measures for two competencies each, brought attention to the need to ensure that the Program does not rely too heavily on using one EAA as an outcome measure for multiple competencies and/or dimensions.

**Table 4.7:**

**Embedded Assessment Assignments Scoring Below Competency Benchmark**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Assignment** | **Dimension** | **Ave. EAA Grade** | **% Making Outcome Measure Benchmark** |
| **Competency 2** | | | | |
| 411: Methods II | Assessment Paper II\* | Skills | 87.60% | 75.79% |
| **Competency 4** | | | | |
| 420: Methods III | Evidence-Based Practice Application (Q2) of Exam III | Skills | 95.83% | 86.62% |
| **Competency 5** | | | | |
| 431: Social Policy Analysis I | Social Policy Analysis Paper | Knowledge | 92.23% | 81.10% |
| **Competency 7** | | | | |
| 411: Methods II | Assessment Paper II\* | Knowledge | 87.60% | 75.79% |
| 463 Program Evaluation II | Program Evaluation Assessment Assignment III\*\* | Skills | 92.7% | 86.68% |
| **Competency 8** | | | | |
| 305: The Social Work Profession | Social Work Values & Assumptions Paper | Values | 91.46% | 82.35% |
| **Competency 9** | | | | |
| 463 Program Evaluation II | Program Evaluation Assessment Assignment III\*\* | Knowledge | 92.7% | 86.68% |
| \*Same measure used. | | | | |
| \*\*Same measure used. | | | | |

Two of the courses noted above were taught by two instructors. Instructor differences were examined between sections, and one of the courses was found to have considerable differences in outcome measures between instructors (57.14% vs. 94.44% of students achieving the benchmark). That course was SOC WORK 411: Methods II. The assignment was Assessment Paper II, and it was used as an EAA for both competencies 2 (Skills) and 7 (Knowledge).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **EAA** | **Ave. EAA Grade** | | **% Making Outcome Measure Benchmark** | |
| **Sec. 1** | **Sec. 2** | **Sec. 1** | **Sec. 2** |
| 411: Methods II | Assessment Paper II | 84.89% | 90.30% | 57.14% | 94.44% |

Overall, despite a handful of embedded assessment assignments falling below the competency benchmark, EAA data indicate such assignments were successful in helping students achieve the competencies.

***Final Field Evaluations***

Outcome data indicates students performed extremely well in field, with 100% of students earning an 83% or higher in each competency.

***Course Objective Ratings on End-of-Semester Evaluations***

Table 4.8, below, displays all course objective ratings where less than 90% of the students obtained the outcome measure benchmark (full wording of these course objectives is available in [Table 4.9](#Revised_COs)). The table quickly reveals three observations regarding the measures falling below Program benchmarks. First, there are 23 such measures, which account for 22 separate course objectives. Second, underperforming course objectives are all within the dimensions of knowledge, values, and skills; none are within the cognitive/affective dimension. Finally, course objective ratings underperformed in all three dimensions of knowledge, values, and skills for 6 of the 9 competencies (3, 5, 6, 7, 8, and 9). Given students’ positive performance on the EAAs associated with these course objectives, the table suggests a need for deeper examination of course objectives to ensure they are stated clearly for students and accurately reflect their associated embedded assessment assignments; a task undertaken by the BSW Curriculum Committee in Fall of 2021.

**Table 4.8: Course Outcome Ratings Scoring Below Competency Benchmark**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **Course Objective** | **Dimension** | **Ave. EAA Grade** | **% Making Outcome Measure Benchmark** | |
| **Competency 1** | | | | | |
| 420: Methods III | 3 | Skills | 3.19 | | 81.25 |
| **Competency 2** | | | | | |
| 371: Human Behavior and the Social Environment | 5 | Knowledge | 3.38 | 81.25 | |
| 313: Skills I | 4 | Values | 3.65 | 89.58 | |
| **Competency 3** | | | | | |
| 371: Human Behavior and the Social Environment | 1 | Knowledge | 3.31 | 87.50 | |
| 433: Policy Analysis II | 1 | Values | 3.06 | 77.78 | |
| 433: Policy Analysis II | 2 | Skills | 2.94 | 66.67 | |
| **Competency 4** | | | | | |
| 461: Program Evaluation I\* | 1 | Values | 3.13 | 81.58 | |
| 420: Methods III | 2 | Skills | 3.13 | 75.00 | |
| **Competency 5** | | | | | |
| 431: Social Policy Analysis I | 4 | Knowledge | 2.57 | 64.29 | |
| 431: Social Policy Analysis I | 2 | Values | 2.50 | 64.29 | |
| 433: Social Policy Analysis II | 4 | Skills | 3.06 | 77.78 | |
| **Competency 6** | | | | | |
| 313: Skills I | 1 | Knowledge | 3.50 | 89.58 | |
| 313: Skills I | 4 | Values | 3.65 | 89.58 | |
| 413: Skills III | 2 | Skills | 2.75 | 62.36 | |
| **Competency 7** | | | | | |
| 411: Methods II | 1 | Knowledge | 3.25 | 81.67 | |
| 371: Human Behavior and the Social Environment | 4 | Values | 3.48 | 84.85 | |
| 463 Program Evaluation II | 4 | Skills | 3.48 | 84.85 | |
| **Competency 8** | | | | | |
| 370: Methods I | 4 | Knowledge | 3.56 | 87.50 | |
| 305: The Social Work Profession | 5 | Values | 3.47 | 89.47 | |
| 323: Skills II | 5 | Skills | 3.61 | 89.29 | |
| **Competency 9** | | | | | |
| 463 Program Evaluation II | 3 | Knowledge | 3.52 | 84.85 | |
| 461: Program Evaluation I\* | 1 | Values | 3.13 | 81.58 | |
| 420: Methods III | 4 | Skills | 3.13 | 75.00 | |
| \*Same course outcome used. | | | | | |

Overall, while students performed very well in field and embedded assessment assignments, course objective ratings on end-of-semester course evaluations suggest course objectives are not clearly written and/or connected to embedded assessment assignments. As such, as currently written, they are not good indicators of student mastery of the competencies.

|  |
| --- |
| 1. Compliance Statement: The narrative describes the implications for program renewal across all program options. |

As noted for compliance statement 4.0.1(2), following the Program’s evaluation process, considerable attention was devoted to analysis and interpretation of 2020-2021 Competency Outcome data. Data was reviewed and analyzed by the Evaluation and Research Committee, the BSW Curriculum Committee, the full Social Work faculty, and the Program Advisory Committee. While these discussions resulted in a few small changes, which will be explored below, each group agreed student outcomes related to EAAs and performance in field demonstrate the Program provides strong opportunities to master competencies. Even with such strong indicators of student mastery, two major implications for program renewal exist.

The biggest implication relates to the use of end-of-semester course objective ratings as part of the Program’s evaluation plan. As discussed above, if not for the course objective ratings, the Program would have met Program benchmarks for each of the competencies. Challenges related to COVID-19, specifically the fact that several courses traditionally taught in-person were offered in either virtual or asynchronous online modalities contributed to very low response rates in end-of-semester evaluations. Therefore, the Program has no way of knowing if the low ratings are reflective of the general student body, or simply the ratings of a few outlying students.

Given the disconnect between EAA scores and course objective ratings, the BSW Curriculum Committee proposed eliminating the use of course objective ratings in the assessment plan moving forward. Rather than using course objective ratings as an outcome indicator, they will be used to simply inform the evaluation process and facilitate examination of areas of disconnect between course outcomes and students’ perceptions of their achievement.

The second concerns the five [embedded assessment assignments](#EAA), depicted in [Table 4.7](#Table_4_8), that did not meet program benchmarks. The BSW Curriculum Committee discussed each assignment in depth across a series of meeting during the Fall of 2021 and decided to retain the assignments for 2021-2022 and re-assess with the next round of student outcomes. This decision was made for two reasons: (a) the Committee concluded the assignments were strong EAAs and (b) the Committee was uncertain how COVID-19 may be impacting students and their performance and was therefore reluctant to make significant changes unless outcomes were drastically low.

|  |
| --- |
| 1. Compliance Statement: The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option. |

**Assessment-Based Program Changes**

As noted in 4.0.1(2), program outcome data is reviewed by the Social Work Evaluation and Research Committee, BSW Curriculum Committee, Full Faculty, and Program Advisory Committee; additionally, it is presented to students. Each group has opportunities to make recommendations for changes.

Faculty generally agreed that the assessment process, though cumbersome, was extremely helpful. Overall, faculty and other stakeholders are extremely satisfied with the results and pleased that our curriculum is helping students to master the 2015 EPAS competencies. Although this programmatic assessment highlighted a few “weak links” in the curriculum, at this time very few changes were suggested. As 2020-2021 was an extremely atypical year, COVID-19 combined with faculty changes, the faculty found that it would be unwise to change the curriculum or assessment plan based on this year of data analysis alone. Rather, discussions revolved around the content of particular embedded assessment assignments and course outcomes, which were the “culprits” of weaker scores as demonstrated in [Table 4.6: Generalist Assessment Outcomes for BSW Program](#Generalist_Assessment_Outcomes), above. Changes were very minor and are discussed, by outcome measure category, below.

***Embedded Assessment Assignments***

After extensively reviewing the five EAAs that did not meet program benchmarks, and consulting with the instructors of the classes, a determination was made to retain all five assignments for one more year, with one small exception. *SOC WORK 431: Social Policy Analysis I* measures the knowledge domain of competency 5 with a “Social Policy Analysis Paper.” Only 81.10% of students earned an 83% or higher on that assignment. While the BSW Curriculum Committee and course instructor found the assignment to be a strong measure, the instructor planned to change the text for Fall of 2021 and felt the new text would provide stronger language in social policy analysis for students. Therefore, she planned to modify the language of the assignment to reflect the language of the text, while retaining the same EAA.

***Final Field Evaluations***

Given the fact that all (100%) students achieved the Program benchmark in their final field evaluations, no changes are planned for this measure at this time.

***Course Objective Ratings***

As noted above, the BSW Program recommended removing course objective ratings from the Program assessment plan; this change was approved by the full faculty for 2021-2022. However, while not part of the outcome assessment, student ratings of course objectives are still powerful indicators of students’ comprehension of the connection between the wording of course objectives and student outcome performance. All underperforming course objectives noted in [Table 4.8](#Course_Objective_Ratings) were closely examined by the BSW Curriculum Committee in consultation with course instructors. Course objectives were assessed for clarity, goodness of fit with the associated competency and dimension, and applicability to the corresponding EAA. Part of this process was to look back at student ratings for the same course objectives from previous years.

After thorough analysis, the BSW Curriculum Committee decided to retain most of the course objectives. In such instances, the perspective of course instructors were the deciding factor for retention as they determined the course objectives captured the EAA, competency, dimension, and purpose of the course. Only a handful of course objectives were changed, and some of them very minimally. The ones selected for change were ones deemed by the instructors and BSW Curriculum Committee to be more complicated than necessary or use language that is different than the language of the assigned textbook. In one instance (see Competency 3 for Knowledge domain), a completely difference course objective will be used moving forward as it was recognized that the original course objective did not adequately capture the intent of the competency. Changes to course objectives are noted in Table 4.9, below.

| **Table 4.9: Revised Course Objectives for 2021-2022** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Course** | | **Dimension** | **Original Course Objective (2020-2021)** | **% Making Benchmark** | **Revised Course Objective (2021-2022)** |
| **Competency 1** | | | | | |
| 420: Methods III | | Skills | Facilitate effective transitions with clients and colleagues. | 81.25 | N/A |
| **Competency 2** | | | | | |
| 371: Human Behavior and the Social Environment | | Knowledge | Explain the interlocking and complex nature of culture, personal identity, and oppression within and between groups. | 81.25 | N/A |
| 313: Skills I | | Values | Explain facets of human bio-psycho-social development across the lifespan. | 89.58 | N/A |
| **Competency 3** | | | | | |
| 371: Human Behavior and the Social Environment | | Knowledge | Critique the evidence for critical assumptions about human behavior in a range of systems. | 87.50 | Distinguish the effects of poverty, social injustice, prejudice, and oppression on individuals and within systems. |
| 433: Policy Analysis II | | Values | Examine social issues and advocacy approaches related to social work. | 77.78 | N/A |
| 433: Policy Analysis II | | Skills | Conduct macro level professional practice advocacy work. | 66.67 | Engage in advocacy at the relevant level (local, state, or federal) on behalf of an oppressed group identity or with regard to a specific social problem. |
| **Competency 4** | | | | | |
| 461: Program Evaluation I\* | | Values | Demonstrate an understanding of social research principles, methodologies, and ethical considerations. | 81.58 | N/A |
| 420: Methods III | | Skills | Critique and apply client evaluation models. | 75.00 | N/A |
| **Competency 5** | | | | | |
| 431: Social Policy Analysis I | | Knowledge | Recognize and define social policy problems. | 64.29 | N/A |
| 431: Social Policy Analysis I | | Values | Understand the ideological and cultural basis of American politics and social welfare policies. | 64.29 | N/A |
| 433: Social Policy Analysis II | | Skills | Demonstrate skills in policy practice and its implementation at federal, state and local levels including, social action, coalition building and legislative and resource advocacy. | 77.78 | N/A |
| **Competency 6** | | | | | |
| 313: Skills I | | Knowledge | Demonstrate and critique development as an emerging professional in relationships with consumers, peers, and social work colleagues. | 89.58 | N/A |
| 313: Skills I | | Values | Identify and manage one’s own values, biases, and challenges in relation to diversity. | 89.58 | N/A |
| 413: Skills III | | Skills | Demonstrate social work interviewing skills in practice. | 62.36 | N/A |
| **Competency 7** | | | | | |
| 411: Methods II | | Knowledge | Conduct a comprehensive biopsychosocial-spiritual assessment. | 81.67 | N/A |
| 371: Human Behavior and the Social Environment | | Values | Explain facets of human bio-psycho-social development across the lifespan. | 84.85 | N/A |
| 463 Program Evaluation II | | Skills | Identify strengths and limitations of existing program evaluations. | 84.85 | N/A |
| **Competency 8** | | | | | |
| 370: Methods I | | Knowledge | Effectively articulate the importance of macro social work affecting positive change on behalf of diverse populations. | 87.50 | N/A |
| 305: The Social Work Profession | | Values | Identify macro-level responses to social problems grounded in the core values of the social work profession. | 89.47 | N/A |
| 323: Skills II | | Skills | Students will learn and demonstrate group facilitation skills in practice. | 89.29 | N/A |
| **Competency 9** | | | | | |
| 463 Program Evaluation II | | Knowledge | Demonstrate understanding of the implications and elements of social service program evaluation. | 84.85 | Simplified to: Demonstrate understanding of components of social service program evaluation. |
| 461: Program Evaluation I\* | | Values | Demonstrate an understanding of social research principles, methodologies, and ethical considerations. | 81.58 | N/A |
| 420: Methods III | | Skills | Apply relevant social work principles and models to a variety of practice settings. | 75.00 | Simplified to: Apply social work interventions to a variety of practice settings. |
|  |  | |

The assessment measures reported in this document were developed and revised over the course of several years, with final revisions conducted in the summer of 2020, right before the cycle of data collection reflected in this document. It is because of the numerous discussions, minor modifications, and annual analyses of program data that we feel confident in retaining most of the assessment plan. Program reviews of data collected for 2018-2019 and 2019-2020 indicated success in meeting Program benchmarks, therefore faculty are reluctant to make significant changes based on the data from 2020-2021, particularly as COVID-19 impacted the course delivery modality and response rates of program evaluation instruments. In other words, 2020-2021 was not a typical year and therefore not a good indicator for programmatic changes.

As demonstrated in Table 4.10: Program Assessment Plan Outcomes & Planned Changes, while the 90% benchmark was not obtained in 2020-2021 for competencies 3, 5, 7, and 9 (see column 3), when removing the course objective ratings, all but competency 7 met the benchmark. And, competency 7 was just shy of the benchmark at 89.86% (instead of 90%). Therefore, faculty feel the current assessment plan is a solid analysis of the ability of our curriculum to assist students in their mastery of competencies across all domains. Therefore, other than removing course objective ratings from the assessment plan and making the few adjustments described above, and depicted in Table 4.10, below, the Program’s plan is to continue to collect the same data and analyze the outcomes for 2021-2022 before making significant programmatic changes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 4.10: Program Assessment Plan Outcomes & Planned Changes** | | | | |
| **COMPETENCY** | **COMPETENCY BENCHMARK (%)** | **% ATTAINING**  **BENCHMARK MET? (Yes/No)** | **% ATTAINING IF EXCLUDE CO RATINGS** | **BENCHMARK MET? (Yes/No)**  **Changes Made or Planned** | |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | 90 | 93.59  (Yes) | 95.99 | (Yes)No changes made at this time as determined the assigned EAAs are strong measures of mastery and course objectives clearly linked to the competencies, domains, and EAAs. | |
| **Competency 2: Engage Diversity and Difference in Practice** | 90 | 90.54  (Yes) | 92.48 | (Yes)No changes made at this time as determined the assigned EAAs are strong measures of mastery and course objectives clearly linked to the competencies, domains, and EAAs. | |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | 90 | 89.74  (No) | 98.53 | (Yes)Changes being made within the knowledge domain: course objective tied to this EAA changed to be more accessible (SOC WORK 371).  Changes also being made within the skills domain: course objective tied to this EAA changed to be more accessible (SOC WORK 433). | |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** | 90 | 91.13  (Yes) | 95.90 | (Yes)No changes made at this time as determined the assigned EAAs are strong measures of mastery and course objectives clearly linked to the competencies, domains, and EAAs. | |
| **Competency 5: Engage in Policy Practice** | 90 | 82.83  (No) | 91.11 | (Yes)Changes being made related to the knowledge domain: new textbook assigned with a more accessible policy analysis framework; EAA language modified to reflect the new framework (SOC WORK 431) | |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | 90 | 91.35  (Yes) | 99.34 | (Yes)No changes made at this time as determined the assigned EAAs are strong measures of mastery and course objectives clearly linked to the competencies, domains, and EAAs. | |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | 90 | 88.17  (No) | 89.86 | (No) No changes made at this time as determined the assigned EAAs are strong measures of mastery and course objectives clearly linked to the competencies, domains, and EAAs. | |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | 90 | 92.56  (Yes) | 95.59 | (Yes) | |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | 90 | 89.18  (No) | 95.04 | (Yes)Changes being made related to the knowledge domain: course objective related to EAA simplified for clarity.  Changes also being made related to the skills domain: course objective related to EAA simplified for clarity. | |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.5:*For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.* |

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative provides the program’s plan for assessing the implicit curriculum, including program-defined stakeholders. |

**Methodology of Assessment:**

The implicit curriculum, as it relates to the Program’s curriculum and relations with and between students, is measured through: (1) instructor effectiveness ratings, (2) student evaluation of the BSW Program, (3) pre- and post-tests of students on the Color-Blind Racial Attitudes Scale (CoBRAS[[38]](#footnote-39)), and (4) evaluation of the senior-level field experience by both students and Field Instructors. These evaluations provide a diverse overview of the Program which is used to address continued evaluation, responsiveness, and improvement within the Program.

**Area(s) of Implicit Curriculum Assessed:**

As demonstrated in Table 4.11, below, the BSW Program systematically gathers and assesses data on multiple areas of the implicit curriculum using the four measurement tools identified above. The timeline for the administration of these measures and person(s) responsible were identified in [Table 4.1: Implementation of Annual Evaluation Plan](#Annual_Eval_Activities).

|  |  |  |
| --- | --- | --- |
| **Table 4.11: Implicit Curriculum Assessment** | | |
| **Measurement Tools** | **Areas Assessed** | **Stakeholders** |
| Instructor Effectiveness Ratings | * Instructor Effectiveness | * Students |
| Student Evaluation of BSW Program | * Curriculum and Program Climate * Communication and Relations with Faculty & Administrators * Advising in the Major | * Students |
| Evaluation of Senior-Level Field Experience | * Field | * Students * Field Instructors |
| Color-Blind Racial Attitudes Scale (CoBRAS) | * Diversity | * Students |

**Stakeholders Assessed:**

See column three (“Stakeholders”) in [Table 4.11: Implicit Curriculum Assessment](#Implicit_Curriculum), above.

**Tools/Instruments Used:**

See column two (“Measurement Tools”) in [Table 4.11: Implicit Curriculum Assessment](#Implicit_Curriculum), above.

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders. |

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**

Six items in the End-of-Semester Course Evaluations (see section B: Teaching Methodologies portion of [End-of-Semester Course Evaluation Template](#Course_Evaluation_Template)) invite students to rate instructors’ effectiveness using a scale from 1 (“not at all”) to 4 (“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 3.0 across courses.*** Mean scores for the 2020-2021 academic year are noted in Table 4.12; each score exceeds the benchmark. Item means ranged from a low of 3.19 (“The instructor maintained my interest throughout the semester”) to a high of 3.35 (“The instructor created a learning environment that encouraged me to be self-directed with my learning”).

|  |  |
| --- | --- |
| **Table 4.12: 2020-2021 Instructor Effectiveness Ratings** | |
| **Evaluation Item** | **Mean score** |
| The instructor maintained my interest throughout the semester | 3.19 |
| The instructor created an environment in which I wanted to learn about the topic | 3.22 |
| The instructor created a learning environment that encouraged me to be self-directed with my learning | 3.35 |
| The instructor helped me to examine my own values and perspectives | 3.22 |
| The instructor helped me to develop knowledge and skills to master course content | 3.22 |
| The instructor responded to me in a timely manner | 3.28 |
| **Overall Average** | **3.25** |

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**

An [annual student evaluation](#Program_Evaluation_Tool) of the BSW Program was developed initially in the summer of 2011; it is reviewed annually and revised as necessary. The last revision occurred after the conclusion of the 2017-2018 academic cycle. At that time, faculty removed items related to what is now the Social Justice Club, as it had expanded to be broader than the social work major.

It is administered each 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 experiences working with the Field Coordinator. Students also evaluate their relationships with faculty and peers.

Each of the items asks students to rate how strongly they agree with a statement using a scale from 1 to 4, where 1=not at all and 4=very much. The evaluation also allows students to provide narrative comments for each area. ***The benchmark for the items assessing the Program is a mean of 3.0 across cohorts.*** Average scores for the junior and senior cohorts for 2020-2021 are reported in the following tables. Every single item met or exceeded the benchmark.

In a “typical” year, students complete the evaluation in a computer lab during a regularly scheduled, in-person course. However, as most courses were online in spring of 2021, the evaluation was to be completed during regularly scheduled virtual classes. One course was identified for juniors and one for seniors. However, only the senior-level instructor utilized class time for the evaluation, resulting in an 81.6% response rate (31 of 38 students). The junior-level instructor supplied the evaluation link to students but did not provide class time to complete it; this resulted in a 60.6% (20 of 33) response rate after multiple reminders by the BSW Program Coordinator. Given the unusual situations created by the COVID-19 pandemic and lower-than-average response rate, the Program opted to compare the 2020-2021 data to pre-pandemic data from the 2018-2019 academic year for context.

Three aspects of the implicit curriculum are assessed in this evaluation. Summary data is presented below for each aspect.

***Curriculum & Climate Assessment***

Nine items assess the BSW Program’s curriculum and climate. They assess the convenience of course offerings, integration of courses and rigor, along with the curriculum’s attention to diversity and oppression, professionalism of peers, and respect of faculty and peers for identity statues. Table 4.13 indicates that students are generally pleased with these areas, particularly the respect of their instructors and peers for students’ identity statuses. Each item met or exceeded the benchmark. One particularly positive finding is the improvement of students’ perceptions of the professionalism of their classmates from 2018-2019 to 2020-2021. This pleased the faculty as it was a clear weakness in the climate measure in 2018-2019 and an area faculty worked to attend to. While it is difficult to know how much of this is due to cohort differences versus the interventions of faculty, given the overwhelmingly positive ratings across measures, it would appear faculty are doing well at creating a climate and curriculum that is respectful and inclusive. Interestingly, current juniors rated these areas much more positively (overall mean of 3.87) than juniors in the 2018-2019 cohort (overall mean of 3.35), while the two senior cohorts reported very similar overall means.

**Table 4.13: Curriculum & Climate Assessment Ratings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Program** | | | |
| **Evaluation Items** | **2020-2021 Means** | | **2018-2019 Means** | |
| **Junior**  **n=20/33** | **Senior**  **n=31/38** | **Junior n=34/34** | **Senior n=31/31** |
| 1. The way the Social Work courses are scheduled works well for me. | 3.75 | 3.74 | 3.53 | 3.68 |
| 1. The courses are well integrated; they fit well together and build on one another. | 3.9 | 3.71 | 3.38 | 3.65 |
| 1. The curriculum pays enough attention to issues of diversity and oppression. | 3.9 | 3.65 | 3.26 | 3.73 |
| 1. Courses are intellectually challenging. | 3.8 | 3.55 | 3.47 | 3.32 |
| 1. The Social Work Program’s curriculum and expectations are culturally appropriate. | 3.90 | 3.65 | 3.35 | 3.74 |
| 1. My instructors respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.) in the classroom. | 3.95 | 3.83 | 3.55 | 3.93 |
| 1. My peers respect my identity status(es) (e.g., race, gender identity, sexual orientation, etc.) in the classroom. | 3.85 | 3.84 | 3.44 | 3.80 |
| 1. Classmates generally act in a professional manner. | 3.90 | 3.52 | 2.85 | 3.39 |
| **OVERALL AVERAGE:** | **3.87** | **3.69** | **3.35** | **3.66** |

Narrative comments submitted by students support the data presented in Table 4-13. Overall, students indicated they found faculty welcoming and approachable. Two negative comments were made by senior-level students. One indicated “feel[ing] like not all political standpoints are accepted,” and another wrote about the way an instructor handled a class and would not respond to inquiries. Given the changes produced by COVID-19 during the data collection period, faculty were very pleased to be rated so strongly and receive primarily positive comments.

***Communication and Relations with Faculty & Administrators***

The next seven items asked students to rate their experiences of communication from the program and relations with faculty and the Program Chair. As is evident in Table 4.14 students rate these relations extremely positively; once again, each item met or exceeded the benchmark. Students feel faculty know them individually and that the program communicates regularly and is responsive to their needs and concerns. Similar to the curriculum and climate issues, the 2020-2021 juniors rated items much more positively than the 2018-2019 juniors (3.76 average mean vs. 3.47), and both senior cohorts were similar (3.67 vs. 3.68).

This is the second area of the program evaluation where current juniors rated items more positively than the seniors, and where both cohorts of seniors reported similar mean scores. This consistency with the senior ratings was considered positive by faculty, given the extreme differences in the context of the program with COVID-19 between the years.

**Table 4.14: Program Communication & Relations with Faculty Ratings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Program** | | | |
| **Evaluation Items** | **2020-2021 Means** | | **2018-2019 Means** | |
| **Junior n=20/33** | **Senior**  **n=31/38** | **Junior n=34/34** | **Senior n=31/31** |
| 1. The initial orientation to the Social Work Program was helpful. | 3.65 | N/A | 3.36 | N/A |
| 1. The Social Work Program regularly communicates with students. | 3.85 | 3.58 | 3.29 | 3.71 |
| 1. The Social Work Program pays attention to students’ needs and concerns. | 3.84 | 3.55 | 3.36 | 3.35 |
| 1. The Social Work office is a welcoming environment for students. | 3.87 | 3.58 | 3.52 | 3.74 |
| 1. The Program Chair responds to my inquiries in a timely manner. | 3.71 | 3.52 | 3.64 | 3.67 |
| 1. My instructors know my name. | 3.90 | 3.87 | 3.64 | 3.94 |
| 1. I would feel comfortable asking one of my Social Work instructors for a reference letter. | 3.50 | 3.94 | 3.52 | 3.87 |
| **OVERALL AVERAGE:** | **3.76** | **3.67** | **3.47** | **3.68** |

Narrative comments submitted by students support the data. While seniors provided positive comments about the supportiveness and responsiveness of faulty, three juniors provided negative comments. These related to an observation that some faculty are stricter and others more lenient in grading (1 student) and labeling one instructor as “passive-aggressive” with students (2 students).

Another four items asked students to rate their experiences with advising and their Social Work Advisors. Table 4.15 indicates that 2020-2021 juniors and seniors knew their advisors, understood the advisor’s role, and found their advisor accessible and responsive. All four of these areas were improvements over both the junior and senior cohorts of 2018-2019 and are the result of intentional changes in advisors and outreach strategies to students. The faculty are very pleased such changes produced such positive outcomes.

**Table 4.15: Student BSW Advisor Ratings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Program** | | | |
| **Evaluation Items** | **2020-2021 Means** | | **2018-2019 Means** | |
| **Junior n=20/33** | **Senior**  **n=31/38** | **Junior n=34/34** | **Senior n=31/31** |
| 1. I know who my Advisor is. | 3.95 | 3.9 | 3.35 | 3.87 |
| 1. The roles of the Advisor are clear to me. | 3.75 | 3.71 | 2.79 | 3.45 |
| 1. My Advisor was accessible to me. | 3.79 | 3.77 | 2.69 | 3.32 |
| 1. My Advisor responded to me in a timely manner. | 3.72 | 3.76 | 2.75 | 3.5 |
| **OVERALL AVERAGE:** | **3.80** | **3.79** | **2.90** | **3.54** |

Despite the high ratings of these items, five senior-level students provided negative comments. One discussed not knowing why their Advisor was changed and that the first Advisor “let me in the wrong direction.” The other four were complaints about Advisors not understanding the requirements and/or not communicating in a timely manner. These are areas that the Program administration (i.e., Program Chair and BSW Program Coordinator) were aware of and did result in replacing one of the faculty advisors with another Advisor.

The final four items asked students to rate their experiences with the field process and Coordinator. These items were asked only of juniors as the placement process is completed by the start of the senior year. Table 4.16 indicates students viewed their interactions and the placement process quite positively; each item met or exceeded the benchmark. Consistent with earlier sections, 2020-2021 juniors rated items more positively than 2018-2019 juniors, although ratings were very positive in both academic years. While only three narrative comments were provided in this section of the evaluation, they were all very positive about the process.

**Table 4.16: Student Field Coordination Process Ratings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Program** | | | |
| **Evaluation Items** | **2020-2021 Means** | | **2018-2019 Means** | |
| **Junior n=20/33** | **Senior**  **n=31/38** | **Junior n=34/34** | **Senior n=31/31** |
| 1. The field coordination process is helpful in finding an appropriate field placement. | 3.89 | N/A | 3.50 | N/A |
| 1. My questions about field placement policies and procedures were answered. | 3.84 | N/A | 3.58 | N/A |
| 1. The Field Coordinator is accessible to me. | 3.89 | N/A | 3.62 | N/A |
| 1. The Field Coordinator responded to my inquiries in a timely manner. | 3.89 | N/A | 3.70 | N/A |
| **OVERALL AVERAGE:** | **3.88** | **N/A** | **3.6** | **N/A** |

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, their BSW Advisors and peers, and the field placement process.

**CoBRAS**

The Color-Blind Racial Attitudes Scale (CoBRAS[[39]](#footnote-40)) is used as an additional measure of the implicit curriculum, both to examine the beliefs of students entering the BSW Program and any impact the Program may have on such attitudes. It is a 20-item measure of awareness levels of privilege and oppression comprised of three subscales:

1. Racial privilege (e.g., “Everyone who works hard, no matter what ace they are, has an equal chance to become rich.”)
2. Institutional discrimination (e.g., “Social policies, such as affirmative action, discriminate unfairly against white people.”)
3. Blatant racial issues (e.g., “Racism may have been a problem in the past, it is not an important problem today.”)

Studies report a positive association between levels of color-blind racial attitudes and microaggressions,[[40]](#footnote-41) endorsement of racial prejudice, and belief in a just world,[[41]](#footnote-42) and a negative association between such attitudes and cultural competency among White therapists[[42]](#footnote-43) and empathy and racial sensitivity in a sample of White therapists.[[43]](#footnote-44) As such, it is used as an indicator of the diversity climate in the BSW Program.

Respondents rate statements using a 6-point Likert scale from 1 (“strongly disagree”) to 6 (“strongly agree”). A number of items are reversed scored when calculating the results. Total scores can range from 20 to 120. While there is not a threshold for what is a “desirable” score, lower scores are more positive as they indicate lower levels of color-blind racial attitudes.

The Program administered the CoBRAS in fall 2019 to the incoming junior cohort (i.e., the “pre-test”) to have a measure of their color-blind racial attitudes *before* starting the BSW Program. As Table 4-17 indicates, the overall pre-test score was 45.08, with students demonstrating greater awareness of institutional discrimination and blatant racial issues than racial privilege.

The post-test was administered to the same group of students at the conclusion of spring 2021, just prior to their graduation. As evident in Table 4.17, the overall CoBRAS scale score was reduced from 45.08 to 36.92; an 18% reduction. Additionally, each of the subscale scores was reduced as well, with both awareness of institutional racism and racial privilege showing drastic reductions at 20.75% and 19.71% respectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 4.17: Pre- and Post-Test CoBRAS Scores** | | | | |
| **Subscales** | **Possible Range** | **Junior Pre-Test Score** | **Senior Post-Test Score** | **% Change** |
| **n=42 of 42** | **n=31 of 38** |
| Racial Privilege | 7-42 | 19.99 | 16.05 | -19.71% |
| Institutional Discrimination | 7-42 | 14.99 | 11.88 | -20.75% |
| Blatant Racial Issues | 6-36 | 10.1 | 8.99 | -10.99% |
| **Total** | **20-120** | **45.08** | **36.92** | **-18.10%** |

While these outcomes are impressive, the reality is that we cannot completely interpret the data. First, the fall 2019 junior cohort was 42 students. By the spring of 2021, the cohort was down to 38 students, and only 31 of them completed the CoBRAS post-test as it was administered asynchronously online rather than virtually during class time. Additionally, the students are involved in many things in addition to their BSW studies. Therefore, the reduction could be due to actual changes from their experiences of the program, or to the fact that students with higher levels of racial color-blind attitudes either dropped out of the major or elected not to complete the post-test, or external influences, or something else entirely.

What the data does tell us is that our juniors entered the major with lower CoBRAS scores than many other groups and suggests levels of color-blindness were reduced between entry into the major and graduation. Initial studies of the validation of the CoBRAS included a sample of predominantly white university and community members, and another of predominantly white undergraduate and graduate students. The CoBRAS total score for these samples were 67.30 and 61.72%, respectively.[[44]](#footnote-45) However, a more recent study of predominantly white college students (74.82%) suggests CoBRAS scores may be lower now than with the initial construction of the instrument 20 years ago. Midgette and Mulvey[[45]](#footnote-46) reported overall CoBRAS scores of 60.4 and 54.85 for men and women in this study, respectively. While over 70% (70.86%) of their participants were ages 18 or 19, suggesting a younger group than those in our group, it seems possible that the support courses our students take prior to entry into the major at the junior-level (at age 20 or 21 for traditional age students) contribute to the lower scores of our incoming students. It is also possible that social work simply attracts students with greater awareness of racial prejudice and social injustice. Regardless, the findings suggest our students have low levels of color-blind racial attitudes, and their junior and senior years in the major correspond with a reduction in those levels, which we find a positive indicator of the implicit environment.

**Evaluations of Field**

Annually, the BSW Field Coordinator invites both students and Field Instructors to complete evaluations of the senior Field Program ([Student Evaluation of Field](#Student_Evaluation_of_Field) and [Field Instructor Evaluations)](#Agency_FI_Survey). Unless otherwise indicated, all responses are rated on a scale of 1 (strongly disagree) to 4 (strongly agree). ***The benchmark for field evaluations is a mean of 3.0 for each item.*** Students were asked to provide narrative explanations for any items they marked “disagree” or “strongly disagree.” The following section outlines a summary of the evaluation of field from the perspectives of senior-level students and Field Instructors for 2020-2021. The data is presented, below, and compared to the average scores on the same measures for 2015-2018 for pre-COIVD-19 context. Each item met or exceeded the established benchmark.

Table 4.18 conveys students’ perceptions of the placement site. 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. Students 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. While overall the average scores for 2020-2021 were slightly lower than the comparison, ratings were still very positive with each item meeting the benchmark. Faculty were very pleased with these findings given the challenges presented by COVID-19 in field sites.

**Table 4.18: 2020-21 BSW Student Evaluation of Field Placement**

|  |  |  |
| --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Seniors**  **2020-2021** | **Average Score**  **2015-2020** |
| **Items** | **N=28** | **N=138** |
| My field placement allowed me sufficient independent practice. | 3.25 | 3.44 |
| Fit between field learning experience and classroom content was sufficient for me. (I was able to make connections between field and class material.) | 3.43 | 3.41 |
| I was provided opportunities to consult with other staff at agency. | 3.54 | 3.61 |
| I was provided opportunities to observe various styles and approaches of other workers. | 3.25 | 3.52 |
| I received adequate opportunities for BSW level generalist practice. | 3.14 | 3.41 |
| I was able to obtain feedback on my performance from field instructor. | 3.43 | 3.59 |
| I was treated like a valued member of the agency/team. | 3.43 | 3.37 |
| I was encouraged to develop my own style of practice. | 3.18 | 3.35 |
| I was encouraged to utilize independent problem-solving. | 3.46 | 3.56 |
| My field agency fostered strengths-based perspectives. | 3.39 | 3.54 |

Narrative comments support the data provided above. Students commented about the welcoming nature of the field sites, flexibility through a pandemic, preparedness of Field Instructors, and opportunities for learning.

Narrative comments also highlighted the challenges faced by students in their agencies. Several wrote about how COVID-19 limited their experiences, including not having face-to-face time with clients. Others noted challenges in communication with their Field Instructors, feeling overlooked at an agency, or finding the organizational structure disorganized. Such concerns were specific to agency contexts and the dynamic between a student and their Field Instructor.

Additional information was collected specific to the strengths and challenges of the particular field site, and students’ perceptions on the qualities necessary to be successful in that placement. Such information is used by the Field Coordinator to assist in future placements.

Next, the field evaluation asked for students’ perceptions of the relations with their Field Instructors. Interestingly, while the 2020-2021 cohort had rated their sites slightly lower than earlier cohorts, they rated their Field Instructors more positively overall (see Table 4.19). This suggests that they differentiated between the agency’s constraints with COVID-19 and the support of their Field Instructors.

**Table 4.19: 2020-2021 Student Evaluation of Field Instructor**

|  |  |  |
| --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW Seniors**  **2020-2021** | **Average Score 2015-2018** |
| **Items** | **N=28** | **N=136** |
| My field instructor was available when needed. | 3.54 | 3.34 |
| My field instructor assigned tasks that met my learning needs. | 3.25 | 3.32 |
| My field instructor prepared me for activities within my placement. | 3.29 | 3.19 |
| My field instructor was realistic about my skills and abilities with regard to practice expectations. | 3.39 | 3.25 |
| My field instructor provided supervision at levels appropriate to meet my learning needs. | 3.39 | 3.26 |

In this section of the evaluation, narrative comments were only solicited about areas where students disagreed with the prompts, and six such comments were provided. Three had to do with Field Instructors’ lack of preparation or guidance, two with lack of access to the Field Instructor or communication, and one felt the Field Instructor was dismissive and did not provide adequate supervision.

The final evaluation of the implicit curriculum is performed by Field Instructors, where they can rate their satisfaction with the field arrangement, support, and student preparation. Table 4.20 indicates that Field Instructors find the Program prepared students well for field, provided good access to support, and that the process of working with students went as expected. They also indicated that the process of developing the learning contract and evaluation student performance related to the competencies was useful.

**Table 4.20: 2020-2021 Field Instructor Evaluation of Field**

|  |  |  |
| --- | --- | --- |
| **4-pt. scale; benchmark = 3.0** | **BSW FI’s**  **2020-2021** | **Average Score 2015-2019** |
| **Items** | **N = 21** |  |
| In general, the Social Work Program prepared the student(s) for this field placement. | 3.45 | 3.47 |
| The amount of time required to assist student development was what I expected. | 3.45 | 3.43 |
| Students were adequately prepared with a skill set appropriate to the setting at the beginning of placement. | 3.40 | 3.55 |
| \*The student’s level of independence is what I expected. | 3.30 | 3.41 |
| The Program offered sufficient support to meet my needs as a field instructor. | 3.74 | 3.83 |
| Program staff and faculty were accessible to me throughout the placement. | 3.84 | 3.87 |
| The student was able to support agency services. | 3.63 | 3.45 |
| Supervising the student(s) was more challenging than I expected.\*\* | 1.68 | 1.40 |
| The process of development of the learning contract was clear. | 3.53 | 3.42 |
| The process of evaluation of the student in the field setting was clear. | 3.53 | 3.54 |
| \*Evaluating the student(s) based on competencies was a useful way to provide feedback. | 3.58 | 3.52 |
| \*Evaluating the student(s) based on professional behaviors was a useful way to provide feedback. | 3.74 | 3.65 |
| \*I had adequate opportunity to provide feedback to the student(s). | 3.79 | 3.73 |
| \*I had adequate opportunity to provide feedback to the faculty field liaison. | 3.63 | 3.66 |
| \*Item not evaluated before 2016-17 school year. |  |  |
| \*\*Benchmark for this item is ≤2.0. |  |  |

Field Instructors were then asked a number of open-ended questions to provide more insight into their experiences. These included asking about:

* Recommendations to improve student field preparedness. Only two suggestions were provided: the need to be on time and stay for their shift and needing a general understanding of office dynamics/expectations.
* Ways the program could better support field instructors. While several indicated COVID-19 was nothing the program could prepare students for, three provided concrete needs: (a) need for orientation for students placed after the start of semester, (b) clarification on whether it is acceptable to use field time to work on field assignments for class, and (c) requiring more clarity on meaning of competencies for field instructors without a social work degree.
* The best part of being a field instructor. Fourteen respondents provided comments, ranging from having additional support to giving back to the profession to learning from students, to watching the growth that happens across the year.

Comprehensively, evaluations of field suggest our Field Program is successful in creating positive opportunities for students and Field Instructors. Further, they demonstrate our Field 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.

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes. |

**Specific Changes Made or Planned:**

Review of evaluation measures of the implicit curriculum is completed using the same cycle as evaluation of the explicit curriculum (see [Table 4.1: Implementation of Annual Evaluation Plan](#Annual_Eval_Activities)). Data is reviewed by the Research and Evaluation Committee, the BSW Curriculum Committee, the Field Committee (field evaluations only), the full faculty, and the Program Advisory Committee. The data, and ensuring discussions, are used as a means of continuous improvement as the results are analyzed in order to address any developing trends or challenges for the Program.

The Program has also institutionalized the sharing of evaluation data with students through an annual presentation by the BSW Program Coordinator to the Social Work Club. This information has been incorporated into the *BSW Student Handbook* (see [p. 55 of Volume III](UWGB%20BSW%20Student%20Handbook%20and%20Field%20Manual-VOL%20III.docx#Student_Input) of reaffirmation documents).

Overall, the Program is very pleased with the outcome data related to the implicit curriculum. It suggests faculty are responsive, welcoming, and inclusive, the Program communicates clearly with students, including regarding the advising and field placement processes, the field experience is perceived positively by student and Field Instructors, and students’ color-blind racial attitudes decrease during their time in the major. A few narrative comments in these areas suggested personnel issues with particular instructors; the subjects of those comments have been identified and the issues are being managed by the Program Chair and Executive Committee. Planned changes regarding the implicit curriculum are addressed below.

***Advising in the Major***

Despite the average ratings on advising-related questions being quite high (3.8 out of 4.0 for juniors and 3.79 for seniors), narrative comments mirror challenges the Program has seen consistently across the years. Social Work has traditionally utilized 2-3 faculty members as program advisors; each receives a small credit reassignment for the work. Given faculty changes and course needs, there is occasional change in the persons performing advising duties, and some are better than others. Where advising is not a good fit with the instructor’s abilities or interests, that person is typically replaced as an Advisor the next year, leading to changes in assigned advisors. Unfortunately, there have been some mistakes made by Advisors in the process; and, while students are ultimately responsible for tracking their own degree progression, it is understandable that they become frustrated when a mistake is made.

Given the comments provided in the 2020-2021 program evaluation, we would have worked to strengthen the training of advisors and made another shift in instructor assignments, however, the university announced its intention to overhaul the entire university advising process. The new model started in mid-October of 2021 and changed the focus of how the Program will need to assess advising in the major for the future.

Prior to the implementation of this new model, once a student declared, or was accepted into, a major, a faculty advisor in the major replaced the initial Advisor assigned from the Academic Advising office. This faculty member was then the student’s only advisor at the university. Under the new model, students will be assigned a “Professional Advisor” upon matriculation and based on their intended majors. This person will follow the student throughout their academic career. Once a major is official, the student is also assigned a “Faculty Mentor.” Professional Advisors’ responsibilities relate to course registration, degree progression, and traditional academic advising duties. Faculty Mentors’ responsibilities revolve around providing individualized guidance and support as students navigate acculturation to the social work profession and encouraging opportunities to enhance students’ career goals, such as independent learning opportunities, study abroad, internships, and post-graduation plans. This new model is intended to provide students with more consistency in their academic advising experience and reduce advising errors through the use of Professional Advisors.

Each major was allowed to determine a process for assigning Mentors. Social work allowed students to select their own Mentors based on faculty biographies and their experiences with faculty members. Incoming students will be allowed to select their Mentors once accepted into the major.

As this new model was implemented mid-fall of 2021, the Program does not yet know what the impact will be on students’ perceptions of their relations with faculty and experiences of advising. However, the Program will need to change its annual program evaluation survey, rephrasing the advising-related items to inquire about experiences with the Faculty Mentor.

***End-of-Semester Course Evaluations***

[Instructor Effectiveness Ratings](#Instructor_Effectiveness) (see AS 4.0.5) were one of the measures of the implicit curriculum noted above. The items included in that measure were intended to assess an instructor’s effectiveness at creating a learning environment that is inclusive, helpful, and assists in students’ success. Student rating of these items were positive, and the data did not suggest a need to make any changes.

However, during 2020-2021 academic year, a teaching evaluation workgroup was established look into best practices for end-of-semester course evaluations. Historically, the BSW Program has not used the university’s end-of-semester course evaluations for assessment of our classes; we used our own (see Social Work End-of-Semester [Course Evaluation template](#Course_Evaluation_Template)). The group presented a proposal for a new evaluation instrument to the faculty senate, which senate approved it in October 2021. The Social Work faculty met to discuss whether to retain its own evaluation items or adopt the university’s new questions. Faculty voted to adopt the university’s items. This decision was based on the fact that the workgroup provided a strong rationale for its proposal that was evidence-based. In fact, two members of the Social Work faculty also participated in the workgroup (Rhee & Sallmann) and therefore had knowledge of the comprehensiveness of the approach utilized in the development of the new items. Additionally, using the university’s items will now allow Social Work to see how its course evaluations compare to those of the broader university, which will provide us more insight into the educational climate of the program.

Table 4.21 depicts the (old) Social Work standardized evaluation items compared to the (new) university standardized evaluation items. While there is only one new item that directly parallels a social work item (see row 7), faculty deemed the intent of the new items to be similar enough to the old items, and therefore acceptable measures.

|  |  |
| --- | --- |
| **Table 4.21: End-of-Semester Evaluation Changes** | |
| **Original Evaluation Items** | **New University Items** |
| The instructor maintained my interest throughout the semester. |  |
| The instructor created an environment in which I wanted to learn about the topic. |  |
| The instructor created a learning environment that encouraged me to be self-directed with my learning. |  |
| The instructor helped me to examine my own values and perspectives. |  |
| The instructor helped me to develop knowledge and skills to master course content. |  |
| The instructor responded to me in a timely manner. | The instructor offered helpful and timely feedback on assignments/exams throughout the semester. |
|  | The instructor clearly explained course objectives and requirements. |
|  | The instructor was well-prepared for class. |
|  | The instructor encouraged student engagement (for example, by inviting questions, having discussions, asking students for answers/to express their opinions, class activities, etc.). |
|  | The instructor was available for course-related assistance in a supportive manner (for example, email, office hours, individual appointments, office phone, etc.). |

In addition to the standardized questions above, the new evaluation instrument contains two open-ended items social work also adopted:

1. Did the instructor foster an inclusive environment where students were treated with respect and their questions and perspectives welcomed, including students from diverse backgrounds and identities? How did the instructor accomplish this? (For this question consider age, gender, gender identity, race and ethnicity, ability/disability, socioeconomic status, sexual orientation, religion, veteran status, etc.)?
2. Please use this space to share additional comments about your experience during the semester (for example, the instructor’s method/tone of communication, the instructor’s approach to class engagement, how the instructor created a supportive environment, etc.).

Faculty particularly liked these items as they speak explicitly to the creation of inclusive environments. The box below contains the template of the “new” end-of-semester evaluation, implemented Fall 2021.

|  |
| --- |
| **Course Evaluation Template**  Course Number  Course Title  Instructor  Semester  Directions: The following statements examine various aspects of the course. Course evaluations are one basis for decisions about the future structure of the course. They also assist instructors in their professional development. Please rate each question according to your assessment of the statements in relationship to this course. Consider the items carefully and rate them frankly. You may add narrative comments about the course at the end of the survey.  Q1 Identify your reasons for taking this course   * + - 1. It is required for my major or minor       2. The subject interested me       3. An advisor/instructor recommended it.       4. Another student suggested it.       5. It fit my schedule.   Q2 OUTCOMES  This course had the following objectives. Please rate how well the course achieved each objective. Use the following scale:  Not at all A B C D Very much   1. I am able to [Course Objective] 2. I am able to [Course Objective] 3. I am able to [Course Objective] *[Each is measured]*   Q3 TEACHING METHODOLOGIES  Please rate how strongly you agree to the following statements. Use the following scale:  Not at all A B C D Very much   1. The instructor explained course objectives and requirements. 2. The instructor was well prepared for class. 3. The instructor encouraged student engagement (for example, by asking questions, having discussions, asking students for answers to express their opinions, class activities, etc.). 4. The instructor offered helpful and timely feedback on assignments/exams throughout the semester. 5. The instructor was available for course related assistance in a support manner (for example, email, office hours, individual appointments, office phone, etc.)   Q4 Open ended:  Did the instructor foster an inclusive environment where students were treated with respect and their questions and perspectives welcomed, including students from diverse backgrounds and identities? How did the instructor accomplish this? (For this question, consider safe, gender, gender identity, race and ethnicity, ability/disability. Socioeconomic status, sexual orientation, religion, veteran status, etc.)?  Q5  Please use this space to share additional comments about your experience during the semester (for example, the instructor’s method/tone of communication, the instructor’s approach to class engagement, how the instructor created a supportive environment, etc.) |

***Student Perceptions of “Social Work”***

An area of the field evaluation closely examined by the Field Committee was a handful of students’ comments about not “doing social work” at their placement sites. In consultation with the Faculty Field Liaisons, it was determined that some students only see actively working through the change process as “doing social work.” Others, who do not have a Field Instructor with an MSW degree, have trouble recognizing how the social work perspective is still utilized in the placement site.

To address these issues, Faculty Field Liaisons dedicated more attention in fall of 2021 in how they facilitate seminar discussions, highlighting the social work perspective across all activities, including paperwork, and how social work skills and competencies are happening even without the physical presence of a Social Worker. The 2021-2022 program evaluation will indicate whether such an emphasis provides a positive impact on students’ perceptions.

In conclusion, data suggests a strong implicit curriculum that supports the explicit curriculum. Changes planned in this area are directly related to university initiatives, and one such change is expected to help lessen the one area that received the most criticism from students, advising in the major. At the conclusion of the 2021-2022 academic year, faculty will again analyze the data and consider whether or not the changes to the advising model and end-of-semester course evaluations produced positive changes in the implicit environment.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

1. 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. [↑](#footnote-ref-2)
2. <https://www.thenewnorth.com/partners-map-and-directory/> [↑](#footnote-ref-3)
3. <http://www.uwgb.edu/UWGBCMS/media/ise/files/FactBook-Fall-2019.pdf> [↑](#footnote-ref-4)
4. <https://www.thenewnorth.com/talent/education-resources/> [↑](#footnote-ref-5)
5. <https://www.greatergbc.org/media/5799/factbook2019issuu.pdf> [↑](#footnote-ref-6)
6. <https://www.census.gov/quickfacts/fact/table/US/PST045219> [↑](#footnote-ref-7)
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. [↑](#footnote-ref-8)
8. Kirst-Ashman, K. & Hull, G. (2012). *Understanding generalist practice*. (6th ed.). Brooks/Cole Publishing. [↑](#footnote-ref-9)
9. National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers.* NASW Press. [↑](#footnote-ref-10)
10. <https://www.uwgb.edu/inclusive-excellence/inclusivity-equity-certificate-program/overview/> [↑](#footnote-ref-11)
11. <https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/Civility-and-Inclusion-Statement-17.pdf> [↑](#footnote-ref-12)
12. <https://www.uwgb.edu/student-affairs/uwgb-land-acknowledgment/> [↑](#footnote-ref-13)
13. <https://www.uwgb.edu/sofas/structures/governance/charge.asp?ID=45> [↑](#footnote-ref-14)
14. <https://www.uwgb.edu/UWGBCMS/media/strategic-priorities/files/UW-Green-Bay-EDI-Strategic-Goals-(20-23).pdf> [↑](#footnote-ref-15)
15. <https://www.uwgb.edu/catl/strategic-initiatives/equity,-diversity,-inclusivity-consultants/> [↑](#footnote-ref-16)
16. <https://www.uwgb.edu/chesw/equity-inclusion/> [↑](#footnote-ref-17)
17. <https://www.uwgb.edu/inclusive-excellence/diversity-events-entertainment/> [↑](#footnote-ref-18)
18. This year was selected as it was the last “typical” offering year prior to COVID-19. [↑](#footnote-ref-19)
19. <https://www.uwgb.edu/social-work/> [↑](#footnote-ref-20)
20. <https://news.uwgb.edu/phlash/announcements/06/16/register-today-for-speakouts-summer-institute/> [↑](#footnote-ref-21)
21. <https://news.uwgb.edu/phlash/announcements/08/18/common-read-events-coming-up-in-september/> [↑](#footnote-ref-22)
22. <https://www.ollusa.edu/worden-school/swde/index.html> [↑](#footnote-ref-23)
23. UWGB reports the percentage of students “age 26 and older” for the majors and “age 25 and older” for its common data set, so the comparisons are not comparable. [↑](#footnote-ref-24)
24. Fall 2019 BSW Data for Declared Majors <https://www.uwgb.edu/CMSAssets/research/ProgRev/Programs/CHESW.SOC%20WORK.Social%20Work.htm> [↑](#footnote-ref-25)
25. Fall 2019 UWGB data <https://www.uwgb.edu/UWGBCMS/media/ise/files/UWGB-CommonDataSet-2019-2020_1.pdf> [↑](#footnote-ref-26)
26. Absolon, K. (2019). Decolonizing education and educators’ decolonizing. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice, 7*(1), 9-28.  [↑](#footnote-ref-27)
27. Haight, W., Waubanascum, C., Glesener, D., Day, P., Bussey, B., & Nichols, K. (2019). The Center for Regional and Tribal Child Welfare Studies: Reducing disparities through indigenous social work education. *Children and Youth Services Review*, *100*, 156-166.  [↑](#footnote-ref-28)
28. Koleszar-Green, R. (2019). What Can I Do?”: Teaching Indigenous Content in an Era of" Reconciliation. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, *7*(1), 68-81.  [↑](#footnote-ref-29)
29. Waubanascum, C. Haight, W, Glesener, D., Day, P., Bussey, B. & Nichols, K. (2021). The Center for Regional and Tribal Child Welfare Studies: Students’ experiences of an Anishinaabe-centered social work education program. Manuscript submitted for publication.   [↑](#footnote-ref-30)
30. <https://www.uwgb.edu/social-work/bsw-program/admissions-procedures/admissions> [↑](#footnote-ref-31)
31. Application and Reference Letter links are current at time of writing of the self-study document for the 2021-2022 admissions cycle. [↑](#footnote-ref-32)
32. As of the 2022-2023 academic year, per University change in policy, Lecturer title will change to Assistant Teaching Professor. [↑](#footnote-ref-33)
33. Course objectives can be found in course syllabi (see [Volume II](UWGB%20BSW%20Course%20Syllabi-%20VOL%20II.docx#Volume_II) of Self-Study) [↑](#footnote-ref-34)
34. Rivas, R. & Hull, G. (2000). Case studies in generalist practice. Brooks/Cole [↑](#footnote-ref-35)
35. (See [footnote 33](#CO_footnote).) [↑](#footnote-ref-36)
36. (See [footnote 33](#CO_footnote).) [↑](#footnote-ref-37)
37. <https://catalog.uwgb.edu/undergraduate/planning/graduation-requirements/bachelor/> [↑](#footnote-ref-38)
38. Neville, H. A., Lilly, R. L., Duran, G., Lee, R. M., & Brown, L. (2000). Construction and initial validation of the Color-Blind Racial Attitudes Scale (CoBRAS). *Journal of Counseling Psychology, 47*(1), 59-70. [https://doi.org/10.1037/0022-0167.47.1.59](https://psycnet.apa.org/doi/10.1037/0022-0167.47.1.59) [↑](#footnote-ref-39)
39. (See [footnote 38](#CoBRAS_citation).) [↑](#footnote-ref-40)
40. Midgette, A. J., & Mulvey, K. L. (2021). Unpacking young adults’ experiences of race- and gender-based microaggressions. *Journal of Social and Personal Relationships, 38*(4), 1350-1370*.* [https://doi.org/10.1177/0265407521988947](https://doi.org/10.1177%2F0265407521988947) [↑](#footnote-ref-41)
41. (See [footnote 38](#CoBRAS_citation).) [↑](#footnote-ref-42)
42. Chao, R. C.-L., Wei, M., Good, G. E., & Flores, L. Y. (2011). Race/ethnicity, color-blind racial attitudes, and multicultural counseling competence: The moderating effects of multicultural counseling training. Journal of Counseling Psychology, 58(1), 72-82. [https://doi.org/10.1037/a0022091](https://psycnet.apa.org/doi/10.1037/a0022091) [↑](#footnote-ref-43)
43. Burkard, A. W., & Knox, S. (2004). Effect of therapist color-blindness on empathy and attributions in cross-cultural counseling. *Journal of Counseling Psychology, 51*(3, 387-397. [https://doi.org/10.1037/0022-0167.51.4.387](https://psycnet.apa.org/doi/10.1037/0022-0167.51.4.387) [↑](#footnote-ref-44)
44. (See [footnote 38](#CoBRAS_citation).) [↑](#footnote-ref-45)
45. (See [footnote 40](#Midgette_citation).) [↑](#footnote-ref-46)