Social Work Professional Programs

UW-Green Bay MSW Program

Application for
Reaffirmation of Accreditation

Volume I

**Self-Study Narrative
and Appendices**

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The Council on Social Work Education
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University of Wisconsin Green Bay

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Volume I

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

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

Introduction/History and Background Information

The University of Wisconsin-Green Bay's Professional Programs in Social Work are located in the College of Professional Studies and include a Bachelor of Social Work Program (BSW) and a Master of Social Work Program for which this document seeks reaffirmation. The BSW Program has been continuously accredited by the Council on Social Work Education (CSWE) since its inception in 1989. As well, the Master's Program originated as a collaboration with UW-Oshkosh hereafter referred to as the "Collaborative MSW" It was initially authorized by the UW System Board of Regents in 2002, and has maintained continuous accreditation by the CSWE since its first enrollment of students in 2003. The UW-Green Bay MSW Program, for which this document seeks reaffirmation, is well-prepared to continue to provide rigorous, competency-based social work education.

In response to both student and market demand for the MSW degree, the steady and sustained growth of the Collaborative MSW Program set the stage for the emergence of separate MSW programs at UW-Green Bay and UW-Oshkosh. From 2003-2013, enrollments increased by more than 50%, with applications for admission far exceeding the available resources of the Program to admit qualified applicants. Indeed, the Collaborative Program has been highly successful in attracting students, and preparing competent, ethical, and knowledgeable advanced level social work practitioners to address the need in NE Wisconsin for MSW-degreed professionals. Over the years, however, it became increasingly evident to the Collaborative partners, that Program inefficiencies within and across the two institutions began to outweigh the efficiency of a combined program, resulting in a number of suboptimal practices and ineffective processes. Therefore, after sustained and thoughtful dialogue among the key stakeholders in the respective Collaborative institutions, it was concluded that dissolving the Collaborative and implementing independent MSW Programs on each campus would improve the ability of both institutions to operate more administratively efficient programs, better address student demand, and increase community constituent satisfaction.

With the approval of the Collaborative Oversight Committee and faculty governance groups on both campuses, a request was submitted in December of 2013 to the UW System Board of Regents to dissolve the Collaborative MSW Program and develop independent MSW Programs at each institution. In February of 2014, the Board of Regents unanimously approved the dissolution of the Collaborative Program and the authorization of independent MSW Programs at both Green Bay and Oshkosh, slated to begin in 2015. Hence, this document is presented on behalf of the Social Work Professional Programs at UW-Green Bay in accordance

with our notification of the CSWE COA decision of December 18, 2014 to pursue reaffirmation of accreditation given the longstanding and successful accreditation history of the Collaborative MSW Program.

It is important to note at this juncture that Collaborative MSW students have been, and will remain, the number one priority during the transition from the Collaborative MSW Program to the freestanding MSW Program at UW-Green Bay. The commitment to ensure this transition is efficient and responsive to student needs has been at the forefront of planning efforts since initial discussions on dissolving the Collaborative began, and has culminated in a joint Dissolution Plan established and approved by the Collaborative partners and submitted to CSWE in December of 2014. Activities and other items associated with a successful transition for newly admitted students and students who are continuing their MSW degree in the UW-Green Bay MSW Program are reflected throughout the remainder of this self-study document.

UW-Green Bay MSW Program Mission

After lengthy discussion of components thought essential to a mission statement that would best reflect the Program's philosophy of social work education and practice and the values of the profession, the Social Work faculty voted unanimously to support the parallel application of the mission and goals incorporated within the BSW Program. It was deemed by the faculty that partnering with the stated BSW mission and goals provided the best fit with the Advanced Generalist concentration offered by our freestanding MSW Program and the purpose and values of the social work profession. Therefore, the following mission statement was approved on October 16, 2013 by the Program faculty:

> Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provides a regionally responsive, competency-based, interdisciplinary program which prepares 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.

As such, the mission statement serves as a guide for the development of the requisite knowledge, values and skills for advanced-level social work practice while underscoring the importance of the social work value of social justice and strengths-based practice. It should be noted that our CSWE accreditation specialist was consulted and affirmed the use of joint mission and goals statements with the advisement that adequate attention be given to the MSW Program context and Program concentration. The remainder of this document will address both of these components

Purpose and Values of the Profession

The MSW Program mission is consistent with the purpose of the social work profession as derived from the National Association of Social Workers' "Working Statement on Purpose" as follows:

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

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

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

> Social work educators serve the profession through their teaching, scholarship, and service. Social work education - at the baccalaureate, master's, and doctoral level - shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. (p. 1)

Purpose and Values of the Profession

The UW-Green MSW Program's mission reflects the values and purpose of the social work profession in its emphasis on:

1) Competency-based education which requires that students demonstrate advanced knowledge and skill across system levels and a diverse range of social work roles and tasks;
2) The central role of social justice and the responsibility of students to advocate for, and empower those who are disenfranchised, marginalized, and discriminated against both locally and globally; this includes the distinct responsibility with which students are charged to advocate for fair and just social policy on behalf of vulnerable individuals and groups;
3) Recognition of the rapidly changing, diverse and global world in which they live and work as social work professionals;
4) Development of advanced level knowledge and skill that cultivates leadership and advocacy development and strengths-based practice approaches. Accordingly, the MSW Program will graduate highly qualified advanced-level social work practitioners prepared to assume direct practice roles and leadership positions in northeastern

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

Wisconsin. The Program will strive to prepare students to strengthen families and communities through programs, services, and policies that support family and community well-being.

In addition to the Program's emphasis on social justice, strengths-based, advanced generalist practice, leadership and advocacy, the Program will continue its promotion of interdisciplinary learning, enhancement of inter-professional practice, and the inclusion and representation of diverse groups and cultures. With this in mind, all graduates of the Program are charged with the responsibility to uphold the standards and principles outlined in the NASW *Code of Ethics.*[2]

The interface between the MSW Program's mission and the profession's purpose and values is summarized in Table 1-1.

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

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

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

Program Context

The University of Wisconsin System and the University of Wisconsin-Green Bay

The University of Wisconsin System mission is as follows:

The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the UW System is the search for truth. http://www.wisconsin.edu/about/mission.htm#uwsystem)

From the UW System mission, flows the mission of UW-Green-Bay:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource." [3]

The UW System and institutional mission of UW-Green Bay fit well with the stated mission of the MSW Program. The emphasis on improving societal and community well-being, encouragement of engaged citizenship, development and dissemination of knowledge, the responsibility toward civic engagement, and a focus on multicultural perspectives in a rapidly evolving global world embedded in the UW System and UW-Green Bay mission statements coalesce nicely with the MSW Program mission and provide a foundation for operationalization of their shared components.

The MSW Program Context: The Northeast Wisconsin Region

It is anticipated that the majority of students who will apply to the UW-Green Bay MSW Program will come from and remain in northeast Wisconsin after they graduate. This has been a consistent pattern since the beginning of the Collaborative and is expected to remain as such. From 2010-2014, 95% of applicants to the MSW Program indicated on their admissions applications that they were Wisconsin residents. With this in mind, the unique characteristics of the northeast Wisconsin region offer important contextual information for understanding the needs of the communities and students within each locale.

The MSW Program will primarily serve students who reside within a 26 Wisconsin county area in northeastern Wisconsin that comprises the "NEW Partnership" region, so named as the area served by the federal Title IV-E Child Welfare Training grant administered by the

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[3]UW-Green Bay Campus Mission retrieved from http://www.uwgb.edu/univcomm/about-campus/mission.htm.

Social Work Professional Programs since its inception in 2003. Notably, this 26 county region is larger than that served by the BSW Program (an 18 county region) as options for the MSW degree in the state are limited as compared to the BSW degree. Only two other public institutions within the UW System currently offer the MSW degree: UW-Madison and UW-Milwaukee. The George Williams College of Aurora University of Illinois, in southern Wisconsin, also offers the MSW degree

The map in Figure 1 depicts Wisconsin counties, and those that lie within the NEW Partnership region. It also denotes the percentage of students from counties within NEW Partnership region who applied for admission to the MSW Program during the five most recent academic years (2010-2014). The data show that 82% (N=515) of applicants to the Collaborative MSW Program in this five year period resided in counties within the NEW Partnership region; 13% of applicants came from the rest of the state, and 5% were drawn from outside Wisconsin. It is significant to note that one-fifth of applicants resided in Brown County where the UW-Green Bay MSW Program is located. In all, 50 of 72 (69%) Wisconsin counties have been represented in admissions to the Collaborative MSW Program over this 5 year period.

Figure 1:
Applicants to the Collaborative MSW Program by County, AY 2010-2014
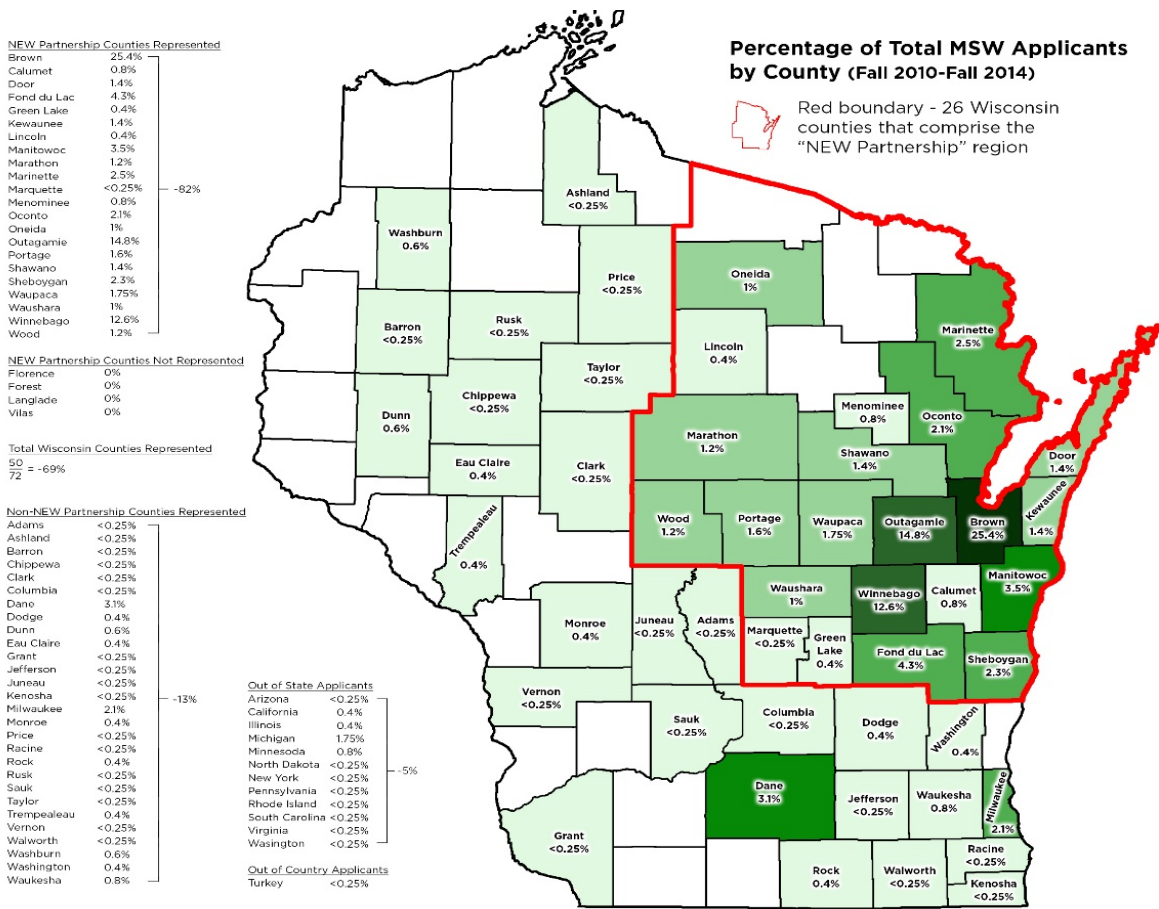
This pattern of interest in the MSW degree as represented in the map above is further denoted in Table 1-2 which presents data from the Collaborative Program for academic years 2010 through 2014. It is fully expected that the MSW Program at UW-Green Bay will attain and sustain the historical applicant record evidenced within the Collaborative Program.

Table 1-2:
Collaborative MSW Program Admissions by Academic Year

Academic Year	Number of Applicants	Accepted for Admission	Denied Admission
2010-11	106	63 (59%)	43 (41%)
2011-12	110	61 (55%)	49 (45%)
2012-13	110	62 (56%)	48 (44%)
2013-14	136	62 (46%)	74 (54%)
2014-15*	141	62 (44%)	79 (56%)

The admissions data present in Table 1-2 supports the MSW Program's enrollment and graduation projections at reaching a capacity of nearly 100 students by the academic year 2018-19. This figure is consistent with enrollment targets for academic year 2014-15, the final year of the Collaborative MSW Program. (See Table 1-3) Given that roughly 15-20% of qualified applicants are turned away each year due to resource limitations, the projected enrollments appear well within our reach.

Table 1-3:
UW-Green Bay Five-Year Enrollment and Graduation Projections

MSW Cohort	2015-2016 #(FTE)	2016-2017 #(FTE)	2017-2018 #(FTE)	2018-2019 #(FTE)	2019-2020 #(FTE)
Foundation Full-Time	14(14)	12(12)	14(14)	14(14)	14(14)
Foundation Part-Time Year 1	12(6)	12(6)	12(6)	12(6)	12(6)
Foundation Part-Time Year 2	6(3)	12(6)	12(6)	12(6)	12(6)
Advanced Full-Time	24(24)	20(20)	22(22)	24(24)	24(24)
Advanced Part-Time Year 1	18(9)	12(6)	18(9)	18(9)	18(9)
Advanced Part-Time Year 2	6(3)	18(9)	12(6)	18(9)	18(9)
Total	**80(59)**	**86(59)**	**90(63)**	**98 (68)**	**98 (68)**
Total Graduating	**30(27)**	**38(29)**	**34(28)**	**42(33)**	**42(33)**

It is noteworthy to mention that upon dissolution of the Collaborative MSW Program, and the implementation of the independent MSW Program at Green Bay we gave close attention to the unique needs of the northeastern region of Wisconsin which is comprised of both rural and urban communities which by demographics, demand differently prepared graduates. For example, urban communities often seek social workers who hold skills within specific

concentrations, whereas some rural communities require county-based workers to be generalist practitioners who are proficient across multiple professional roles and who can work across multiple population groups. As a result, these differences lend itself well to the chosen concentration of the Green Bay MSW Program, Advanced Generalist Practice, described in greater detail in Chapter 2.

Population Statistics in the NEW Partnership Region

The NEW Partnership 26-county region consists of one major metropolitan community comprised of a quarter-million residents located in Brown County; this includes the Green Bay MSW Program's location in Green Bay, the state's third largest city. The region also includes five moderately sized cities, several moderately small cities, three very small cities, numerous small towns and villages, and extensive rural areas (See Table 1-4). These population characteristics suggest that MSW Program graduates must be prepared to evaluate and enhance service availability and delivery across a wide range of community sizes and circumstances, as the communities vary widely in the range and depth of services and available resources, in ease of access to services, and in the demands on worker effort and time to reach out to and serve clients, particularly in rural areas.

Table 1-4:
NEW Partnership Counties by Population Size

Size	County
Large for the Region: Approximately 250,000	Brown
Moderately Large for the Region: 100,000-185,000	Fond du Lac Marathon Outagamie Sheboygan Winnebago
Moderate for the Region: 50,000-99,999	Manitowoc Portage Waupaca Wood
Moderately Small for the Region: 25,000-49,999	Calumet Door Lincoln Marinette Oconto Oneida Shawano
Small for the Region: 10,000-24,999	Green Lake Kewaunee Langlade Marquette Vilas Waushara
Very Small: Under 10,000	Florence Forest Menominee

Racial Composition of NEW Partnership Counties

In addition to variation by population size, communities served by the MSW Program vary widely in the extent of racial and ethnic diversity. Table 1-5, derived from 2010 US Census data [4] illustrates the racial composition of residents within the 26 county NEW Partnership region. Five federally recognized tribes reside in the area including the Menominee Indian Tribe of Wisconsin, Oneida Nation of Wisconsin, Forest County Potawatomi and Sokogon, and the Stockbridge-Munsee Community Band of Mohican Indians. While Hispanic, Hmong, Tribal and African American families reside throughout northeast Wisconsin, students may be working in settings where few families are Non-Hispanic White (1% in Menominee County) or in settings where almost all community members are Non-Hispanic White (more than 95% in 6 of the 26 counties identified in Table 1-5.

Table 1-5:
NEW Partnership Counties by Racial Composition

Racial Distribution	County	Largest Non-Dominant Racial/Ethnic Groups in County
Low Proportion of White, Non-Hispanic	Menominee	County is primarily Native American (84.5%)
Moderate Proportion of White, Non-Hispanic: 80-90.9%	Brown* Forest Marathon Outagamie* Shawano* Sheboygan Vilas Waushara Winnebago	Hispanic Native American Asian Hispanic (3.9%) & Asian (3.3%) Native American Hispanic (5.8%) & Asian (4.9%) Native American Hispanic Hispanic (3.8%) & Asian (2.7%)
Moderate High Proportion of White, Non-Hispanic: 91-95%	Calumet Door Fond du Lac Green Lake Langlade Manitowoc Marquette Oneida Portage Wood	Hispanic (3.8%) & Asian (2.3%) Hispanic Hispanic Hispanic Hispanic Hispanic (3.5%) & Asian (2.7%) Hispanic Hispanic (1.4%) & Native Amer. (1.0%) Hispanic (2.9%) & Asian (2.8%) Hispanic
High Proportion of White, Non-Hispanic: More Than 95%	Florence Kewaunee Lincoln Marinette Oconto* Waupaca	Hispanic (0.9%) & Native Amer. (0.8%) Hispanic Hispanic Hispanic Hispanic (1.7%) & Native Amer. (1.3%) Hispanic

* Counties with Federally Recognized Tribal Lands

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[4] http://quickfacts.census.gov/qfd/states/55000.html

Income levels vary throughout the northeast Wisconsin region as well (See Table 1-6). In six counties served by our Program (Brown, Fond du Lac, Kewaunee, Marathon, Outagamie, and Sheboygan), median incomes are relatively high ($51,000-$55,999) with poverty levels ranging from 8.8-11.5 percent. Other areas reflect lower incomes with a minimum level of $33,000 in Menominee County.

Table 1-6:
NEW Partnership Region Counties by Income and Poverty Levels

Median Household Income	Percent Below Poverty Level	County
High: $56,000 +	High: 12% or Greater	---
	Average: 9-11.9%	---
	Lower: 8.9% or Less	Calumet (6.4%) Outagamie (8.7%)
Medium High: $51,000-$55,999	High: 12% or Greater	Portage (13.7%) Winnebago (12.3%)
	Average: 9-11.9%	Brown (11.5%) Fond du Lac (9.8%) Marathon (10.9%) Kewaunee (9.4%) Sheboygan (9.5%) Oconto (10.2%)
	Lower: 8.9% or Less	---
Medium: $46,000-$50,999	High: 12% or Greater	---
	Average: 9-11.9%	Door (10.1%) Green Lake (11.5%) Lincoln (11.1%) Shawano (11.5%) Manitowoc (9.7%) Waupaca (10.6%) Marquette (13.6%) Wood (11.0%)
	Lower: 8.9% or Less	---
Medium Low: $41,000-$45,999	High: 12% or Greater	Florence (14.3%) Langlade (14.5%)
	Average: 9-11.9%	Oneida (10.7%) Waushara (11.6%)
	Lower: 8.9% or Less	---
Low: $33,000-$40,999	High: 12% or Greater	Marinette (13.2%) Vilas (13.3%) Forest (16.5%) Menominee (31.4%)
	Average: 9-11.9%	---
	Lower: 8.9% or Less	---

The widespread differences in population density, racial and ethnic makeup, and financial resources indicate some of the factors the MSW Program will evaluate within the context of our "multicultural and evolving world." In turn, our Program prepares graduates who will engage in "strengths-based generalist practice that enhances human and community well-being" (see Program Mission). These factors will also be 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 MSW Program graduates to recognize the importance of diversity, the need to address oppression, and to advocate for vulnerable community members.

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

The UW-Green Bay MSW Program has five goals that reflect the Program's mission. These are as follows:

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

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

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

4. **Interdisciplinarity:** Promote critical thinking by requiring students to gain and use evidence based knowledge from multiple perspectives to inform social work practice.

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

The following discussion highlights the relationship between the Program goals and the stated mission specific to the MSW Program.

Goal 1, *Social Justice*, was adopted by the faculty as an indicator of the central importance of addressing diversity and social justice concerns in the Program's curriculum. Highlighting social justice as such is in keeping with Hodge's definition of social justice as "the profession's foundational 'organizing value'."[5] Attention to social justice issues requires a thorough understanding of diversity and the dynamics of oppression and a commitment to helping clients and communities redress the negative consequences of oppression. As most student in the MSW program will likely be members of the dominant cultural group, it is important to emphasize the impact of diversity experiences on the formation of identity as it

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

shapes the human experience both locally and throughout the rapidly changing and global society. With this mind, Program is committed to infusing diversity and social justice content throughout the curriculum, throughout the Program's interface with the community, and via the Program's efforts to create a non-oppressive learning environment within the University. Specific examples and activities illustrative of Goal 1 are reflected in subsequent chapters of this document.

Goal 2, *Curriculum*, reflects the Program's commitment to upholding the practice standards reflected in the MSW Program competencies. Since the inception of the Collaborative Program in 2003, competencies have served as the bedrock of the curriculum. The UW-Green Bay MSW Program will continue this tradition with the implementation of the 2008 CSWE competencies and practice behaviors established by CSWE in the Educational and Policy Accreditation Standards (EPAS). Our MSW 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 MSW curriculum is tied to the Program competencies and associated practice behaviors as will be demonstrated in subsequent chapters of this self-study.

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

As we embark upon the implementation of our MSW Program at UW-Green Bay, we are ever mindful of the responsibility we hold as a Program to recognize the diverse and unique strengths and needs of the communities in the northeast Wisconsin region served by our Program. One of the particular strengths of our Program in this area relates to a regional concern by community practitioners regarding meeting the needs of children and families in northeast Wisconsin. These concerns are addressed via the Program's (BSW and Collaborative Programs) long-standing partnership with the regional child welfare practice community via our Title IV-E child welfare training grants. This grant, which continues into the new MSW Program at UW-Green Bay, is administered by the Northeast Wisconsin (NEW) Partnership for Children and Families housed at UW-Green Bay. In partnership with the NEW Partnership, the MSW Program serves agencies across 26 Wisconsin counties to help them meet their workforce needs by preparing advanced-level social worker practitioners (MSW) for employment in the region's public, tribal and community partner agencies that provide child welfare services. To this end, the Program combines specialized child welfare coursework with supervised field practicum opportunities in public or tribal child welfare agencies. The Program also relies on community partners in child welfare practice for consultation on historical and current practice issues and trends; many of these practitioners serve on the Program Advisory Committee. This endeavor will be detailed in Chapter 2.

Our agency partners from multiple fields of social work practice retain a strong connection and commitment to the Social Work Professional Programs. Recent evidence of this

commitment are drawn from survey data solicited by the Program in 2013 where community social work practitioners showed a strong interest in serving as field instructors, guest lecturers, and program committees in the Social Work Professional Programs, both the BSW and MSW Programs.

It is worthy to note that the Social Work Professional Programs – both the BSW and MSW Program hold on a long-standing commitment to the preparation of social work students for practice in aging-related fields of practice. Several curricular infusion efforts have been made over the past several years in this regard. Most recently in the BSW and MSW Programs, the Program has partnered with local Aging and Disability Centers (ADRCs) along with curricular infusion to prepare social work students in person-centered and person-directed social work practice.

Goal 4, *Interdisciplinarity,* reflects the broader mission of the University and recognizes the Program's reliance on an interdisciplinary knowledge base, use of critical thinking skills, and use of research-reflective practice. An essential aspect of this decision-making process is reliance on thoroughly-researched assessment and intervention approaches. Additionally, essential components of effective critical thinking are reliance on a broad interdisciplinary knowledge base, and use of evidence-based data drawn from fields of sociology, psychology, economics, human development, and the political sciences. Achieving this Program goal requires ongoing development of curriculum components that challenge students to use their interdisciplinary research-based knowledge in their work with clients and communities. To enhance opportunities for students to broaden their interdisciplinary knowledge, and obtain a breadth of understanding of individual, group and community functioning, as part of the admissions criteria, the MSW Program requires applicants to hold a background in the liberal arts with a minimum of 12 social science credits drawn from disciplines such as political science, psychology, anthropology, sociology or economics. Based on the Program's admissions criteria, we admit students to the MSW Program who have many diverse undergraduate degrees. The presence of a variety of educational backgrounds enriches the classroom experience for all students and helps to promote inter-disciplinary problem solving in the classroom and field. Further, the MSW Program offers several course electives from other disciplines on campus, providing further evidence of our Program's commitment to interdisciplinarity.

Finally, Goal 5, *Professional Development,* encompasses the Program's emphasis on continued self-assessment and professional growth, commitments embedded in the profession's value base. This goal reflects two of NASW's core values: integrity and competence. NASW defines integrity in terms of social workers' continual awareness of "the profession's mission, values, ethical principles, and ethical standards"[6] in their practice, and competence in terms of social workers' efforts to increase their knowledge and skills throughout their career. The Program is committed to helping students understand and embrace these values. One of the ways this is carried out is via program's promotion of students as self-directed learners, its emphasis on the development of students as leaders in MSW courses, and the development of a Portfolio project in their final capstone course.

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

As described previously, the Program's goals are derived from its mission. Table 1-7 provides a visual representation of the interrelationship

Table 1-7:
Interface Between Program Mission and Goals

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

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

Chapter 2: Explicit Curriculum

Accreditation Standard M2.0: Curriculum: The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

M2.0.1 The program identifies its concentration(s) (EP M2.2)

The UW-Green Bay MSW Program offers an Advanced Generalist concentration with an Individual Area of Emphasis option. The concentration and corresponding curriculum aims to prepare graduates for advanced-level social work practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to the concentration. Accordingly, the concentration is congruent with the Program's mission and goals, and the competencies set forth by CSWE in the 2008 EPAS. The concentration was approved by the full faculty after considerable research and dialogue among faculty and program staff regarding the needs of students, and the NE Wisconsin community and its constituents which will be discussed in further detail below.

The concentration emerged out of the faculty-developed Program Development Group (PDG) which held as its primary responsibility the task of developing the policies and curriculum for the freestanding MSW Program at UW-Green Bay. The PDG held two subcommittees, the Curriculum Committee and the Program Structure Committee. The Curriculum Committee was charged with exploring concentration and curriculum options, and developing both the Advanced Generalist and the Foundation curricula. The Program Structure Committee had as its primary responsibility the development of all program policies and procedures.

Several factors influenced the choice of the Advanced Generalist Concentration in the new MSW Program inclusive of the demographic features of the northeastern Wisconsin region described in Chapter 1. Namely, the inclusion of both rural and urban communities throughout the region necessitates preparation of advanced generalist social work practitioners. In Wisconsin's rural counties which largely serve social work clients in county-based human service organizations, social workers must be prepared to practice across multiple populations and social problem areas given the paucity of resources in many of these areas. Conversations by social work program leaders at UW-Green Bay with NEW Partnership county leaders further revealed that rural counties have had a difficult time recruiting sufficient MSW-level workers to meet the need. This, in conjunction with the strong employment outlook for social workers throughout northeast Wisconsin, and the consistent national growth in demand for master's level social workers in northeast Wisconsin, and especially in rural counties as reported by the Education Advisory Board (2013)[7], reinforced the MSW Program's decision to pursue the Advanced Generalist concentration.

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[7] https://www.google.com/?gws_rd=ssl#q=education+advisory+board:+market+demand+overview+wisconsin+regions+

The decision for the Advanced Generalist concentration was also based on consideration of feedback received from community social work professionals who emphasized the need for advanced generalist preparation of social workers, and student-identified need for 'specialized' knowledge. With this in mind, the new MSW Program will include a range of electives with topic areas identified in findings from 2013 survey data solicited by the Social Work Professional Programs. Data collected in July and August of 2013 from 157 local practitioners and 128 alumni identified the need for course offerings in the following areas: Child Welfare, Children and Families, Gerontology, Substance Abuse, Trauma, Community Organization, and Behavioral Health. In addition to content in these areas interspersed throughout the Foundation and Advanced curricula, these fields of practice are recognized via course electives currently offered or under development. Finally, the Advanced Generalist concentration, supplemented by the Individualized Area of Emphasis (IAE) to be discussed further in this section, offers a wide array of options for learning outcomes and student development.

The Advanced Generalist curriculum is taught in the second year of the two year, full-time program. It is built upon the generalist Foundation curriculum offered in the first year of the two year, full-time program. The following narrative describes the faculty's conceptualization of the Advanced Generalist concentration approved by the full faculty:

> *The Advanced Generalist concentration builds upon mastery of the generalist foundation curriculum and is differentiated by greater depth, breadth and specificity within and across the advanced curriculum. The concentration emphasizes the preparation of strengths-based, regionally and culturally responsive, social justice-oriented practitioners who have mastered the advanced competencies and practice behaviors and are prepared for advanced generalist practice. Hallmarks of the Advanced Generalist Concentration are the development of expertise in leadership and advocacy in social work practice.*

Unique Features of the Advanced Curriculum

In addition to the required components of the curriculum noted above, the Advanced Generalist curriculum contains several unique features. The first of these is the required Portfolio project initiated in the Seminar III course, and finalized in the Capstone IV Seminar course in the final semester of the Advanced curriculum. The primary aim of the Portfolio is to represent a compilation of the student's learning and mastery of the competencies throughout the Advanced year in the MSW Program. As such, it entails evidence of the integration of the knowledge, values and skills acquired in the Advanced curriculum, and the mastery of the competencies via the associated practice behaviors. The Portfolio serves to illustrate the student's expertise in her/his identified area of emphasis and demonstrate critical thinking abilities with respect to the student's ability to define, investigate, and solve problems, consistent with the EPAS competencies and the stated mission of UW-Green Bay referenced in Chapter 1. Major components of the Portfolio include:

- An integrative essay which provides a detailed introduction to specific course assignments, papers, or field activities;
- Copies of completed assignments which best demonstrate the student's mastery of the competencies and/or expertise in the Individualized Area of Emphasis;

- Field evaluations from the Advanced field courses;
- A comprehensive resume which outlines the student's achievements in the MSW Program, relevant employment history and practice goals.
- Other materials as deemed relevant by the student such as integrative material from elective courses.

The Portfolio project culminates in a formal presentation of the student's work via the MSW Program *MSW Graduate Showcase* event to be held in the final semester of the Advanced curriculum. Here, students will provide poster presentations derived from their Portfolio. The event will be open to the campus-at-large, field instructors, and BSW students. Major components of the Portfolio are presented in Table 2-1. The entire Portfolio Project descriptive document is available in Appendix 2-1.

Table 2-1:
Portfolio Organizational Tool

Competencies	Integrative Statement	Example Works	Poster Presentation
1. Professional Self: Identify as a professional social worker and conduct oneself accordingly.			
2. Standards & Ethics: Apply social work ethical principles to guide professional practice.			
3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.			
4. Diversity: Engage diversity and difference in practice.			
5. Social Justice: Advance human rights and social and economic justice.			
6. Research: Engage in research-informed practice and practice-informed research.			
7. Interdisciplinary Knowledge: Apply knowledge of human behavior and the social environment.			
8. Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.			
9. Service Delivery: Respond to contexts that shape practice.			
10. Change Process: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			

Individualized Area of Emphasis (IAE)

An additional unique aspect of the Advanced Generalist curriculum is the optional Individualized Area of Emphasis (IAE) which allows students to select a particular interest area upon which to focus key assignments and activities in the MSW Program. The goal of the IAE is for students to build a specialized area of knowledge and skills around a specific social problem/issue, a specific population group, or social work practice issue, for example. Specific assignments will be available in all courses as most relevant and applicable to the emphasis based on student learning needs. Students will be provided guidance regarding the IAE beginning with initial program advising upon admission into the MSW Program. Both newly admitted and continuing MSW students from the Collaborative MSW Program will work with their faculty advisor(s) and Advanced Seminar course instructors to guide them in their area of interest and their ongoing development within the IAE option.

> M2.0.2 The Program discusses how its mission and goals are consistent with advanced practice.

The mission and goals of the MSW Program reflect both the university mission's emphasis on problem-solving, critical thinking, and interdisciplinary as well as the EPAS standards for advanced social work practice. The mission and goals include systematic attention to the ten core competencies and associated practice behaviors that students are expected to master in the both the Foundation and Advanced curriculum. As outlined in Chapter 1, the Program's goals focus on social justice, a competency-based curriculum, community partnerships, interdisciplinarity, and professional development. These are derived from the Program mission and reflect various components of the EPAS competencies which are operationalized via the practice behaviors at both the Advanced and Foundation levels. The discussion which follows focuses on the differentiation of Foundation and Advanced curricula with respect to the program's mission and goals, curriculum, competencies and practice behaviors.

Distinguishing the Foundation and Advanced Curricula

The Foundation curriculum and ten associated competencies provides a generalist framework which prepares students to practice within and across multiple levels of social work practice. The Foundation curriculum is built upon an eclectic knowledge base grounded in the values and ethics of the profession and emphasizes the development of a wide range of social work practice skills. The Foundation competencies are aligned with practice behaviors distinct to the Foundation curriculum and provide the organizational structure for the curriculum content which is delivered via the knowledge, values, and skills in the foundation courses. The Foundation competencies and practice behaviors provide a solid framework for application of the practice behaviors in the Advanced curriculum.

The ten core competencies in the Advanced curriculum are operationalized via a set of unique advanced practice behaviors augmented with specialized activities which promote and advance the knowledge, values and skills specific to the Advanced Generalist concentration.

Congruence of Mission and Goals with Advanced Practice

       The congruence among the Program's mission and goals, the Program's definition of Advanced generalist practice offered in Educational Policy M2.2, and the practice competencies that define advanced generalist practice are depicted in Table 2-2 on the following page. While aspects of the Advanced Generalist practice definition are applicable to multiple elements of the Program's mission, efforts are made here to link select aspects of the definition to the elements of the mission it primarily represents. Given the interrelated nature of the Advanced Generalist practice competencies, they are duplicated in the table and linked to the respective elements of the Program mission.

Table 2-2:
Congruence of Program Mission & Goals with Definition of Advanced Practice

Program Mission	Program Goals	Link to EP M2.2 Definition of Advanced Practice	Link to Competencies
The MSW Program is grounded in the values of the Social Work Profession	Goal 5: Professional Development. Foster students' abilities to assess and strengthen their ongoing professional growth, development, and competence.	In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so, they suit each action to the circumstances at hand using the discrimination learned through experience and self-improvement.	C1 Professional Self C2 Standards and Ethics
The MSW Program is regionally responsive	Goal 1: Social Justice. Goal 3: Community Partnerships	In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession.	C2 Standards & Ethics C2 Critical Thinking C3 Diversity C5 Social Justice C6 Research C8 Policy C9 Service Delivery C10 Change Process
The MSW Program is competency-based	Goal 2: Curriculum. Offer and continually strengthen effective social work practice curriculum that reflects the core values and purpose of the profession. Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.	Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.	C3 Critical Thinking C4 Diversity C5 Social Justice C6 Research C7 Interdisciplinary Knowledge C8 Social Policy C10 Change Process
The MSW Program is interdisciplinary	Goal 4: Interdisciplinarity: Promote critical thinking by requiring students to gain and use evidence-based knowledge from multiple perspectives to inform social work practice.	[Advanced Practice social workers] synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.	C4 Diversity C5 Social Justice C6 Research C7 Interdisciplinary Knowledge C8 Social Policy
The MSW Program prepares Advanced-level social workers to promote social justice	Goal 1: Social Justice. Advance the mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.	In areas of specialization advanced practitioners assess, intervene, and evaluate to promote human and social well-being.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C10 Change Process
The MSW Program prepares social workers who will function in a multicultural and evolving world.	Goal 1: Social Justice. Advance the mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.	In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so, they suit each action to the circumstances at hand using the discrimination learned through experience and self-improvement.	C2 Standards & Ethics C3 Critical Thinking C4 Diversity C5 Social Justice C6 Research C8 Social Policy
The MSW Program prepares social workers who will engage in strengths-based, advanced-level generalist practice.	Goal 2: Curriculum. Offer and continually strengthen effective social work practice curriculum that reflects the core values and purpose of the profession.	They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.	C4 Diversity C5 Social Justice C5 Research C8 Policy C9 Service Delivery C10 Change Process
The MSW Program prepares MSW graduates who will work to enhance human and community well-being.	Goal 1: Social Justice Goal 3: Community Partnerships	In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being.	C4 Diversity C5 Social Justice C8 Policy C9 Service Delivery C10 Change Process

M2.0.3 The Program identifies its program competencies consistent with EP2.1 through 2.1.10 and EP M2.2

In the development of the UW-Green Bay MSW Program, the Curriculum Committee of the PDG regularly met to conceptualize and develop the freestanding MSW Program concentration and competencies, the Foundation and Advanced level practice behaviors as derived from the competencies, and curriculum and course syllabi consistent with the new competencies and practice behaviors. The Social Work Professional Program's full faculty spent extensive time during faculty meetings discussing the EPAS competencies, their "goodness of fit" with the Program's mission, goals, and concentration, and how the competencies could be implemented within the context of the Social Work Professional Programs and the needs of the northeast Wisconsin region. From these discussions, program competencies, curriculum options and evaluative measures were identified and subsequently approved by the full faculty. The 10 core competencies for the Foundation and Advanced curriculum are outlined below.

Core Program Competencies

The 10 core competencies which are used to organize the Foundation and Advanced curriculum, and which students are expected to master upon completion of the MSW Program, are as follows:

Competency 1. Professional Self. Identify as a professional social worker and conduct oneself accordingly.
Competency 2. Standards and Ethics. Apply social work ethical principles to guide professional practice.
Competency 3. Critical Thinking. Apply critical thinking to inform and communicate professional judgments.
Competency 4. Diversity. Engage diversity and difference in practice.
Competency 5. Social Justice. Advance human rights and social and economic justice.
Competency 6. Research Engage in research-informed practice and practice-informed research
Competency 7. Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.
Competency 8. Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Competency 9. Service Delivery. Respond to contexts that shape practice.
Competency 10(a)–(d). Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

M2.0.4 The Program provides an operational definition for each of the competencies used in its curriculum design and its assessment of EP2.1 through 2.1.10(d); EP M2.2

The MSW Program competency documents discussed herein include a description of the competency and the practice behaviors which are best selected to represent competence. Together, these from a definition of the competencies that is applied to the curriculum design,

ongoing implementation, and assessment activities. Accordingly, the program is designed to facilitate sequential mastery of the competencies as MSW students progress through the various components of the curriculum.

The direct application to the Advanced and Foundation program curriculum of the 10 core competencies and their associated practice behaviors can be viewed in Appendices 2-2 and 2-3, "Foundation Practice Behaviors and Allocation Across the Curriculum", and the "Advanced Practice Behaviors and Allocation Across the Curriculum," respectively. It should be noted that the Foundation practice behaviors differ in some ways from those suggested by CSWE. As discussed earlier, the faculty deliberated on the best fit of practice behaviors to our Program over several sessions. In these discussions, community needs were considered, and modifications and additions were made to tailor the competencies to our unique situation. A particular emphasis in these discussions was the development of specific practice behaviors for the Advanced competencies for congruence with the Advanced Generalist concentration. Special attention was given to both the operationalization and measurement of the practice behaviors in both the Foundation and Advanced curricula. (See Chapter 4 for specific measures of competencies and practice behaviors.) The full faculty subsequently approved the final Foundation and Advanced competencies and practice behaviors.

The MSW Program's operational definition of each of the competencies identified below serve to explicate how each of the competencies in the Foundation and Advanced curriculum can be mastered. As such, the practice behaviors serve as end points, or outcomes to demonstrate mastery. As noted below, each of the practice behaviors are numbered for consistency and inclusion in the course syllabi. It is expected that the Foundation competencies and practice behaviors will be mastered before proceeding to the Advanced competencies and practice behaviors. Accordingly, students must master all of the Advanced practice behaviors in order to graduate from the MSW Program.

Foundation Competencies and Practice Behaviors

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

>   1.1 Utilize personal reflection to evaluate strengths and learning needs related to professional development.
>   1.2 Attend to professional roles and boundaries.
>   1.3 Demonstrate professional demeanor in behavior, appearance, and communication.
>   1.4 Use supervision and consultation appropriately.
>   1.5 Contribute to and effectively participate in team discussions and activities.

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

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

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

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

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

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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

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

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

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

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in achieving or maintaining health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social welfare policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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

8.2 Collaborate with colleagues and clients for effective policy action.

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

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

9.1 Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.
9.2 Identify opportunities to improve the quality of social services.
9.3 Advocate for client access to services.
9.4 Articulate the role of local, state, and federal policies in shaping service delivery systems.

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

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

(a) Engagement
10.1 Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration.
10.2 Strengthen alliances by conveying acceptance, empathy, and respect.
10.3 Develop a mutually agreed-on focus of work and desired outcomes.

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

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

(d) Evaluation/Termination
10.11 Critically analyze, monitor, and evaluate interventions.

10.12 Facilitate transitions and endings.

Advanced Competencies and Practice Behaviors

As noted earlier, the Advanced practice behaviors serve as end points to identify specific mastery of the competency. At the Advanced level, the practice behaviors require greater autonomy and self-directed behavior by the student in the performance of a range of specialized activities. Moreover, students at the Advanced level are expected to gain greater depth, breadth and specificity in their area of specialty. The designation of the Advanced practice behaviors was built upon the faculty-supported premise that Advanced level practice requires increased self-direction on the part of the student, and an action-oriented framework in regard to practice behavior activities.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

> 1.1 Demonstrate ability to independently engage in activities that advance the core values of the social work profession.
> 1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.
> 1.3 Utilize self-reflection to identify and enhance own professional comportment.

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

> 2.1 Identify and critique ethical decision-making processes in practice.
> 2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.
> 2.3 Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

3.1 Differentially apply principles of logic and reasoning to inform professional decision making.

3.2 Engage in critical consumption of research and practice literature.

3.3 Demonstrate effective written communication appropriate to contexts.

3.4 Demonstrate effective oral communication appropriate to contexts.

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

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

4.1 Demonstrate cultural humility when working cross-culturally in practice and professional settings.

4.2 Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.

4.3 Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

5.1 Analyze the congruence between social service delivery systems and social work values relative to social justice.

5.2 Engage in macro-level advocacy on behalf of oppressed populations.

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

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

6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.

6.2 Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.

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

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

7.1 Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.
7.2 Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

8.1 Critique social policy relevant to area of emphasis using a policy analysis model as a framework.
8.2 Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.

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

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

9.1 Demonstrate ability to work effectively within and across coalition groups.
9.2 Identify and assess the role of political influences on social service delivery systems in area of emphasis.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to

practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social Workers:

Engagement
      10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.
      10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.
     Assessment
      10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.
      10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.
     Intervention
      10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.
      10.6 Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.
Evaluation
      10.7 Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.
      10.8 Demonstrate use of evaluation to inform the change process from micro to macro levels.

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

As the Collaborative MSW program is dissolving and significant changes have been made to the curriculum for the freestanding UW-Green Bay MSW program, the following discussion is focused solely on the UW-Green Bay MSW program.

The curriculum design for the UW-Green Bay graduate Social Work Program is based on the ten core competencies, the mission and goals of the UW-Green Bay Social Work Program, historically successful components of the Collaborative MSW Program and the UW-Green Bay BSW program, and the interdisciplinary mission embedded within the broader University context. The Foundation and Advanced curriculum provide a strong generalist practice framework that emphasizes diversity, social justice, professional responsibility, and leadership. The Foundation curriculum ensures that social work students 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. The Advanced curriculum builds on this knowledge by challenging students to expand their understanding of these concepts and apply their skills at the micro, mezzo, and macro levels.

In addition, while the UW-Green Bay MSW Program consists of only one concentration, Advanced Generalist practice, students have the option to choose an Individualized Area of Emphasis (IAE) in the Advanced curriculum. This curricular design was developed in direct response to feedback from key community stakeholders. In the development stages of the UW-Green Bay MSW Program, we conducted an anonymous survey of alumni, current BSW and MSW social work students, and social work practitioners to inform our decisions about course offerings, concentrations, emphases, and so forth. Through the survey results, it became clear that the areas of interest for graduate study were very diverse and therefore, the faculty determined that dedicating resources to one or two narrow concentrations would be a disservice to the practice community. The generalist practice concentration, however, was deemed to provide students with the framework to work independently in any area of practice. This is particularly vital in the rural communities within our region where MSW practitioners are limited and expected to function in a variety of roles with diverse population groups. However, to accommodate students who have clearly identified career goals, the MSW Program offers the IAE which allows students to focus their classroom and field activities with a preferred population group, practice setting or social problem area. The IAE is described below.

The degree requirements for the MSW are presented in the UW-Green Bay 2015-2016 Graduate Catalog (see Appendix 2-4) and in Table 2-3. Students admitted into the Foundation level are required to complete 30 credits from the Foundation curriculum and 34 credits from the Advanced curriculum in order to complete their graduate degree. Students admitted into advanced standing must complete 34 credits from the Advanced curriculum in order to complete their graduate degree. Twenty-seven credits of the Foundation curriculum and 28 credits of the Advanced curriculum are core courses satisfied within the Social Work curriculum. The remaining nine credits are elective courses that are offered within and outside of the social work curriculum in order to complete the degree requirements and meet the students' individualized area of emphasis. (See Appendix 2-5)

Required Core Courses

The Program uses a cohort model within which students complete 30 social work credits during the Foundation year and 34 during the Advanced year. Table 2-3 documents students' progression through the MSW Program. (Copies of syllabi for all Social Work courses are available in Volume II of the reaffirmation documents.)

Table 2-3:
Required Social Work Courses by Cohort

Foundation Curriculum

Fall Semester: 15 Credits

- SOC WORK 701: Contemporary Social Work Ethics (3 cr.)

- SOC WORK 702: Generalist Practice I (3 cr.)

- SOC WORK 703: Direct Practice Skills (1 cr.)

- SOC WORK 711: Foundations of Social Welfare (3 cr.)

- SOC WORK 712: Field I (4 cr.)

- SOC WORK 713: Seminar I (1 cr.)

Spring Semester: 15 Credits

- SOC WORK 704: Generalist Practice II (3 cr.)

- SOC WORK 705: Macro Practice Skills (1 cr.)

- SOC WORK 707: Human Behavior and the Social Environment (3 cr.)

- SOC WORK 714: Field II (4 cr.)

- SOC WORK 715: Seminar II (1 cr.)

- ELECTIVE: (3 cr.)

Advanced Curriculum

Summer Semester: 6 Credits

- SOC WORK 720: Diversity, Social Justice, and Advocacy (3 cr.)

- SOC WORK 728: Advanced Policy: Leadership, Advocacy, and

  Practice (3 cr.)

Fall Semester: 14 Credits

- SOC WORK 721: Advanced Practice: Multi-Level Family Systems (3

  cr.)
- SOC WORK 731: Research for MSW Practice (3 cr.)

- SOC WORK 716: Field III (4 cr.)

- SOC WORK 717: Seminar III (1 cr.)

- ELECTIVE: (3 cr.)

Spring Semester: 14 Credits

- SOC WORK 736: Advanced Program Evaluation (3 cr.)

- SOC WORK 738: Advanced Practice: Community Empowerment (3 cr.)

- SOC WORK 718: Field IV (4 cr.)

- SOC WORK 719: Capstone Seminar (1 cr.)

- ELECTIVE: (3 cr.)

Foundation Curriculum

The first semester foundation year curriculum was intentionally designed to introduce students to the nature, purpose, and values of the profession. These objectives are achieved in SOC WORK 702, Generalist Practice I and SOC WORK 711, Foundations of Social Welfare. These courses introduce students to the profession's conception of generalist practice, the competencies that articulate effective generalist practice, and the historical roots of the social work profession. At the same time, students are introduced to basic listening, attending, and responding skills in SOC WORK 703, Direct Practice Skills, where they are given opportunities to practice these engagement skills. The Foundation-level Direct Practice Skills course is designed as an intensive, three-week course to be completed before students are placed in their foundation level practicum. Student 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 into the field practicum.

Building upon this groundwork, the emphasis shifts during the second semester of the Foundation year to two additional themes: the theoretical underpinnings of the Profession and macro-level practice (organizations and communities). SOC WORK 707, Human Behavior and the Social Environment (HBSE), strengthens students' abilities to "apply knowledge of human behavior and the social environment." Emphasis in this course and SOC WORK 701, Contemporary Social Work Ethics, is on reinforcing critical thinking and diversity considerations.

Program faculty have determined that even at the graduate level many students find it difficult to grasp the nature of macro-level practice as they initially see their role as helping individuals, rather than assisting institutions and communities. To challenge this perspective, the Program introduces material on assessment, intervention and evaluation at both micro and macro levels in the Foundation curriculum. Students are then re-introduced to this material at the level of individuals and groups in the Advanced curriculum. Three foundation courses provide the necessary structure for student learning in this arena: SOC WORK 704 (Generalist Practice II), SOC WORK 705 (Macro Practice Skills), and SOC WORK 711 (Foundations of Social Welfare).

Students at the Foundation level are required to complete 420 hours of field, over the course of two sequential semesters before progressing to the Advanced curriculum. Prior to beginning their Foundation field placement students must complete the three-week, intensive Direct Practice Skills course (SOC WORK 703) designed to develop their professional interpersonal knowledge and skills. For each semester in field, students will be enrolled in a 1-credit seminar course. The seminar course provides a structured venue for professional development as students process and integrate classroom learning with field experiences.

Advanced Curriculum

The Advanced curriculum was constructed to provide an opportunity for in-depth attention to the components of generalist practice, to provide opportunities for students to engage in research-informed practice and practice-informed research, to reintroduce and reinforce

micro- and macro-level themes, and to provide opportunities for an individualized area of emphasis. Students begin the Advanced curriculum with two macro-level courses focused on advocacy, social justice, policy, and human rights; SOC WORK 720 (Diversity, Social Justice, and Advocacy) and SOC WORK 728 (Advanced Policy: Leadership, Advocacy, and Practice). These courses, along with SOC WORK 731 (Research for MSW Practice) and SOC WORK 738 (Advanced Practice: Community Empowerment) require that students take active leadership roles in their learning and assignments. Similarly, in SOC WORK 736 (Advanced Program Evaluation), students are required to incorporate their classroom learning with field activities by assessing agency practice and recommending appropriate evaluation protocol. Advanced Practice: Multi-Level Family Systems (SOC WORK 721) rounds out the curriculum with practical and theoretical knowledge at the micro and mezzo levels. These combined courses provide a solid framework for student demonstration of readiness for advanced practice social work.

One unique feature of the Advanced curriculum is the IAE which is attained through several processes encompassing both field and classroom learning. At the start of the Advanced curriculum students who chose this option declare their chosen area of emphasis and agree to complete their advanced field placement in an agency that reflects that emphasis. In addition, students will identify and complete advanced electives that are relevant to their emphasis. These electives may be obtained within the social work curriculum or from another pre-approved discipline; such as business for an administrative emphasis. Finally, students will study their area of emphasis in-depth through key assignments identified in the Advanced core curriculum. This work culminates in a capstone project in the Advanced Capstone Seminar IV course via a portfolio wherein students demonstrate the depth of their knowledge and skills related to their IAE. Students who do not select the IAE option must demonstrate their advanced knowledge of generalist practice through a breadth of activities.

During the Advanced year, students complete 240 hours each semester in their field agencies (480 total). 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. As with the foundation curriculum, the advanced field practicum is taught in combination with a weekly seminar course. In addition, the Capstone Seminar mentioned earlier serves to guide students through the IAE and subsequent development of the capstone graduate portfolio project.

As can be seen by this overview, the MSW 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 whole curriculum and the IAE help students become effective advanced-level practitioners.

IV-E Training Program

For students specifically interested in working in public child welfare, the Program provides grant-funded educational support to MSW 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 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 conjunction with a two-semester field placement, the Program offers a Child Welfare elective, SOC WORK 735, which provides students with a theoretical and practical foundation for professional MSW-level practice in agencies serving children, youth and families. A set of fifteen child welfare-specific practice behaviors provide an organizing framework for the child welfare elective course. The child welfare practice behaviors are linked to course objectives similar to those in the required social work curriculum. Field learning plans for Title V-E stipend students contain child welfare-specific learning activities. Appendix 2-6 presents the child welfare-specific practice behaviors and maps their integration into the child welfare course syllabus. The syllabus, itself, is located in Volume II of the reaffirmation documents (see "Non-required Social Work Courses" section). To date, the Program is working on developing an evaluation plan for the assessment of the child welfare-specific practice behaviors.

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

The mission and goals of the Social Work Program include systematic attention to student mastery of the competencies. These goals focus on social justice, community partnerships, interdisciplinarity, and professional development. The MSW curriculum has been developed to strengthen generalist practice competence by attending to the core knowledge, values, and skills of the profession from micro to macro level practice.

As noted earlier, the Program's curriculum allows students the opportunity for sequential development of the competencies. The Foundation-level courses provide an overview of the history of the profession, connection of theories to social work generalist practice, and introductory helping skills. In addition, students complete a two-semester foundation-level field practicum to introduce them to social work practice. Field, Generalist Practice, and Skills courses are concurrent at the Foundation-level in order to integrate knowledge, values, and skills through application of the practice behaviors.

Students are introduced to the advanced-level curriculum through two core courses that reflect the goals and mission of the MSW Program: SOC WORK 720 (Diversity, Social Justice, and Advocacy) and SOC WORK 728 (Advanced Policy: Leadership, Advocacy, and Practice). Following these two macro level courses, advanced-level students complete a two-semester field

practicum, research and program evaluation courses, 2 macro- and micro-level courses, and the electives of their choice. This course sequencing is designed to integrate micro and macro practice throughout the curriculum to stress the importance of viewing them simultaneously and not independently.

Each of the courses within the curriculum was assessed for goodness-of-fit in the assessment and teaching of the core competencies and their corresponding practice behaviors. More details regarding this process are discussed in Chapter 4. The appendices regarding the Foundation and Advanced Allocation of Practice Behaviors Across the Curriculum referenced earlier depict allocations of practice behaviors to courses. Course assignments have been developed to provide assessment of the competencies at both the foundation-level and advanced-level of development.

The direct application of each of the ten core competencies and their associated practice behaviors within the curriculum can be viewed in Appendix 2-7: Curriculum Content by Course. This document is arranged by competency. It identifies which courses are responsible for teaching and assessing student achievement of each of the practice behaviors. The Appendix depicts which course objectives are linked to each practice behavior; the knowledge, values, and skills conveyed through course content; and the location in the syllabus of when specific content will be taught and evaluated. This document was developed for the purpose of highlighting the specific integration of the core competencies and practice behaviors to insure that a variety of learning opportunities are provided and assessed in competency development. This document is used, in tandem, with course syllabi which utilize a coding scheme to more readily facilitate students' abilities to link course content to their mastery of the competencies. Syllabi for all required social work courses explicitly map course objectives to specific competencies and practice behaviors. The following excerpt from the SOC WORK 720: Diversity, Social Justice, and Advocacy syllabus provides an excerpt of the coding scheme (see p. 3 of the SOC WORK 720 syllabus in Volume II).

III. Course Objectives

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

1. Develop a clear understanding of multiple social identities (e.g., race, class, gender, sexual orientation, religion, age, ability status, nationality, etc.) and their impact on human development.

> Competency 1: Professional Self
>> *1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.*

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2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.

> Competency 2—Standards and Ethics
> *2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations*
>
> Competency 3—Critical Thinking
> *3.2 Engage in critical consumption of research and practice literature.*

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

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

This coding system is used throughout syllabi to reinforce how courses are teaching and evaluating each of the practice behaviors (see Social Work syllabi in Volume III of reaffirmation documents). Appendix 2-7 (Curriculum Content by Course) mentioned earlier maps out this entire system across the curriculum to demonstrate how courses build on each other as students progress through the curriculum.

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

Narrative Discussion of Program Competencies and Practice Behaviors Across the Curriculum

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

Within the Program, curriculum decisions are made by the full faculty. Implementation of the ten competencies and practice behaviors was determined through assessment of existing and

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new courses and any anticipated development needs. In addition, the faculty worked together to develop and incorporate the advanced practice behaviors using the foundation practice behaviors as a launching point. Faculty made the decision to include all of the competencies and practice behaviors in the field courses (SOC WORK 712, 714, 716, 718) to advance our goal that students attain practical familiarity and competence with each of the practice behaviors, as applied in a practice setting. Given the comprehensive integration of the competencies and practice behaviors at the foundation and advanced level in field and classroom work, graduates of the MSW program are well prepared with the competencies necessary to succeed professionally as advanced social work practitioners and leaders.

The following section outlines the manner in which each of the competencies is addressed within the MSW Program's course sequencing in both the foundation and advanced curriculum.

Foundation Curriculum

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

Generalist social work practitioners are familiar with the knowledge, values, and skills of the profession. They are aware of the history and dynamic development of the field of social work. Their behavior is representative of the profession, its mission, and its core values. Professional conduct and growth reflects a commitment to self-awareness, as well as the profession itself.

Competency 1 Practice Behaviors

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

Personal reflection and self-awareness of strengths and challenges in professional practice is a key skill for competent social work practice. Students reflect on their own values, skills, awareness of diversity, and reactions to specific populations for their development as social workers. Knowledge is applied across the curriculum. The curriculum addresses the need for personal reflection specifically within the field logs for the foundation year field placements (SOC WORK 712 and 714). In addition, students are required to evaluate their experiences and identify strengths and areas for growth in relationship to their mastery of the competencies through a self-analysis of their role-play interview in Direct Practice Skills (SOC WORK 703), and two written self-reflective assignments in Contemporary Social Work Ethics (SOC WORK 701).

1.2 Attend to professional roles and boundaries.

The need for social workers to be cognizant of their boundaries in practice is a critical element in professional practice and is reinforced through the requirement for continuing education in the State of Wisconsin. The ability to effectively demonstrate competence in social

work roles across practice domains is a demonstration of professional conduct and identity as a social worker. Knowledge relative to an understanding of professional roles and boundaries is addressed through a variety of means across the curriculum. Foundation students demonstrate their attendance to this practice behavior through a critique of their peers' role-play interviews in Direct Practice Skills (SOC WORK 703) and required leadership activities in Macro Practice Skills (SOC WORK 705).

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

As social workers, individuals are expected to be able to communicate effectively and understand the implications of demeanor and appearance on professionalism. These concepts are reinforced within field practicums (SOC WORK 712 and 714) and evaluated during the field evaluation process. In the accompanying seminar course (SOC WORK 713 and 715), students present case studies and lead discussions regarding the emergence of the ten competencies within various practice settings.

1.4 Use supervision and consultation appropriately.

Use of supervision includes an appropriate level of independence as well as the ability to ascertain when consultation is needed. The use of field logs (and response to recommendations and comments) is an indicator of a student's success in this practice behavior. Logs are required for each field course (SOC WORK 712 and 714). Appropriate use of supervision and consultation are evaluated in all field practicum evaluations as well. In addition, the final assignment in Contemporary Social Work Ethics is an Ethical Dilemma paper where students identify and describe the role of supervision and consultation in resolving ethical situations.

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

Teamwork has been a central tenet of the UW-Green Bay Social Work Program since its inception. Students' abilities to work within a team framework are developed across the curriculum and fostered through the concept of interdisciplinarity as outlined in the Program's mission. Most courses in the MSW curriculum are highly interactive and many require group assignments. This requires students to contribute to the team discussions and activities. This is particularly important in Practice Skills courses (SOC WORK 703 and 705) and the Seminar courses (SOC 713 and 715). In addition, students work in groups to complete a diversity project in Generalist Practice I (SOC WORK 702).

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

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

Competency 2 Practice Behaviors

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

When students enter their Foundation year, the curriculum assists them in examination of their personal values for congruence with the values of the profession. General Practice I (SOC WORK 702) introduces students to the values of the profession; Contemporary Social Work Ethics (SOC WORK 701) asks students to explore their personal values and discuss how they align or conflict with the profession's values. These exercises are designed to help students: 1) recognize and 2) manage their values when engaged in social work practice.

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

The curriculum provides students with knowledge of the *Code of Ethics* across practice domains and levels. Student skill is demonstrated in application and values in self-reflective activities. Students are introduced to the *Code of Ethics* and provided a copy of same in the new student orientation and required to apply the Code in several courses throughout the Foundation curriculum. The *Code of Ethics* is required reading in courses such as Contemporary Social Work Ethics (SOC WORK 701) and Seminar (SOC WORK 713 and 715) and is embedded in the syllabi for all other courses. In Generalist Practice I (SOC WORK 703), students are encouraged to expand their knowledge base through recommended readings such as the *Code of Ethics for the National Association for Black Social Workers.*

2.3   Recognize and accept ambiguity in resolving ethical conflicts.

Since codes of ethics are guidelines of behavior and ethical situations are complex, it is crucial for students to understand there is often ambiguity involved, and thus they must be able to apply reasoned decisions in practice. Accordingly, they are expected to be able to identify ethical challenges within their field practicums and discuss these in their field logs. Students' skills in relation to ethics are also assessed during the field evaluation process. In the classroom, especially in Seminar, ethical discussions are encouraged and fostered. In Contemporary Social Work Ethics (SOC WORK 701), students work through several case studies where they learn to recognize and address ambiguity in ethical conflicts.

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

Use of formal models of ethical decision-making and analysis are reinforced through materials used and discussed within the classroom setting. The field practicum provides further opportunities for student application of ethical decision making. The one course that is dedicated to student mastery of this practice behavior is Contemporary Social Work Ethics (SOC WORK 701) in which students learn and apply ethical decision-making models to real case studies.

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

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

Competency 3 Practice Behaviors

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

Foundations of Social Welfare (SOC WORK 711) is taken in the first semester of the Foundation year. This course introduces students to the importance of integrating knowledge from multiple sources. Students demonstrate their ability to critique knowledge from various sources through a series of critical thinking exercises and assignments including focus papers, electronic discussion posts with peers, and a social policy analysis at the end of the semester. General Practice II (SOC WORK 704), taken in the second semester of the Foundation year, reinforces this skill through weekly discussion and analysis of macro practice case studies.

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

Throughout the curriculum, case studies and examples are utilized to evaluate models across the change process continuum. This pedagogical approach is used in micro and macro courses in order to reinforce how the change process occurs across practice settings. Contemporary Social Work Ethics (SOC WORK 701) and the Seminar courses (SOC WORK 713 and 715) utilize weekly logs and case presentations to help students master this practice behavior.

3.3   Demonstrate effective oral communication skills in professional settings.

Students are assessed throughout the curriculum on their ability to adequately communicate the knowledge, values, and skills of the profession. Individual presentations, such as case studies in Seminar courses (SOC WORK 713 and 715), and group presentations, such as those required in Generalist Practice II (SOC WORK 704) provide students the opportunity to develop their oral communication skills. In addition, oral communication is assessed in the field practicum (SOC WORK 712 and 714) at the end of each semester of the foundation year.

3.4   Demonstrate effective written communication skills in professional settings.

The ability to write effectively relative to professional practice is a critical skill for social workers. The written components evaluated across the curriculum highlight the various forms of writing required within social work professional settings. Logs and case presentations in Seminar (SOC WORK 713 and 715) and weekly case studies in General Practice II (SOC

WORK 704) are a few of the assignments that have been chosen to specifically address this practice behavior. However, written assignments are required in all courses and students are assessed on their ability to write effectively in their field practicum as well. This variety of written expectations affords students the opportunity to develop and improve their written communications across many settings.

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

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

Competency 4 Practice Behaviors

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

As with other practice behaviors that require self-awareness (1.1 and 2.1) students are expected to attend to their personal biases and values in all aspects of their social work practice. The evidence of their personal reflection related to diverse groups is reflected in their video role plays from Direct Practice Skills (SOC WORK 703), the diversity project in Generalist Practice I (SOC WORK 702), and a major paper related to poverty in Human Behavior and the Social Environment (SOC WORK 707). In addition, the field logs for both Seminar courses (SOC WORK 713 and 715) require students to reflect on personal strengths and challenges related to their evolving cultural competency development.

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

The ability to see difference and understand the dynamics involved in shaping student lives, as well as the clients they serve, are important for generalist social work practice. The integration of diversity understanding into one's professional practice is measured through the field logs in Seminar (SOC WORK 713 and 715) where students are expected to address diversity topics and concerns and the impact of life experiences on one's world view. In addition, the Diversity Project (SOC WORK 702) and Poverty Paper (SOC WORK 707) require students to address these issues to a greater degree in the second semester after they have a solid foundation through core introductory courses and their field practicums.

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

The idea that social workers learn from the individuals they serve is critical for effective generalist practice. This is reinforced in field logs which require students to initiate discussions about diversity and apply social work knowledge, values, and skills within increasing levels of competence throughout their Field Placements (SOC WORK 712 and 714). Students demonstrate their understanding and skill in engaging with others as cultural informants through their role play interviews in Direct Practice Skills (SOC WORK 703). This assignment requires students to pay particular attention to issues of diversity using the approach of cultural humility.

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

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

Competency 5 Practice Behaviors

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

In the first semester of the foundation year, the Foundations of Social Welfare course (SOC WORK 711) begins the discussion of the interplay between social policy and oppression. It is infused in other first semester courses, including Generalist Practice I (SOC WORK 702) and Contemporary Social Work Ethics (SOC WORK 701). In the second semester, General Practice II (SOC WORK 704) and Human Behavior and the Social Environment (SOC WORK 707) reinforce the application of this knowledge through the Community Assessment assignment and the Poverty paper (respectively).

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

Social justice considerations permeate social work knowledge, values, and skills and are important components in the Program's curriculum. Self-awareness is the initial step in engaging in practices that advance human rights and social justice. The courses described under 5.1 concentrate on this practice behavior as well. In particular, the Social Policy Analysis assignment (SOC WORK 711) requires students to suggest changes in social policy that would protect and support underrepresented populations.

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

The need to understand and utilize research to improve practice and promote effective policy and service delivery is a growing concern within the social work field. With increasing attention to efficiency and effectiveness, students must be able to employ evidence-based interventions, evaluate their own practice, and use research findings to inform their work with

clients. Understanding ethical and evidence-based practice and implementing it from a research informed perspective is addressed through the curriculum.

Competency 6 Practice Behaviors

6.1   Use practice experience to inform research.

At the start of the first semester, students develop individualized learning activities for their Foundation field practicums (SOC WORK 712 and 714). These individualized plans must reflect how students aim to master this practice behavior and demonstrate competence at the completion of the field experiences. In the classroom, two courses have been identified as key to assessing student understanding of this practice behavior: Generalist Practice I (SOC WORK 702) and Human Behavior and the Social Environment (SOC WORK 707). In SOC WORK 702, the distance assignments and diversity project require students to explore the literature based on practice experiences specific to diverse populations.

6.2   Use research evidence to inform practice.

Most assignments in the MSW Program integrate research and practice by asking students to seek evidence-based knowledge and apply it to case studies. As mentioned above, two courses have been identified to assess student understanding of this practice behavior: Generalist Practice I (SOC WORK 702) and Human Behavior and the Social Environment (SOC WORK 707). The change process portion of the diversity project (SOC WORK 702) requires students to describe how the findings from their research will inform their future practice as social workers.

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

The University of Wisconsin-Green Bay mission includes interdisciplinarity. As such, students admitted to the MSW Program are required to take a range of courses across knowledge areas. Support courses required for individuals in the MSW Program include Statistics, Biology, and Introduction to Human Development along with the courses required for their undergraduate degree. Information obtained from other disciplines is integrated into the social work curriculum and students are expected to demonstrate their ability to apply such material in varying contexts.

Competency 7 Practice Behaviors

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

In Generalist Practice I (SOC WORK 702) and Human Behavior and the Social Environment (SOC WORK 711), students are introduced to the systems model, the strengths perspective, and the empowerment approach and apply their understandings of these concepts in the developmental and environmental self-assessment assignment. Competence is demonstrated

through the field experiences in Field I and II (SOC WORK 712 and 714), chapter quizzes in Generalist Practice I (SOC WORK 702) and reflected in field logs and evaluations.

7.2   Critique and apply knowledge to understand person and environment.

Generalist practice social work is built on an understanding of the interface between person and environment. This is one element of the field that sets it apart from related fields such as psychology. In Human Behavior and the Social Environment (SOC WORK 711), students are exposed to multiple theories that attempt to predict and explain behaviors. They apply these concepts and theories through case presentations in Seminar (SOC WORK 713 and 715), the diversity project in Generalist Practice I (SOC WORK 702), and throughout all major assignments in Human Behavior and the Social Environment (SOC WORK 711).

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

Effective generalist social work practice requires an understanding of the social service delivery system, the dynamics that influence the system, and how social policy affects service delivery. Student involvement in policy practice promotes ongoing engagement with policy efforts after completion of the program.

Competency 8 Practice Behaviors

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

Attention to social policies is first addressed through the Foundations of Social Welfare course (SOC WORK 711) in which students are expected to articulate the impact of policies on the development of the social welfare system. This knowledge and skills are extended to Generalist Practice II (SOC WORK 704) through organizational analysis and community assessment assignments, and Contemporary Social Work Ethics (SOC WORK 701) in which students analyze how social policy impacts ethical practice at the macro level.

8.2   Collaborate with colleagues and clients for effective policy action.

The core curriculum courses emphasize the integration of policy action in generalist practice. It is evident in readings, discussions, and assignments throughout the curriculum. In their field learning plan, students are expected to articulate and, when possible, engage in activities related to policy action and reform in their practice area. In the classroom, the community assessment assignment in Generalist Practice (SOC WORK 704) requires students to outline social work strategies aimed toward advocacy and social change.

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

Understanding and adapting to the dynamic contexts within the practice arena are crucial for effective generalist social work practice. The need to examine evolving organizational, community, and societal contexts at all levels of practice is reinforced across the curriculum.

Discussions and input from key informants, such as field instructors and program advisory committee members, highlight trends within the local community that can be included in course discussions. The dynamic nature of practice is reflected in the need for social workers to respond proactively in order to most effectively serve clients.

Competency 9 Practice Behaviors

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

    Foundations of Social Welfare (SOC WORK 711) helps students understand collective responses to poverty over time and highlights the role of social workers in policy implementation and practice. Students apply the knowledge, values, and skills learned within their field sites, addressing the practice behaviors in their field logs for the Seminar courses (SOC WORK 713 and 715). In the second semester, students apply their understanding of social service delivery systems through an organizational analysis and community assessment in Generalist Practice II (SOC WORK 704).

9.2   Identify opportunities to improve the quality of social services.

    The organizational analysis and community assessment required in Generalist Practice II (SOC WORK 704) and group projects in Macro Practice Skills (SOC WORK 705) culminates in student learning relative to advocating for policies that are consistent with the values of profession, and which are ultimately reflected in programs and policies that benefit clients. In addition, instructors of the Seminar courses consistently require students to critique social service delivery systems and identify gaps and areas for improvement.

9.3   Advocate for client access to services.

    Social work knowledge, values, and skills relative to client access and social justice are incorporated in courses across the curriculum. From examining oppression and its implications for diverse populations, as outlined in Competency 4, to integration within the change process, as outlined in Competency 10, students are expected to actively engage in social justice efforts that include client access to services. As mentioned above, the organizational analysis and community assessment required in Generalist Practice II (SOC WORK 704) and group projects in Macro Practice Skills (SOC WORK 705) are key assignments that help students master the practice behaviors in Competency 9. In addition, students are expected to incorporate client access to services as a learning outcome for their field practicum (SOC WORK 712 and 714).

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

    The application of policies within a social justice framework is highlighted in Foundations of Social Welfare (SOC WORK 711) and students must demonstrate knowledge of this through a variety of assignments. Students also investigate the role of policy in specific social service practice areas through their field sites. This is reflected in their individualized

learning plans in Field I and II (SOC WORK 712 and 714) and assessed in the field logs for Seminar (SOC WORK 713 and 715) as well as in the evaluation of the field experience.

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

Possession of the knowledge, values, and skills within all components of the change process is an integral skill for generalist social work practitioners. As such, students must show competence in the interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Implementation of knowledge and skills in practice with individuals, families, groups, organizations, and communities is reinforced throughout the curriculum. Incorporation of the skills outlined with previous competency practice behaviors, particularly those related to critical thinking, promote effective practice. The change process is introduced and reinforced as a circular and dynamic process that requires continual engagement and re-engagement, assessment and reassessment, with interventions that change based on reassessments and evaluation of results. Furthermore, the practice behaviors are taught to be viewed as one set of interactions or behaviors resulting in effective mastery of the sub-competencies of the change process (i.e., engagement, assessment, intervention, and evaluation). Therefore, the knowledge, values, and skills for Competency 10 are discussed according to the sub-competencies (10a-10d) versus each individual practice behavior. It should also be noted that both Seminar courses (SOC WORK 713 and 715) and Field courses (SOC WORK 712 and 714) incorporate the change process in discussions, assignments, the learning plan, and the end-of-semester field evaluations.

Competency 10 Practice Behaviors

(a) Engagement.
10.1   Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration.

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

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

Initial understanding of, respect for, and partnering with clients is introduced in Direct Practice Skills (SOC WORK 703). Students are required to demonstrate the practice behaviors related to engagement across multiple levels. Direct Practice Skills (SOC WORK 703) uses videotaped interviews to demonstrate conveyance of acceptance, worker empathy, and respect. The Skills and Generalist Practice sequence remains the focus for demonstration of these practice behaviors.

(b) Assessment

10.4   Collect, organize, and interpret client data.

10.5   Assess client strengths and limitations.

10.6   Develop mutually agreed-on intervention goals and objectives.

10.7   Select appropriate intervention strategies.

Assessment of strengths, overcoming barriers, and prioritizing goals is assessed in Direct Practice Skills (SOC WORK 703), while Macro Practice Skills (SOC WORK 705) highlights assessment of macro-level intervention skills. In Generalist Practice I and II (SOC WORK 702 and 704), students learn to develop service plans in collaboration with clients and/or communities to ensure they are provided the opportunity to articulate their own desired outcomes. This is measured through the role-play interview demonstrations in Direct Practice Skills (SOC WORK 703) and the community assessment assignment in Generalist Practice II (SOC WORK 704).

(c) Intervention

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

10.9   Enhance client capacities through prevention and intervention efforts.

10.10   Negotiate, mediate, and advocate for clients.

The scope of social work services within the change process can be articulated and observed across all levels of social work practice. Therefore, the assignments for the Skills and Generalist Practice course sequence, referred to earlier in this section, are utilized in skill development for intervention from micro to macro. Students build on their assessment skills learned early in the semester in order to identify objectives and client-centered goals for the group projects in Macro Practice Skills (SOC WORK 704), the community assessment and organizational analysis in Generalist Practice II (SOC WORK 705) the role play interview in Direct Practice Skills (SOC WORK 703) and the diversity project in Generalist Practice I (SOC WORK 702).

(d) Evaluation/Termination

10.11   Critically analyze, monitor, and evaluate interventions.

10.12   Facilitate transitions and endings.

The ability to effectively evaluate and address transitions and endings in social work practice, including that of both clients and communities is a critical practice skill. The chapter quizzes from Generalist Practice I (SOC WORK 702), the video critique from Direct Practice Skills (SOC WORK 703), and the organizational analysis from Generalist Practice II (SOC WORK 704) focus on students' ability to analyze, monitor, and evaluate interventions. Student's ability to facilitate and navigate transitions is primarily assessed at the conclusion of the Foundation Field experience (SOC WORK 714) whereby students must prepare for endings with individual clients and agencies. Preparation for transitions and endings is a major focus in Seminar II, which is held concurrently with Field II.

Advanced Curriculum

A primary goal in developing the practice behaviors for the advanced curriculum was to ensure students demonstrated leadership, active engagement, and contributions to the field. The expectations for advanced level students to master each competency moves beyond understanding and articulation. At the advanced level, students are expected to assume leadership roles, disseminate knowledge to others, critique and improve the social service delivery systems in their area of practice, engage in advocacy efforts, and advance the values of the profession. All ten competencies and corresponding practice behaviors are measured in Field III and IV through end-of-semester evaluations between the student, field instructor, and Seminar instructor. The following discussion provides a summary of how the ten competencies are operationalized throughout the remainder of the Advanced curriculum.

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

Advanced level social work practitioners are committed to understanding and sharing the knowledge, values, and skills of the profession. They engage in activities that promote the profession, its mission, and its core values. Professional conduct is a goal that is achieved through self-reflection and peer evaluation.

Competency 1 Advanced Practice Behaviors

1.1   Demonstrate ability to independently engage in activities that advance the core values of the social work profession.

This practice behavior is the focus of three major assignments in SOC WORK 720 (Diversity, Social Justice, and Advocacy): Cultural self-assessments, critical reaction journals, and D2L discussion posts. It is also measured through the development of a fundraising plan in Advanced Practice: Community Empowerment (SOC WORK 738) and through small group discussions in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728). In each of these assignments, and in all interactions within the program, students are expected to be self-directed and cognizant of the profession's values in their engagement with their peers, their instructor, agency staff, and other external constituents.

1.1 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.

Group presentations and critical analysis discussions are woven throughout the curriculum. These teaching strategies give students the opportunity to disseminate knowledge and learn from one another. A primary example of this approach is demonstrated in Diversity, Social Justice, and Advocacy (SOC WORK 720) in which small groups of students research, prepare, and present a professional in-service related to a particular non-dominant, racial-ethnic group. Each group presents on a different population which enhances the cultural knowledge of the entire class.

1.2 Utilize self-reflection to identify and enhance own professional comportment.

Self-reflection is a major component of the Seminar courses (SOC WORK 717 and 719) as students are required to identify their learning needs and professional development through their written Field Logs and in weekly classroom discussions. In addition, students contemplate and share how macro practice is demonstrated in Social Work through small group presentations. At the end of these presentations, students complete peer and self-evaluations which requires them to be self-reflective and professional in their analysis and communications.

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

Key in all aspects of social work practice is the ability to recognize one's own values and biases, and seek consultation when making decisions that have ethical implications. The NASW *Code of Ethics,* state and federal laws and statutes, and agency policies are guideposts for social workers practicing in Wisconsin. Ethical decision making requires knowledge of these guideposts and the developed skill of critical processing. Advanced-level social workers must employ these skills and seek consultation for their own practice decisions. Furthermore, they may be in positions where they are the consultant and, using the same skill set, offer guidance to other practitioners.

Competency 2 Advanced Practice Behaviors

2.1   Identify and critique ethical decision-making processes in practice.

Advanced Practice: Multi-Level Family Systems (SOC WORK 721), students address how a situation/condition/experience of one family member impacts the entire family system. The unique ethical considerations of each situation are explored and addressed. In addition, students spend a full unit in Research for MSW Practice (SOC WORK 731) discussing the implications of ethics in social research. Student understanding of the values, skills, and knowledge related to professional ethics is assessed through research proposal and IRB application assignments.

2.2   Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.

The term *moral courage* was selected for this practice behavior as it encompasses both recognition and subsequent action plans related to ethical dilemmas. In-class and field log discussions regarding ethical dilemmas are highlighted in the Seminar courses (SOC WORK 717 and 719). Through these venues, students are encouraged to develop their own moral courage as it relates to their social work identity and professional practice. Similarly, group discussions in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) and Diversity, Social Justice and Advocacy (SOC WORK 720) provide students with opportunities to identify areas where moral courage is needed to challenge the status quo and/or arrive at solutions to ethical dilemmas.

2.3   Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.

Individual, small group, and large group activities and discussions in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) and Diversity, Social Justice and Advocacy (SOC WORK 720) require students to self-assess and engage with others in ways that challenge biases in order to promote development and professionalism. The cultural competence self-assessment and critical reaction journals in SOC WORK 720 and small group policy discussions in SOC 728 are examples of specific assignments aimed at this goal.

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

The ability to apply critically thinking skills is a major component of the advanced curriculum. Students are expected to apply their knowledge, values, and skills throughout their coursework and field practicums with increasing amounts of self-direction. They are encouraged to challenge the status quo and investigate a variety of solutions to inform their professional decision-making. Furthermore, oral and written communication skills are reinforced throughout the curriculum as both are requirements for effective social work practice.

Competency 3 Advanced Practice Behaviors

3.1   Differentially apply principles of logic and reasoning to inform professional decision making.

Through a major policy analysis assignment in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728), students demonstrate their ability to apply reasoning and logic principles to their practice decisions. To a greater extent, students apply these principles in several assignments in Advanced Program Evaluation (SOC WORK 736) via discussion posts with their peers, a mid-term exam, and the development of an evaluation plan in their individualized area of emphasis and/or field agency.

3.2   Engage in critical consumption of research and practice literature.

Assignments in all courses at the MSW Advanced level require students to actively engage in research-informed practice and communications. Position and analysis papers and presentations are all required to be supported by evidence. Research for MSW Practice (SOC WORK 731) formalizes this skill through literature review, research critique, and research proposal instructions and related assignments. In Advanced Program Evaluation (SOC WORK 736), students apply these same concepts to the development of an evaluation plan based on their analysis of the research literature and practice experience/knowledge.

3.3   Demonstrate effective written communication appropriate to contexts.

As with practice behavior 3.2, effective written communication is expected in all courses including weekly field logs. With an increasing number of hybrid and on-line courses offered in the MSW Program, effective written communication is especially important for student learning and assessment. Two key assignments have been identified as substantial assessments for student demonstration of this practice behavior: The research critique and proposal required in Research for MSW Practice (SOC WORK 731), and the Portfolio assignment which is completed in Capstone Seminar IV (SOC WORK 719) at the end of the student's final semester in the program.

3.4 Demonstrate effective oral communication appropriate to contexts.

Effective oral communication is a required skill for all social workers. At the Advanced level, students are expected to engage in small and large group discussions, facilitate discussions, and initiate communications with internal and external constituents appropriately. Effective oral communication is specifically assessed in two course assignments at the advanced level. Similar to practice behavior 3.3, the research proposal assignment in Research for MSW Practice (SOC WORK 731) is used to assess students' oral communication skills through a presentation to their peers. A similar assignment is required in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728), which asks students to present their policy analysis in a large group setting.

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

As most students in the MSW Program are members of the dominant cultural group, it is important to recognize and analyze the impact of diverse experiences on the formation of identity and how these experiences shape the individual and the broader society. This begins in the initial semester of the Advanced curriculum with a course specific to diversity (SOC WORK 720). Varying concepts of diversity are woven throughout the curriculum at both the micro and macro levels.

Competency 4 Advanced Practice Behaviors

4.1   Demonstrate cultural humility when working cross-culturally in practice and professional settings.

As mentioned in section 3.1, the MSW program has adopted the principle of *cultural humility* throughout its programming and curriculum. To that end, students are asked at multiple levels to continuously reflect and seek education on cultural differences. Seminar instructors, in particular, reinforce this concept through feedback in the field logs and in-class discussions. All assignments in Diversity, Social Justice and Advocacy (SOC WORK 720) ask students to demonstrate their understanding and acceptance of cultural humility. Advanced Practice: Multi-Level Family Systems (SOC WORK 721) requires students to demonstrate cultural humility through role plays and reflexivity journals. Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) provides students opportunities to demonstrate cultural humility at the macro level through the social policy analysis assignment

4.2   Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.

At the conclusion of the Advanced Practice: Multi-Level Family Systems (SOC WORK 721) course, students present a summary of their family counseling sessions that occurred throughout the semester. As part of that assignment, students describe how culturally-sensitive empowerment and strengths-based strategies were employed for the diverse members of the family system. Students apply the same concept at the macro level in their social policy analysis for Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) and in all assignments for their Diversity, Social Justice and Advocacy (SOC WORK 720) course.

4.3   Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).

This practice behavior is a major discussion point in the Seminar III and IV (SOC WORK 717 and 719) courses. Students are required to continually assess the interface between the social work principles of diversity and their field placement sites. In the Diversity, Social Justice and Advocacy (SOC WORK 720) course, students are required to visit a community resource that provides services to diverse and multicultural populations and share their findings about service delivery with the rest of the class. Congruence between mission, goals, climate, and social work principles is one method of evaluating program effectiveness. Students are required to conduct such an analysis for their field agencies or work sites in the Advanced Program Evaluation (SOC WORK 736) course.

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

Social justice is part of the mission and goals of the UW-Green Bay Social Work Programs and is a major component of all MSW courses. At the advanced level, students are expected to understand this concept at the macro level, beyond individual client advocacy, and participate in activities that demonstrate their skill in protecting human rights.

Competency 5 Advanced Practice Behaviors

5.1   Analyze the congruence between social service delivery systems and social work values relative to social justice.

Similar to Competency 4, several courses address this competency as social justice is one of our MSW Program goals. Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) assesses this practice behavior through the social policy analysis assignment; Advanced Practice: Community Empowerment (SOC WORK 738) assesses this through the group presentations on Macro Social Work Roles; Diversity, Social Justice and Advocacy (SOC WORK 720) requires students to address social justice congruence in the critical reaction journals, diversity in-service presentation, and the visit to community resource assignment.

5.2 Engage in macro-level advocacy on behalf of oppressed populations.

A hallmark of social work practice is advocacy efforts for oppressed populations. It should be noted that several course titles include the word "advocacy". This was a purposeful decision on behalf of the faculty and intended to remind students of the importance of advocacy in their roles as advanced level social workers. In addition to the expectation that students will engage in advocacy efforts in their field practicums, three courses require students to prepare and present an advocacy plan for various purposes. Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) requires a plan for social policy change; Advanced Practice: Community Empowerment (SOC WORK 738) requires development of a fundraising plan; Advanced Program Evaluation (SOC WORK 736) requires a utilization-focused evaluation plan to improve social service delivery systems.

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

Effective and ethical social work requires continual assessment and evaluation at the individual and agency level. Social workers should consistently seek evidence-based assessments, interventions, and evaluations and infuse them into their own practice. This is

particularly important at the macro level where social service delivery systems compete for resources while facing increasing client numbers and decreasing reimbursement.   Social workers must be skilled in the ability to produce and analyze outcome data to improve and support the profession.

Competency 6 Advanced Practice Behaviors

6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.

This practice behavior asks students to engage in critical consumption of the literature and apply the knowledge to their practice and decisions. In Advanced Practice: Community Empowerment (SOC WORK 738), students investigate the various macro roles that social workers hold and explain evidence-based practices commonly utilized in those roles. Advanced Practice: Multi-Level Family Systems (SOC WORK 721) requires students to investigate and apply EBP at the micro-level through their student choice topic papers on family systems.

6.2   Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.

This practice behavior is primarily assessed in macro-level courses: Research for MSW Practice (SOC WORK 731), Advanced Practice: Community Empowerment (SOC WORK 738), and Advanced Program Evaluation (SOC WORK 736). All three courses require students to investigate multiple sources and critically analyze outcomes to direct research efforts (SOC WORK 731), evaluation efforts (SOC WORK 736), and/or advocacy efforts (SOC WORK 738). In addition, the Seminar courses provide a forum for discussion of efficiencies and effectiveness in practice settings and allow for creative brainstorming regarding sources and use of outcome data.

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

A distinct characteristic of social work is its inclusion of interdisciplinarity. Social workers are encouraged to seek input from a variety of sources in their professional decisions and practice. The focus on environment and its influence on human behavior is woven throughout the advanced curriculum. Students are challenged to identify the social influences that impact their client systems and demonstrate the ability to provide effective social work for both the individual client and the broader society.

Competency 7 Advanced Practice Behaviors

7.1   Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.

As reflected in UW-Green Bay's mission statement and the Social Work Professional Programs goal statements, interdisciplinarity is a guiding principle throughout our program. We ask students to reflect interdisciplinary views, based on empowerment and the strengths-perspective, throughout all relevant assignments and discussions. This is particularly reinforced in assignments that are self-reflective in nature such as field logs for the Seminar courses (SOC

WORK 717 and 719) and the role play/reflexivity journaling assignment in Advanced Practice: Multi-Level Family Systems (SOC WORK 721). At the micro level, students apply this practice behavior to their community engagement portfolio in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) and their utilization-focused evaluation plan in Advanced Program Evaluation (SOC WORK 736).

7.2   Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.

The macro implications for this practice behavior are demonstrated in the social policy analysis and community engagement portfolio in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728). Critical reaction journals in Diversity, Social Justice and Advocacy (SOC WORK 720) require students to link course content with experiences in field, applying a range of human behavior theories as they apply to diverse populations. The field logs and subsequent discussions in Seminar III and IV (SOC WORK 717 and 719) measure the student's ability to apply this practice behavior at the micro level.

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

The ability to analyze and impact social policy is a critical skill for advanced level social workers. Students are required to demonstrate their ability to identify and critique social policy related their area of emphasis in multiple courses. This intentional curriculum design allows students to develop and hone their advocacy skills for current and future practice.

Competency 8 Advanced Practice Behaviors

8.1   Critique social policy relevant to area of emphasis using a policy analysis model as a framework.

Discussions of policy and its implication on practice are woven into all classes in the MSW Program. This practice behavior, however, is very specific and asks students to complete a social policy analysis which is accomplished through one of their major assignments in Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728). The framework for the analysis is chosen by the student and the assignment is further individualized by asking students to select a policy that impacts their specific area of emphasis or practice.

8.2   Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.

The student choice topic paper in Advanced Practice: Multi-Level Family Systems (SOC WORK 721) requires students to identify the impact of social policy on assessment and/or intervention strategies for family systems. As mentioned in other practice behaviors, the macro level, the social policy analysis for Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) is a major assessment of student's ability to assess the implications of social policy at all levels. The theory and practice paper in Advanced Practice: Community Empowerment (SOC WORK 738) requires students to assess policies related specifically to social work change efforts.

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

Beyond understanding the dynamic nature and broader contexts that influence social service delivery systems, advanced level students are expected to demonstrate their ability to actively respond and influence those contexts, both proactively and reactively.

Competency 9 Advanced Practice Behaviors

9.1 Demonstrate ability to work effectively within and across coalition groups.

As mentioned at the beginning of this section describing the advanced curriculum, a key consideration in developing the advanced practice behaviors was preparing advanced level students through action not simply articulation. In addition to the obvious demonstration of action through field activities, Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) and Advanced Practice: Community Empowerment (SOC WORK 738) are two courses that require students to engage in advocacy efforts with external constituents. SOC WORK 728 requires communication with policy makers; SOC WORK 738 requires communication and presentations with agency decision-makers, such as attending board meetings.

9.2   Identify and assess the role of political influences on social service delivery systems in area of emphasis.

To further stress the importance of understanding the macro-implications and influences on the development and delivery of social services, several courses require students to research, synthesize, and critique successful and unsuccessful policies and describe the political ideologies that influence these policies. Advanced Policy: Leadership, Advocacy, and Practice (SOC WORK 728) accomplishes this through the community engagement portfolio; Advanced Practice: Community Empowerment (SOC WORK 738) asks students to prepare a paper describing these elements; Advanced Program Evaluation (SOC WORK 736), assesses student understanding of political influences on evaluation efforts through worksheets and discussion posts.

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

Similar to the foundation curriculum, the MSW program views competency ten of the advanced curriculum as a circular process of continual assessment, modification, and application that applies across all levels from micro to macro. One difference in the advanced curriculum, especially as it relates to competency ten, is the focus on macro practice. Understanding how the change process fits into macro practice is fundamental to all social work practice. It is critical knowledge and skill set for advanced level social workers who should provide leadership at the macro level in addition to micro practice.

Competency 10 Advanced Practice Behaviors

   (a) Engagement

10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.

The utilization-focused evaluation plan for Advanced Program Evaluation (SOC WORK 736) and the theory and practice paper for Advanced Practice: Community Empowerment (SOC WORK 738) are two assignments that ask students to assess and critique systems that impact helping relationships. These assignments are tailored to the student's area of interest which requires greater research and analysis on the part of the individual student.

10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.

This practice behavior is most evident in the Advanced Practice: Multi-Level Family Systems (SOC WORK 721) content through readings, activities, and assignments. In particular, the cultural and spiritual sensitivity unit in SOC WORK 721 focuses on the skills and knowledge required for this practice behavior.

(b) Assessment

10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.

The majority, if not all, of the assignments in Advanced Practice: Multi-Level Family Systems (SOC WORK 721) require students to demonstrate this practice behavior and their ability to assess systems from a strengths-perspective. In addition, the case presentations and process recordings in Seminar III and IV (SOC WORK 717 and 719) are reflective of this practice behavior and the importance of accurate and thorough multi-faceted assessments.

10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.

The utilization-focused evaluation plan is the major assignment in Advanced Program Evaluation (SOC WORK 736). It requires students to evaluate their practice area or field agency and propose an evaluation plan that includes modification and application. In Seminar IV (SOC WORK 719) students assess their own development toward mastery of the competencies and demonstrate their self-modification and application through the capstone portfolio assignment. This assignment begins in the fall semester of the Advanced year and concludes in the spring semester of the student's final year. It is, essentially, a compilation of evidence supporting the student's readiness for graduation with an advanced degree in social work.

(c) Intervention

10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.

As mentioned above, the utilization-focused evaluation plan required in Advanced Program Evaluation (SOC WORK 736) encompasses the entire change process, giving students the ability to master engagement, assessment, intervention, and evaluation from the macro perspective. For this practice behavior, students must suggest an appropriate evaluation method for the concerns of their agency. Advanced Practice: Multi-Level Family Systems (SOC WORK

721) teaches students about interventions with family systems through the family group presentation and student choice topic papers. The in-service presentations in the Diversity, Social Justice and Advocacy (SOC WORK 720) course includes an intervention component that focuses on cultural difference.

10.6   Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.

Similar to advocacy efforts in competency five, several courses require students to demonstrate their ability to enhance capacities of clients and systems using an empowerment approach. All three of the following assignments require a combination of self-assessed values, knowledge of the content, and skill in implementing a plan. Advanced Practice: Community Empowerment (SOC WORK 738) requires development of a fundraising plan; Advanced Program Evaluation (SOC WORK 736) requires a utilization-focused evaluation plan to improve social service delivery systems; and Diversity, Social Justice and Advocacy (SOC WORK 720) requires students to demonstrate their knowledge of the empowerment approach through in-service presentations.

   (d) Evaluation

10.7   Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.

The utilization-focused evaluation plan for Advanced Program Evaluation (SOC WORK 736) helps students master this practice behavior at the macro level. Several assignments for Advanced Practice: Multi-Level Family Systems (SOC WORK 721) help students learn to evaluate interventions at the micro level, including: role play activities, reflexivity journaling, and the family group counseling presentations. Seminar III and IV (SOC WORK 717 and 719) require students to discuss effective intervention strategies during their case presentations. Furthermore, the process recording assignment in Seminar courses asks students to evaluate their knowledge, skills, and values in their interactions with clients and client systems.

10.8   Demonstrate use of evaluation to inform the change process from micro to macro levels.

This final practice behavior is most evident in the utilization-focused evaluation assignment for Advanced Program Evaluation (SOC WORK 736). In this assignment, students must identify all the stakeholders involved in their field agency and demonstrate how evaluation efforts would apply to each stakeholder. They are further asked to describe the importance of taking a broad approach to evaluation in order to improve services at the program and client level.

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

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

The relationship of the field practicum 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. Throughout the field practicum, students are concurrently enrolled in courses that support the connection of theory to practice.

Foundation students enrolled in Field Practicum I and II (SOC WORK 712 and 714) are concurrently enrolled in Generalist Practice I and II (SOC WORK 702 and 704), Practice Skills I and II (SOC WORK 703 and 705), and integrative Field Seminar courses (SOC WORK 713 and 715). The integrative Field Seminar is developed to assist students in connecting classroom learning to field experiences. Students complete weekly logs of their field experiences. These logs are a graded assignment within the Field Seminar courses and, as such, require students to reflect on activities they have completed toward developing competence in the ten core areas as well as linkage to course discussions and topics.

Best practice for all components of the change process are covered throughout the two-semester course sequence described above wherein students must apply evidence of this process through formal written papers. In the Skills courses, class discussions focus on integration of skills and application of concepts to their field practicum. Students also apply course readings and social work theories, supported by research, to their practicum experiences. The integration of course content, which includes emphasis on research-informed and best practice models with the field experiences, provides a tangible demonstration of the linkage of theory, conceptual guidelines, and research-informed practices beyond the classroom.

Students with Advanced standing and who are enrolled in Field III and Field IV (SOC WORK 716 and 718), are concurrently enrolled in the integrative Field Seminar courses (SOC WORK 717 and 719). These courses assist students in reflecting upon advanced social work practice skills and gaining further integration of course theory and application in field settings. As with the Foundation year, students complete regular field logs that include critical reflection of the activities they accomplish toward competence in the ten core competency areas and the established Advanced practice behaviors.

Throughout the Advanced year of the program, students who chose the IAE option, tailor course assignments to their selected area of emphasis. This allows them to develop breadth, depth and specificity and ultimately a defined expertise in their chosen area. As part of the Capstone Seminar course (SOC WORK 719), students create a portfolio which demonstrates the integration of classroom learning and field experience in their individualized area of emphasis.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

In order to best serve the needs of students, field agencies are evaluated on annual basis to determine that each setting is able to provide learning activities that allow students to meet the competencies required for advanced social work practice. Attempts are made to arrange field placements within the home community of the student whenever possible, and in accordance with the student's individual area of emphasis. Placements are developed in a range of practice areas contingent on the agency's ability to meet student learning needs. The MSW Program views agencies as an extension of the university and a partner in the provision of learning activities for students.

A student-specific learning contract is developed by the student and agency field instructor at the beginning of each field placement. (See Appendix 2-8 for Advanced students and Appendix 2-11 for Foundation students. Please note that the Foundation learning contract is embedded within the competency evaluation document.) The learning contract identifies activities that will help lead the student toward competency in each of the practice behaviors. The learning contract is reviewed periodically throughout the semester and evaluated at the end of each semester to insure that students have appropriate learning opportunities and are making progress toward competence, as required, before completion of the MSW Program.

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

MSW Foundation students are required to complete a total of 420 hours of field education; Advanced students are required to complete 480 hours of field education. These requirements are fulfilled over the course of two semesters and equates to approximately 14-16 hours in field each week for each semester. Students are given the option to extend their field hours into a third semester (January interim and/or summer) to allow more flexibility in their schedules. This option, referred to as the "variable field option", must be delineated at the beginning of each semester.[8] Field practicum hours are to be evenly spaced throughout each semester regardless of whether the student chooses the traditional or variable option for completion of field hours. All field hours must be completed no later than the last day of the semester. There may be instances where an extension for completion of field hours is requested. These situations are rarely authorized and require that a Faculty Field Liaison is available to provide monitoring and support until the field hours are completed and the evaluation demonstrates successful competence in the practice behaviors.

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

In order to participate in the field course sequence (SOC WORK 712, 714, 716, 718), students must first meet the admission standards. In addition, students must maintain academic

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[8] At the time of this writing, the application of this option is pending university administrative approval. It is anticipated that this will be effective for spring and summer of 2016. Students will be notified when this becomes available.

and non-academic retention standards which require adequate performance in the classroom (cumulative end-of-term grade of "B" in required courses, and minimum of a "C" in electives), and a passing grade in the field practicum. Part-time students must complete the first year of the part-time program prior to placement in field settings. Students in the field practicum must also be concurrently enrolled in corresponding courses as follows: At the Foundation level, students must be enrolled in Generalist Practice I and II, Skills I and II, and Seminar I and II while enrolled in Field I and II, respectively. During the Advanced-level practicum, students must be concurrently enrolled in Seminar III and IV. At both the Advanced and Foundation levels, students must perform successfully in the fall field practicum and corresponding courses in order to be eligible to advance to the spring field course.

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

The *MSW Student Handbook* (see Volume III of reaffirmation documents) presents in detail all policies, criteria, and procedures governing the selection of field agencies, selection of field instructors, placement and monitoring of students, maintaining field liaison contacts with agencies, and evaluation of student and agency performance. These policies are summarized below.

Requirements for Foundation Field

Students who have earned an undergraduate degree other than a BSW, or have earned a BSW more than seven years ago must complete the Foundation curriculum including eight credits of field. Students have the option of completing the 420 field hours in a two semester sequence (4 field credits per semester) or variable field credits when the option becomes available to extend field into the winter interim and/or summer semester. If the variable option is selected, students must take three credits for Field I (SOC WORK 712) and one credit over January interim. For Field II (SOC WORK 714), students may take either four credits for spring semester, or three credits in spring and one credit in summer. Students are required to be concurrently enrolled in the seminar courses (SOC WORK 713 and 715) for both fall and spring semesters.

Requirements for Advanced Field

Students entering the program with advanced standing (a BSW within the last seven years, students who have completed the Foundation year, or BSW degree with current social work certification and post-BSW social work practice experience equivalent to three full-time years) are required to complete a two-semester placement (SOC WORK 716 and 718, totaling 480 hours of advanced field education. Advanced students are afforded the same variable field option credit allocation as Foundation students in that they may elect to extend their field hours over a third semester (January interim and/or summer). Students are required to be concurrently enrolled in the Advanced seminar courses (SOC WORK 717 and 719) for fall and spring, respectively. Students who receive the Child Welfare IV-E stipend must complete their field

placement in a practice setting that meets the requirements of the Child Welfare IV-E training grant.

Process for Determining Field Site Placements

- Agencies interested in providing a field placement for a student may contact the Program at any time to discuss the possibility of student placement. In addition, the MSW Field Coordinator seeks out possible field sites that provide a range of practice opportunities to address the interests of students in the program.

- The MSW Field Coordinator contacts the agency representative to arrange a meeting or discussion of the policies, procedures and expectations when accepting a student for placement. Agencies are asked to outline activities and practice opportunities for student learning. The MSW Field Coordinator evaluates the activities to ensure they provide adequate opportunities for a student to develop advanced practice behavior competency.

- Once it is determined by the MSW Field Coordinator that a placement site seems appropriate for MSW level practice experience within the scope of the CSWE competencies, the Field Coordinator works with the Academic Status Advisor/Student Status Examiner in the MSW Program, and the UW-Green Bay Risk Manager to establish an Affiliation Agreement.

- Foundation placements are developed to ensure that students acquire competence in introductory social work generalist skills. This means that foundation placements may not be in a specific area of emphasis but do require primary focus of direct practice with clients (individuals, families and small groups).
- Advanced placements are developed to ensure that students acquire breadth, depth, and specificity in an area of practice and/or IAE while working toward mastery of the CSWE competencies.

Placement Process

Students begin the field placement process by completing the MSW Student Field Application Form which describes their areas of interest and any special considerations they may need. (See Appendix 2-9) After receipt of the field application, the Field Coordinator begins the student-agency matching process. Student preferences and areas of emphasis are considered in the matching process and every effort is made to accommodate student requests. The placement of the students requires considerable collaboration between the student and field coordinator and therefore, clarity regarding limitations or needs should be included with the field application materials. The Field Coordinator maintains a listing of agencies who have agreed to accept a student for the academic year and, whenever possible, these agencies are the first to receive referrals of students for placement. Should an area of interest or practice not be represented in the approved and available agencies, the Field Coordinator will work with the student and other MSW faculty to investigate and arrange other options. Successful recruitment of all areas of interest may not always be possible.

Once the Field Coordinator has identified a possible agency match for the student, the student is consulted regarding the referral; this provides an opportunity to clarify needs prior to contact with the agency. If the student agrees with the referral, the Field Coordinator sends the student's information to the field agency supervisor for consideration. If the agency believes the student could potentially be a "good fit" for an internship, the Field Coordinator provides the contact information of the agency to the student. Students are required to arrange an interview with the agency representative to determine if the match is acceptable.

If the placement appears to be a "good fit" between the student and the agency, the Field Placement Confirmation form (See Appendix 2-10) is completed and returned to the Field Coordinator. This paperwork finalizes the placement as it is viewed as a contract with the agency. The Affiliation Agreement and Program Memorandum are completed by the Academic Status Advisor/Student Status Examiner in the MSW Program and the Risk Management office after receipt of the field agreement.

Faculty Field Liaison

The Faculty Field Liaison is the instructor for the seminar courses that are offered concurrently with student placement in the field agencies. The responsibilities of the Faculty Field Liaison include planning, monitoring, and evaluating the student's progress toward achieving program competencies through regular and ongoing collaboration with the student and the Agency Field Instructor. Specific responsibilities include:

- Teaching the Seminar course and encouraging and assisting students toward the integration of classroom knowledge with the fieldwork experiences.

- Orienting students to the social work competencies and practice behaviors and assisting in the development of student learning contracts based on student learning needs.

- Consulting with students and Agency Field Instructors at the beginning of each semester to initiate the development of the Field Learning Contract and identifying appropriate tasks, activities and learning goals that will ensure that students achieve the program competencies.

- Facilitating course work related to the field seminar and monitoring the progress of students in their field activities.

- Assessing student written work, providing feedback and assuming responsibility for assigning course grades reflecting student performance.

- Conducting and coordinating evaluations of student performance at the end of each semester, in consultation with Agency Field Educators.

- Informing the MSW Field Coordinator of any issues or situations which are likely to affect student placement status or program relationships with field agencies.

- Collaborating with MSW Field Coordinator for agency field orientation and training activities.

Learning Agreement/Contract and Evaluation of Student Learning

The MSW Program is responsible for providing agencies with the necessary information and training to foster structure and support for student learning. The learning contract and field evaluation tools are one method of providing structure to the learning process, and is used to assess student progress in the field practicum. For Foundation students, please see the "UW-GB 2015-2016 Learning Contract & Student Evaluation of Mastery of the Competencies BSW and MSW Foundation" in Appendix 2-11. For Advanced students, please see "UW-GB 2015-16 Advanced Learning Contract" (Appendix 2-8) and "UW-GB 2015-16 Evaluation of Student Mastery of the Competencies Advanced" (Appendix 2-12).

The learning contract is developed at the beginning of the field placement and should be reviewed periodically by the student to ensure that progress toward competency in the practice behaviors is occurring. The learning contract and evaluation tool is completed at the end of each semester by the student, Agency Field Educator, and Faculty Field Liaison. The following steps describe the process for beginning and completing this evaluation process:

- At the beginning of the placement, students work with their Agency Field Instructor to identify activities that will help them meet the ten competencies and corresponding practice behaviors. These activities, written as goals, are the basis for the learning contract. In the Advanced placement, learning goals should focus on the student's area of practice within the agency and or relevance to the IAE.
- Early in the semester, the Faculty Field Instructor arranges an on-site meeting with the student and Agency Field Instructor to review the goals and activities, making suggestions as appropriate.
- Students should meet weekly with their Faculty Field Instructor to discuss learning needs and progress toward the goals identified in the learning contract.
- In the middle of each semester, the Faculty Field Liaison will contact the Agency Field Instructor for a mid-term progress report. This report is usually conducted electronically or via telephone, but can occur in person if deemed necessary.
- At the end of the first semester, the Faculty Field Instructor arranges an on-site meeting with the student and Agency Field Instructor to evaluate student progress toward mastery of the competencies. With input from the student and Agency Field Instructor, the Faculty Field Instructor records and maintains the official evaluation tool.
- At the end of the placement, a final on-site meeting is held during which the student must demonstrate mastery of the practice behaviors and provide evidence that the contracted number of Field hours were completed in order to successfully pass the Field component of the curriculum.

Program Evaluation

At the completion of the field placement, both students and agency Field Educators are asked to evaluate the field placement process via an electronic survey submitted to the MSW Field Coordinator. (These surveys are currently under development for the Green Bay MSW Program, and will be modified in accordance with the assessment plan discussed in Chapter 3. (Please see Appendices 2-13 through 2-16 for agency and student evaluation of the field experience used in the Collaborative Program.) Agency field educators are given the opportunity to respond anonymously, if they so choose. Results of all evaluations will be included in the annual review of the MSW Program and are given high regard when making adjustments to the field process or re-consideration of field sites.

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

Agency Field Instructors for the MSW Program are required to have an MSW degree earned from a Council on Social Work Education (CSWE) accredited program. In addition, our program prefers agency Field Instructors to have at least two years of post-MSW professional practice experience. Any Field Instructors with less than two years post-MSW practice experience are offered consultation and support from the MSW Field Coordinator and/or MSW Faculty as they take on the role of Agency Field Instructor.

Exceptions to the required standards for Agency Field Instructors are considered on a case by case basis. In making these exceptions, the following criteria are considered: highly experienced agency practitioners who understand the philosophical underpinnings of social work and the role(s) it has among the helping professions; agencies located in hard-to-reach regions; unique practice settings; and/or extenuating student circumstances.

In situations where the Agency Field Instructor does not hold an MSW degree from a CSWE-accredited program, a qualified faculty member or a community practitioner with the required credentials will be assigned as Faculty Field Instructor to provide instructional support and supervision to both the student and, when needed, the agency Field Instructor. Students involved in placements without an MSW level Field Instructor can expect to have additional supervision meetings with the faculty or community member agreeing to accept responsibility as faculty field instructor.

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

Orientation to field placements is provided during the student orientation to the MSW program, which is held in spring and/or early summer prior to the beginning of the next academic year. All students are required to attend an orientation meeting. The MSW Field

Coordinator provides information at the orientation meeting that prepares students for their field placement. This presentation includes a discussion of the policies and procedures governing the Field placement, including the forms required to be submitted. Information on professional behavior in the field placement is discussed, along with ethics and professional role expectations. To ensure adequate understanding of the elements of field instruction, students are given opportunities to ask questions and engage in the orientation discussion.

A second orientation for both foundation and advanced standing students and their field agency supervisors is offered in the fall semester prior to the beginning of the Field Placement. Faculty involved with the field program (such as those teaching the Seminar courses) attend this orientation as well. This fall orientation reviews competencies, learning plans, structure, and responsibilities of all parties involved in the field practicum experience.

In addition to orientation, the faculty field liaison makes visits to each field site to meet with the student and agency field instructor. The initial site visit occurs at the beginning of the first semester of field when the learning contract is developed and/or reviewed. End-of-semester evaluation visits are held at the completion of both fall and spring semesters. Telephone, email, and/or on-site meetings are held, as needed, throughout the field practicum to address questions or concerns that may arise throughout the field practicum.

An additional means of continuing dialogue between faculty in the MSW Program and agency partners are the student field logs which are a required assignment in the Seminar courses. The program requires that these logs are reviewed by the agency Field Instructor before submission to the Seminar instructor. This allows all involved parties to share feedback and potentially recognize problems or concerns that may arise in the course of the field placement.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Policies on work site placements are clearly delineated in the MSW Program Student Handbook. The general philosophy of the MSW Program is that students are strongly encouraged to explore field placements different than the agency in which they are employed. In instances where a work site placement is being requested, there must be evidence of a compelling reason why the employment-based placement is the best option to meet the learning needs of the student. In addition, any agency approved for a work site placement must meet the same approval criteria established for all other agencies. The MSW Field Coordinator must be involved at all stages in making arrangements for work site placements to ensure that the Program requirements are met, including a written agreement which includes the following elements:

1. The student in the work site placement shall count field practicum hours as independent from any paid employment hours.

2. Assignments for field must differ from those associated with the paid work assignments.

3. Assignments for field must be educationally focused toward the learning needs of the student and the curricular objectives of the Program, i.e., facilitate student accomplishment of program competencies.

4. Supervision must be provided by a Field Educator who holds the required credentials, is a member of the agency staff, and is not concurrently providing supervision for the student's paid work.

5. The agency should provide the required release time so the student can accomplish course work and field instruction.

6. The appropriate agency personnel must complete and sign the Student Request and Agency Agreement for a Work Site Field Placement. (See Appendix 2-17).

Chapter 3: Implicit Curriculum

Accreditation Standard 3.1 Diversity

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

Integration of internship activities and seminar topics is a primary course objective. The MSW Program's commitment to diversity is congruent with the National Association of Social Workers (NASW) *Code of Ethics* [9] expectations of competence. As such, the program faculty adhere to the notion that life-long learning extends to faculty as well as students. The faculty further assume that respect for diversity is dependent upon a commitment to life-long learning, critical self-awareness, non-discriminatory actions and advocacy efforts. Accordingly, understanding and *using* one's acquired knowledge of various aspects of culture and diversity to support the educational process, and ultimately benefit clients in culturally appropriate ways, is fundamental to a learning environment that supports and promotes diversity and cultural competence. Accordingly, a framework that supports *cultural humility* as a building block in the development of competence is embraced by the Social Work faculty. Therefore, the MSW Program's attention to diversity and social justice concerns is structured so as to introduce and reinforce the notion of cultural humility.

Of primary importance within a cultural humility framework is the recognition of one's own biases and limitations, and importantly -- the recognition of the limitations of one's knowledge about other cultures. [10],[11] Inherent within a *cultural humility* framework is the notion of the social worker as 'learner' and the client as the expert on his/her culture. This approach is supported by James Green [12] who defines its essential components as follows:

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

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

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

[10] Ortega, R. M., & Coulborn Faller, K. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare, 90*(5), 27- 49.
Schuldberg, J., Fox, N. S., Jones, C. A., Hunter, P., Mechard, M., Stratton, M. (2012). Same, same but different: The development of cultural humility through an international volunteer experience. *International Journal of Humanities and Social Science, 2* (17), 17- 30.

[11] Schuldberg, J., Fox, N. S., Jones, C. A., Hunter, P., Mechard, M., Stratton, M. (2012). Same, same but different: The development of cultural humility through an international volunteer experience. *International Journal of Humanities and Social Science, 2* (17), 17- 30.

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

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

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

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

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

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

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

4. *Cultural Mentors:* Social Work faculty model reliance on cultural mentors to provide guidance with regard to "culturally appropriate engagement".

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

The information that follows provides support for the continuous and specific enactment of these components throughout the MSW Program curriculum.

Curricular Components

As discussed in Chapter 2, the majority of social work courses across the Foundation and Advanced curricula reflect the inclusion of Competency 4: Diversity. Appendix 2-7, Curriculum Content by Course documents how each of the practice behaviors related to diversity are taught and evaluated in courses. The documents also describe reading materials, assignments, and group projects that offer frequent and repeated exposure to diversity and social justice issues for students beginning with the first classes they take in both the Foundation and the Advanced curricula and concluding with graduation from the program.

Foundation Courses

The Foundation curriculum offers a range of assignments, readings and supplemental activities that reflect various dimensions of diversity and the parallel issue of social justice. These are targeted from an ethical standpoint in a learning unit that focuses on ethical responsibilities of social work with respect to cultural competence and diversity. Two embedded assessment assignments discussed below address human rights and social and economic justice. (SOC WORK 701); this is one of the first courses to which Foundation students are exposed. Students in this class become familiar with the NASW Standards for Cultural Competence and are encouraged to address issues of human rights, economic justice and oppression in a macro ethics paper and in D2L discussion posts. Finally, students in this course also have the opportunity to view the video, *Cultural Humility: People, Principles and Practices*. In their first practice course, (SOC WORK 702) Foundation students complete a three-part Diversity Project assignment which includes a diversity-focused research paper followed by a change process paper to demonstrate application of knowledge and skills, and culminating in a diversity project presentation. This embedded assessment assignment is part of the MSW Program assessment plan discussed in Chapter 4 and constitutes a major portion of the course content and grade. Students also

view and discuss the video *Big Mama* which serves to stimulate conversation about the role of aging persons in families and development of culturally sensitive interventions. A concurrent course, Direct Practice Skills (SOC WORK 703), includes a role play demonstration (video recorded) and critique wherein students must demonstrate understanding and application of clients as cultural informants in social work practice. Students also view a film focusing on engagement to facilitate clients' sharing their experiences of alienation, marginalization and oppression.

The second Foundation practice course, Generalist Practice II (SOC WORK 704) builds upon the foundational knowledge on cultural competence and diversity covered previously in the Generalist I course where students are assigned a community assessment paper based on a vulnerable and/or marginalized population group. Concurrently, students are enrolled in the Macro Skills course (SOC WORK 705) which builds upon the diversity content in the SOC WORK 702/703 courses. In this course, racial and cultural factors in organizations and groups are introduced and reinforced via the primary course textbook.

The HBSE course (SOC WORK 707) asks students to analyze aspects of discrimination, oppression and intersectionality based on the film *Crash* which focuses on issues of race, class and gender. An examination of poverty is also required in this class via a paper that addresses oppressive and discriminatory policies and practices which foster poverty within a targeted population. Additionally, an entire learning unit is designated to cover topics of patriarchy, white privilege and various aspects of culture, ethnicity and race.

Advanced Courses

Advanced level courses include multiple opportunities for student exposure to diversity and social justice issues. In one of the first MSW courses students take in the Advanced curriculum, Diversity, Social Justice and Advocacy (SOC WORK 720), students participate in cultural competence self-assessments (pre- and post-tests), visits to diverse and multicultural community organizations, and group diversity in-service presentations focused on non-dominant racial-ethnic groups. A cultural and spiritual sensitivity and reflection assignment (SOC WORK 721) helps students understand various dimensions of culture with a focus on spirituality and ethnicity within a family structure. Students are exposed to diversity considerations as an aspect of research in the advanced research course (SOC WORK 731). Exposure to diversity and social justice are embedded in the Leadership, Social Policy and Advocacy (SOC WORK 728) course wherein students have primary responsibility to examine, via a community engagement project, theoretical assumptions which underpin policies in organizations and communities that serve vulnerable and oppressed populations. Both the community engagement project and the social policy analysis paper in this course address the congruence between social work values and social service delivery systems with respect to social justice. In the Advanced Program Evaluation course (SOC WORK 736), students must develop a program evaluation plan which identifies and integrates culturally-grounded approaches to evaluation plans. Social justice is exemplified the Community Empowerment course (SOC WORK 738) via student research and groups presentations with respect to the social service delivery system (SOC WORK 738).

Readings, supplemental sources, and assignments within and across each of these courses frequently examine the interface between diversity and social justice issues.

Field Courses and Seminars

The Field component of the MSW Program is also integral to student self-assessment of diversity. In the selection of field sites, for example, the availability of opportunities within the agency/organization to meet all of the competencies is emphasized. Therefore, the opportunity must be available to apply the diversity practice behaviors in their work in the agency. Concrete activities must be identified in both the Foundation Field and Advanced Field learning contracts to enable students to meet the practice behaviors and master the competency as identified in the MSW Program Field Handbook. In each of these cohorts (Foundation and Advanced) students must earn a "P" for "Pass" by the end of the spring semester; this model affords the opportunity for students to develop incremental competence in each of the practice behaviors and competency areas. Upon occasions where students may have difficulty meeting the selected practice behaviors and hence competency, the Faculty Field Liaison and agency Field Instructor assist the student in the identification of additional activities. Some of the approved MSW field sites specifically represent populations with diverse needs and include: aging and disabilities, tribal services, LGBT-Q services, persons with HIV/AIDs and low-income families and children.

In both the Foundation (SOC WORK 712/14, SOC WORK 713/15) and Advanced Field and Seminar courses, (SOC WORK 716/18 and SOC WORK 717/719) diversity and social justice are consistently and incrementally reinforced in a number of ways. In the Seminar courses which are concurrent with the field courses, weekly or bi-weekly field logs offer students repeated opportunities to reflect upon their experiences in the field regarding issues of diversity and social justice, as well as self-assess their growth and development in these areas. Both the Faculty Field liaison and Field Instructor review the field logs and offer commentary and feedback to the students. The field logs also provide evidence of meeting the Learning Contract objectives which are evaluated at the end of the semester via the final field evaluation meeting between the student, field instructor and faculty field liaison. Faculty who teach the Field and Seminar courses encourage students to explore opportunities to engage with diverse populations, and engage in advocacy efforts on behalf of diverse individuals and groups with an emphasis on encouraging students to step outside of their comfort zone with respect to working with various groups and identity statuses. Classroom discussions in the Seminar courses reinforce the responsibility of students to social justice advocacy on behalf of diverse individuals and groups, regardless of the primary focus of their internship setting. Additional attention to diversity and social justice across the MSW Foundation and Advanced curriculum is evident in the culmination of the student's learning via the Capstone Seminar IV (SOC WORK 719) Portfolio Project discussed in detail in Chapter 2 of the reaffirmation documents.

In addition to key assignments that address diversity in the MSW curriculum is the commitment by faculty to invite community social work practitioners across a variety of diverse populations to speak in social work courses. These include invited speakers from the Aging and Disability Resource Centers (ADRC), the state Ombudsman program which serves vulnerable individuals in long-term care settings, the Circles of Support Program which provides supportive services to adult ex-offenders returning to community settings; the Pride Center which address issues and concerns of LGBT-Q individuals; and, mental health services on behalf of Arab Americans and Muslims in the United States, to name a few.

Student self-assessment and faculty evaluation of student performance in regard to diversity and culturally sensitive practice is interspersed throughout the curriculum. A primary

source of self-assessment is undertaken in both the Foundation and Advanced curriculum via the field practicum and the associated end of semester evaluation, and the field logs required in the field seminars which require both self-reflection and self-assessment of competence by the student.

A significant endeavor which will yield important information upon which to pursue additional measures of student assessment of diversity emerges from a sabbatical study currently being conducted by the Chair of Social Work Professional Programs, Dr. Jolanda Sallmann. The multi-component study has the following aims: 1) To examine the impact of a graduate diversity course on student levels of cultural competency and how an instructor's nationality, race, and gender further impact such learning. 2) To conduct an analysis of BSW students' perspectives of the overall climate of the BSW Program in relationship to multiple identify statuses, including, but not limited to: race, SES, gender, gender identity, sexual orientation, religiosity, political ideology, ability status, recovery status, veterans' status, English-language ability, 3) To provide mentorship to two graduate students on diversity research projects, and 4) To organize a campus-wide professional development activity related to inclusive excellence to develop a workshop to help address the issues faced by UW-Green Bay in recruiting and retaining Students and Faculty of Color.

The curricular efforts mentioned above reflect the five components of diversity education to which the MSW Program aspires: repetition, giving voice, life-long learning, reliance on cultural mentors, and student assessment. The depth and breadth of exposure to diversity content and experiences with diverse populations reflects the necessary repetition the MSW Program endorses as essential for the development of knowledgeable, competent, and ethical practitioners.

Programmatic Resources

In addition to course and field work, evidence of the specific and continuous efforts the MSW Program makes to enhance exposure to and understanding of diversity for students, and to value, embrace, celebrate, and support diversity in practice are provided throughout the implicit curriculum. This section provides evidence of this within the Program in areas such as program leadership, Advisory Committee functions, faculty and student make-up, and student recruitment. The University's commitment to addressing diversity issues is also described.

The MSW Program's commitment to diversity is evident via the offering of elective courses with diversity-related emphases outside of the MSW required curriculum. These courses are: (See syllabi in Volume III).

- International Social Work in Cuernavaca, Mexico (SOC WORK 798)
- Interdisciplinary Service Learning in Ghana: The country, the people, and their culture (SOC WORK 798)

This award-winning and highly popular interdisciplinary travel course to Cuernavaca, Mexico (SOC WORK 699) is offered to both graduate and undergraduate social work students. In conjunction with the Cofrin School of Business, Nursing, and Education programs in the College of Professional Studies, this three-week study abroad course offers the opportunity for intense cultural immersion including an emphasis on social services delivery and an intensive language component. The interdisciplinary course to Ghana offers social work students the opportunity to facilitate development of cultural competence via an emphasis on cultural immersion, intercultural relations, and experiential knowledge of the country's historical, socio-

cultural and political development. It is anticipated this course will be offered in the summer of 2016. Faculty continuously offer independent study options for students (SOC WORK 798) wherein students frequently explore issues of oppression, social justice, and advocacy. Finally, a special topics course (SOC WORK 795) is reserved an on ongoing basis for development of specialized content in an area of need and/or faculty interest. After two years, special topics courses are considered as to whether they should become a permanent course in the curriculum.

Social work faculty are recognized for their investment in addressing diversity concerns in the University and community-at-large. Social work faculty have initiated or have been invited to collaborate with various University departments including the American Intercultural Center, the Office of International Education, the NEW Partnership for Children and Families, and have been invited to serve on committees, help develop programs, and deliver lectures addressing diversity and discrimination. Examples of these efforts include the development of, and ongoing participation in the Pride Center which provides services and supports for students who identify as LGBT-Q. Proudly, the MSW Program boasts the recent addition of the Pride Center as an Advanced-level field practicum site. Notably, in 2014, the social work faculty became one of the first departments on campus to have engaged the entirety of its faculty and staff in the Pride Center's Safe Ally training. An additional exciting opportunity is the recent development of an Advanced field internship with the local Oral Health Partnership (OHP) in Green Bay which provides access to preventive, restorative and emergency dental care for underserved and at-risk children in Brown County; a social work faculty member also serves on the OHP board of directors. Additional exemplars of faculty involvement in campus diversity endeavors can be found in the faculty curriculum vitae presented later in this document.

In the broader community, social work faculty have been highly visible as participants in a number of community-based diversity events. Faculty have been actively involved in the Brown County Dr. Martin Luther King Celebration Committee for several years. This committee brings together leaders from tribal, Hmong, Latino and African American communities throughout the northeast Wisconsin region.

A second arena in which there is evidence of commitment of programmatic resources which reflect faculty attention to diversity concerns is in the recruitment of diverse faculty and students. This diversity is evident in racial diversity (20%) of the faculty who have some responsibility to teach in the MSW Program, gender diversity (20%), and diversity related to age.

Table 3-1:

2015-16 Student Demographics

Identity Status	All MSW Students N=84****	Newly Admitted MSW Students N=52	UW-GB Graduate Students N=215	Wisconsin*	NE WI*
			%	%	%
Total Students	100%	100%	100.00%		
Gender					
Female	83%	80%	63%		
Male	17%	20%	37%		
Race/Ethnicity					
Non-Hispanic White	80%	84%	82%	88.10%	92.10%
Black	6%	8%	3%	6.50%	0.80%
Latino	2%	0%	3%	6.30%	2.70%
Asian	4%	4%	2%	2.50%	1.20%
American Indian	8%	4%	4%	1.10%	4.80%
Bi-Multi-Racial	0%	0%	1%	1.70%	1%
Any Minority**	20%	30%	13%	11.90%	

*Derived from 2010 Census Data
**Applicants were asked to provide these data if they chose. Those who did not offer this information are included in the "unidentified" statistics for this table
***All UW-Graduate students enrolled in 2014-15 (Summer, Fall and/or Spring)
****Includes New and Continuing Cohorts

The make-up of the MSW student body also reflects diversity and, except with regard to gender which is overwhelmingly female, shows greater diversity in racial/ethnic dimensions than found in the general graduate student body. The Program plans to continue to attend to the need to actively recruit diverse students and admittedly, much needs to be done as the program has historically attracted very few students from African American and/or Latino backgrounds, and continues to struggle with recruiting male students of any race to the program. Programmatic efforts to address this are discussed in Section 3.1.3.

Applicants for admission in 2015-16 to the MSW Program who hold undergraduate majors from UW-Green Bay and other area institutions are noted in Table 3-2. As represented in the table, students from other UW System schools represent the majority of applicants with UW-Green Bay students are highly represented. A range of applicants with interdisciplinary undergraduate degrees in psychology, human development and other areas are also represented from public and private institutions; we believe this variety of majors serves to enrich the learning experience for all students in the MSW Program.

Table 3-2:
MSW Program Applicants by Institution Type and Undergraduate Degree

Institution	Number of Applicants	Undergraduate Major*
UW-Green Bay	36	Social Work N = 22 Psychology N =9 Human Development N = 7 Interdisciplinary Studies N = 2 French N = 1 History N = 1 Business N = 1
Other UW System Institutions	38	Social Work N = 18 Psychology N = 12 Sociology N = 6 Communication N = 2 Criminal Justice N = 1 International Studies N = 1 Social Welfare N = 1 Vocational Rehabilitation N = 1 Interpersonal Communication N = 1 Family & Consumer Sciences N = 1 Human Services Leadership N = 1 Business Administration N = 1 Health Promotions N = 1
Private Colleges - Wisconsin	14	Psychology N = 7 Social Work N = 4 Sociology N = 2 Communication N = 1 Art Therapy N = 1
Outside of Wisconsin	15	Psychology N = 8 Social Work N = 6 Sociology N = 1 English N = 1 Human Services N = 1 Criminal Justice N = 1 History N = 1 Human Development N = 1
International Institutions	1	Social Work N = 1

*Note: The number of undergraduate majors doesn't match the total number of applicants in each respective row as some applicants had double or triple majors.

Faculty members continue to participate in an array of University efforts to attract a broader spectrum of students to the campus and to social work. These include ongoing collaboration with various faculty and departments on campus wherein undergraduate students are seeking graduate degrees in social work. With a smaller campus that holds a faculty census of approximately 180 faculty members, it is relatively easy to get to know most faculty due to the interchange of involvement in committees on campus and community events. As in social work

practice, relationships are important, and the social work faculty are viewed as highly collaborative partners in the University. This reputation lends itself to inquiries about the MSW Program, and no doubt plays a role in the number of applicants received.

With the formation of the Advisory Committee in the new UW-Green Bay MSW Program, student demographics will be discussed with the primary purpose of attracting those who are under-represented. Committee members themselves represent various racial and ethnic groups and also work in agencies across northeast Wisconsin that serve a diverse range of individuals. Committee input and feedback will be used to address areas within the curriculum where increased emphasis needed.

Institutional Resources

The importance of understanding and embracing diversity is recognized by its inclusion in the University's mission statement:

> *The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.*
>
> *The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees.* (Approved by the UW System Board of Regents, December 2014.)
> http://www.uwgb.edu/univcomm/about-campus/mission.asp

The implementation of the mission statement is evident via a myriad of efforts which together create a rich, inclusive environment for students which include institutional supports and resources, curricular efforts, student organizations, and a wide range of diversity-focused activities and celebrations. These are summarized in Table 3-3 and discussed further below.

In addition to the recognition of the importance of understanding diversity as embedded within the UW-Green Bay mission, the University is a participant in the UW System Inclusive Excellence Initiative:

> *Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality*

improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.
https://www.wisconsin.edu/inclusive-excellence/

This initiative mandates intentionality in diversity efforts, and mirrors the CSWE standard expected of all programs that efforts to address diversity must be "specific and continuous." The Inclusive Excellence Initiative at UW-Green Bay is operationalized via the Chancellor's Inclusive Excellence Committee which consists of 22 members of faculty, staff, and students assigned to six subcommittees that focus on various aspects of inclusivity and equity including: Best Practice for Diverse Classroom Environment, Diverse Student Academic Advising, Multicultural Student Scholarship Integration, Best Practices for an Inclusive Work Environment, Interactive Mentor Leadership Training, and the Equity Scorecard and Goal Objective Review Committee. A full report of recent activities of the Chancellor's Inclusive Excellence committee can be found at: http://www3.uwgb.edu/student-affairs/inclusive-excellence. Additionally, the Inclusive Excellence mandate includes the Equity Scorecard which examines various aspects of equity in areas of admissions, access, recruitment and retention of African American and Native American groups. The University's Final Equity Scorecard Report made several recommendations for improvement in these areas and is available here: http://www3.uwgb.edu/student-affairs/inclusive-excellence/equity-scorecard.

The Inclusive Excellence initiative at UW-Green Bay also promotes prevention efforts aimed eliminating bias and hate crimes on campus including the use of derogatory language or slurs directed at marginalized and vulnerable groups. University policy supports and tracks reporting of bias motivated incidents via the "Bias Incident or Hate Crime Report" form in order to record, respond and prevent future behaviors (http://www3.uwgb.edu/student-affairs/inclusive-excellence/bias-incident-and-hate-crime-report).

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

University Arena	University Efforts
Curricular Efforts	• Cultural and Gender Diversity Emphasis in Psychology • Democracy and Justice Studies Major/Minor • Doctoral Professional Program in Education, Center for First Nations Studies • First Nations Studies Major/Minor • Global Studies Minor • Inclusivity and Equity Certificate Program • International Business Minor • International Studies emphasis in Democracy and Justice Studies (DJS) • Majors in French, German, and Spanish • Religious Studies Emphasis in Humanistic Studies • TESL Programs • Women's & Gender Studies Minor • Women's and Gender Studies Emphasis in DJS
Institutional Supports and Resources	Student Services: • American Intercultural Center • Campus Life Diversity Task Force • Center for Middle East Studies and Partnerships • Chancellor's Council on Diversity and Inclusive Excellence • Disability Services • Gerontology Center • Hmong Studies Center • Learning in Retirement • Office of International Education • P.H.O.E.N.I.X Black Male Initiative (Preeminent, Holistic, Opportunity for Engaging New Ideas in Excellence) • Phuture Phoenix • Pride Resource Center • Richard Mauthe Center for Faith, Spirituality, and Social Justice Specialty Centers • TOSS (Targeted Opportunities for Success in the Sciences) Program • TRIO and Precollege Programs • Veteran's Pad Initiatives • Web listing of campus and community diversity resources
Student Organizations	• Multicultural Clubs: Black Student Union (BSU), Organización Latino Americana (OLA), Southeast Asian Student Union (SASU), Intertribal Student Council (ISC), Women of Color (WOC) • Numerous political, social justice and service clubs • Sexuality and Gender Alliance- (SAGA) FAIR Wisconsin • Six Faith-Based clubs • Student DISability Organization • Three International Clubs
Diversity-Themed Events & Celebrations (2014-2015)	• Black History Month events • Cinco De Mayo Celebration Week • Day of Silence events • International Dinner • International Women's Day luncheon and speakers • Kwanzaa Celebration • Ladies' Night Out • Lavender Graduation (hosted by Pride Center) • Safe Ally Trainings for Faculty, Staff, and Students • Soul Food Dinner • UW-Green Bay Pow Wow • Women's History Month events

Curricular Efforts

It is important to note that students admitted to the MSW Program at UW-Green Bay represent a wide variety of undergraduate majors which serves to enrich students' understanding of diversity and readiness for embracing multiple dimensions of diversity in the MSW curriculum. Historically, the MSW Program has attracted students who hold undergraduate degrees from UW-Green Bay and therefore, as noted above, have been embedded in an institutional environment that supports diversity and inclusivity. In the first admission year of the UW-Green Bay freestanding MSW Program (2015-16), applicants for admission have majors and degrees from UW-Green Bay in Social Work, Democracy and Justice Studies, Political Science, Human Development, and Psychology, and held minors in First Nations Studies, Spanish, German, and International Business. Each of these majors supports the diversity-focused mission of the University and as such various dimensions of diversity are represented with respect to the specific major as a whole, and courses specifically.

At the graduate level, options for exposure to international educational opportunities are available to MSW students. These include the interdisciplinary Mexico travel course mentioned earlier as well as courses offered via the Natural and Applied Sciences Unit in the College of Liberal Arts & Sciences. These include courses to Panama via Biology & Environmental Sciences, Costa Rica via Environmental Science, and Chile, via Public and Environmental Affairs.

The First Nations Studies Program, in collaboration with the Professional Program in Education, founded the Professional Program in Education Center for First Nations Studies. The Center is unique in providing resources for educators interested in infusing First Nations' content into the K-12 curriculum, and in its innovative "Resident Elders" program. Currently, the Center houses Elders trained in the Oral Tradition; Elders provide guest lectures, teach First Nations Studies courses, and are available for drop-in hours for anyone wanting to talk. A recent and exciting endeavor at the Center witnessed the approval by the UW System Board of Regents to implement the first doctorate at UW-Green Bay. It is also the first doctorate in First Nations Education in Wisconsin and in the UW System. This cooperative delivery program espouses the following:

> *"The Ed.D. in First Nations Education serves to enrich the quality of life for students and the community by embracing the educational value of diversity, encouraging engaged citizenship and serving as an intellectual and cultural resource for First Nations and non-First Nations communities."* [13]

This diversity-focused doctoral program may appeal to MSW students who are interested in pursuing a post-graduate degree.

While many curricular efforts affirm the importance of diversity at the graduate level, the faculty continues to be committed to promoting the addition of courses and curricular opportunities within the program and across campus.

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[13] UW-Green Bay, UW-Lacrosse, UW-Oshkosh, UW-Stevens Point (2015). Report to the UW System Board of Regents. *Request for Authorization to Implement a Doctorate of Education Cooperative Degree Program.* In UW System Board of Regents Meeting Materials, Education Committee, June 4, 2015, pp. 141-171.

Institutional Supports and Resources

MSW students at UW-Green Bay have access to a wide range of supports and services that address diversity concerns. Each of these resources play a major role in the development of special activities and celebrations held on campus. Primary among these resources is the American Intercultural Center (AIC) which has as its mission to "provide services and activities that promote the academic success, personal growth and development of multicultural students. The Center also conducts educational programs that enhance learning, promote respect and appreciation for racial and ethnic diversity." (http://www.uwgb.edu/aic/). The Pride Center which operates under the auspice of the AIC, addresses the needs and concerns of LGBTQ students, faculty, staff and their allies via the provision of "high quality support services that contribute to the academic and personal growth of LGBTQ students, faculty, staff and allies, and offer a safe, supportive and welcoming environment for LGBTQ people and their allies."

The Campus Life Diversity Task Force is comprised of faculty, staff, and students committed to ways to support and promote diversity programming across campus. Each semester, the Task Force publishes the *Human Mosaic* publication which outlines the many and varied available events. The 2015 edition includes, "Inclusivity and Equity at UW-GB Workshop Part I"; "10 Factors Minority Students Face Attending Predominantly White Institutions: Preparation for the Present and Future"; a speaking engagement on stereotypes and tropes associated with women in popular culture by Anita Sarkeesian; the "Intergenerational Series: Bridging the Gap Between Young and Old"; a film screening of "Dark Girls"; the "Pride Center Inclusivity Health and Art Fair", and Safe Ally 1 and 2 trainings. The current edition of the *Human Mosaic* is available at: http://www3.uwgb.edu/uwgb/media/Inclusive-Excellence/Documents/humanMosaic_Spring2015_12-26-15.pdf

Several offices on campus support the recruitment and retention of diverse students. The Office of International Education provides support to faculty and students engaging in study abroad activities and offers support and mentoring for international students who are attending school on our campus. The Disability Services office works with students, faculty and staff to promote learning for students, teaching for faculty and staff, and understanding of policies and procedures regarding rights and needs of students who have disabilities. Trio and Pre-college programs on campus offer supports for first generation college students. Given that many of the students at UW-Green Bay are first generation students, this is an important program.

The Richard Mauthe Center for Faith, Spirituality, and Social Justice is located on the UW-Green Bay campus although it is a private, non-profit organization. Its mission is to serve students, faculty and staff "in pursuit of spiritual development, faith exploration, and social justice." Social work faculty interact with the Mauthe Center in hosting social work events, and in attending various functions at the Center. It is anticipated that events such as new student orientation, field education meetings and other activities in the MSW Program will be held at the Mauthe Center. MSW students, as well have full access to Mauthe Center activities. The Center can be accessed via this link: http://www.mcenter.org/

The Phuture Phoenix Program at UW-Green Bay encourages under-represented and disadvantaged youth in targeted school districts in Brown County to complete high school and attend college. For several days each fall, the Phuture Phoenix Program sponsors campus visits for local fifth grade students wherein they are exposed to various college events and activities in hopes of 'planting seeds' of college attendance in the youth. The majority of Social Work

faculty participate annually in the tours, offering their classrooms to the Phuture Phoenix students, and providing educational and recruitment workshops.

Student Organizations

We are fortunate at UW-Green Bay to have an actively engaged student body committed to addressing issues of diversity and oppression. The University supports the students' engagement through its sponsorship of numerous multicultural clubs, international clubs, clubs that support LGBTQ students and disability concerns, clubs reflecting religious diversity, and those that provide opportunities to examine political issues and engage in social justice and service efforts. (See Table 3-3).

Diversity-Themed Events & Celebrations

Additionally, a wide range of University-sponsored special initiatives, programs and celebrations each semester are offered. These activities are widely advertised on the AIC and other websites and in the *Human Mosaic.* In 2014-15, the University sponsored student panels, presentations, and discussion groups on a wide range of issues include racial and ethnic concerns, disability, aging, gender and gender identity issues, global and international concerns, film previews. In addition, several University themed events and celebrations continue each year including Kwanzaa, Cinco de Mayo, Black History Month, International Women's Day, Women's Day and Lavender Graduation for LGBTQ students. Additional diversity events include the work of the Nia African American Dance & Drumming Group and the Polynesian Dance Group.

Together, all of these initiatives, resources, events and student supports serve to create an atmosphere wherein students learn that diversity is valued, discrimination is not tolerated, and education, understanding and advocacy are encouraged. Faculty routinely announce campus initiatives and events to students in class and encourage them to attend. As well, student supports and campus initiatives and resources are introduced at the new student orientation.

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

Modeling Affirmation and Respect for Diversity within the Program

Information describing diversity content in the MSW Program curriculum includes a variety of ways that faculty teaching efforts indicate to students the importance of recognizing, affirming, critically evaluating and celebrating diversity. One example of the ways faculty members indicate the importance of diversity considerations is provided via the study undertaken by Social Work Professional Program Chair, Dr. Jolanda Sallmann discussed earlier in this narrative.

Another example of the ways faculty members indicate the importance of diversity considerations is provided via the participation of students in the innovative project, the *Partnerships for Person-Centered and Participant-Directed Long-Term Services and Supports* (also known as the "Partnerships Project"). This three year curricular infusion and internship grant is sponsored by the New York Community Trust and administered by the CSWE Gero-Ed

Center. The grant provides an opportunity for BSW and MSW students to learn about various aspects of social work practice, including person-centered and person-centered practice, with older people and persons with disabilities. As both of these population groups have been historically stigmatized and discriminated against, the Social Work faculty in have embraced the opportunity to enhance the curriculum in this regard. Specific grant activities include the curricular infusion of aging and disability content and competencies in the Advanced Social Policy, Leadership and Advocacy course, (SOC WORK 728) and student internship experiences in a partnering ADRC. Students who participate in the project receive a nominal tuition stipend.

Modeling Affirmation and Respect for Diversity: Faculty modeling the importance of Life-long Learning

Faculty Efforts within the University

The importance of modeling life-long learning was evident in a recent, highly successful (June 2015) professional development opportunity entitled, *"Critical Cultural Competency: A Practice to Challenge Implicit Bias and Build Accountability"*. The event was sponsored by the Social Work Professional Programs and organized by the Chair, Dr. Jolanda Sallmann. Approximately 90 faculty including several social work faculty and staff members, university staff, community field instructors, and other community affiliates of UW-Green Bay attended the day-long event which was presented by the Crossroads Anti-racism Organization & Training organization which works to dismantle systemic racism and promote anti-racist, multicultural diversity in institutions and communities. An additional example of our commitment to life-long learning is represented by the participation of all faculty and staff from Social Work in the Pride Center's Safe Ally training as mentioned earlier. An additional demonstration of life-long learning, Social work faculty member, Dr. Francis Akakpo continues to participate in the Faculty and Staff Mentoring Program for African and African American students where he shares his expertise in cultural competence with UW-Green Bay faculty and staff with the aim of developing strategies to ensure academic success among African American students.

Social Work faculty will continue to maintain the commitment to challenging offensive and intimidating conduct towards People of Color and sexual minorities via involvement in the annual Ally Conference designed to increase student knowledge about diversity and strengthen student efforts to recognize and confront oppression. Faculty have been involved in this conference for several years. A social work faculty member, Dr. Jolanda Sallmann, also played a major role in the initial creation of the LGBTQ, now Pride Center, which opened for students in February of 2012. Faculty members also continue to be involved in the community's Martin Luther King celebration and Kwanzaa celebration.

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

Another way faculty members represent the Social Work Professional Program's commitment to diversity and addressing discrimination lies in their scholarly work. The following list provides some indication of the faculty's commitment to addressing these concerns based on the efforts of ___ out of nine faculty members over the most recent five year period.

Recent Publications

Akakpo, T. F. (2014). Empowering clinicians to work with African immigrants through game playing. In (Eds.). Bean, R.A., Davis, S.D, & Davey, M.P. *Clinical*

Supervision: Self-Awareness and Competence. Wiley Publishing, Chapter 32, pp. 219-224.

Akakpo, T. F. (2014). Empowering clinicians to work with African immigrants through game playing. In R. A. Bean, S. Davis, & M. P. Davey (Eds.) *Clinical supervision activities for increasing competence and self-awareness.* Hoboken, NJ: Wiley.

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

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

Ko, E., Roh, S. H. & **Higgins, D.** (2012). Do Older Korean Immigrants Engage in End-of-Life Communication? *Educational Gerontology, 39,* 613-622.

Kolomer, S., **Himmelheber, S. A.,** & Murray, C. (2012). Mutual exchange within skipped generation households: How grand families support one another. In B. Hayslip & G. Smith (Eds.). *Resilient grandparent caregivers: A strengths based perspective.* New York: Routledge.

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

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

Trimberger, G. & **Martin, J.** (2010) Adoptive mothering: A trans-racial adoptee's viewpoint. Submitted for publication in *Adoption and mothering.* Toronto: Demeter Press.

Recent Conference Presentations

Akakpo, T. F. (March, 2014). *Oware: Empowerment practice in African immigrant community and the diaspora.* Baccalaureate Program Directors Annual Conference, Louisville, KY.

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

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

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

Burton, D. L. & **Akakpo, T. F.** (2013) *Relationships and resolution of deviant sexual arousal for adolescent sexual abusers.* National Adolescent Perpetration Network Conference. Portland, OR.

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

Fletcher, A. (October, 2014). *Diversity Issues: Knowing your own lens.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

Fletcher, A. (2013). The continued journey of race work in social work from the theoretical perspective of Foucault. *Praxis, 12,* 20-27.

Higgins, D. & Mahoney, K. (June, 2015). *Training future professionals on person-centered planning and participant direction.* Living a Self-Determined Life Conference. Wisconsin Dells, WI.

Higgins, D., Hooyman, N., Rogers, A., & Sciegaj, M. (May, 2015) *Infusing Person-centered/Participant-directed Competencies into Required Generalist Curriculum.* Webinar sponsored by the Gero-Ed Center of the Council on Social Work Education.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (October, 2014). *Preparing Social Workers with Person-centered/person-directed Competencies.* Faculty Development Institute presentation. Council on Social Work Education APM annual conference, Tampa, FL.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (2014). *Infusing PC/PD Competencies into Required Generalist Curriculum.* Panel presentation. Council on Social Work Education APM annual conference, Tampa, FL.

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

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

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

Himmelheber, S. A. (March, 2014). *Building understanding of charitable and change paradigms in service learning.* Annual Conference of Social Work Baccalaureate Program Directors. Louisville, KY.

Mattila, M. (May, 2013). *Faculty roundtable: Integrating child welfare and CSWE competencies.* National IV-E Conference, Galveston, TX.

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

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

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

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

Social work faculty reach beyond the walls of the University in modeling affirmation and respect for diversity. As presented in Chapter 1, the NE Wisconsin region reflects a wide range of diversity with respect to income, race, and ethnicity. The community's recognition of the importance of addressing diversity issues is indicated by the continuing commitment by the New North, "a non-profit organization fostering collaboration among private and public sector leaders throughout Northeast Wisconsin."[14] Its focus on the importance of diversity and supporting multicultural communities is embedded in its mission, vision and values. A primary resource for the New North region in relation to diversity issues is evident in the publication of publications which focus on resources for multicultural residents. "The New North Regional Guide: Resources for Multicultural Residents – Green Bay & Appleton" and other metropolitan multicultural resource publications can be found here: http://www.thenewnorth.com/living-here/diversity-resources/.

Finally, Social Work faculty service work is pervasive and continuous as they work to help the community recognize the need to expand its knowledge of the long-standing and growing diversity in the region, and to address community issues that emerge with population diversification. Table 3-4 highlights recent efforts of faculty in this regard. Once again, this commitment to communication education represents the majority of Social Work Faculty.

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[14] http://www.thenewnorth.com

Table 3-4:

Diversity-Themed Community Service Activities

Francis Akakpo	Consultation regarding Juvenile Justice System's disproportionality of youth of color; leadership in Family Resource Center serving poor and diverse families; presentations at Green Bay area schools on Ghanaian and African culture; leadership in Neighborhood Resource Center serving poor and diverse families.
Joan Groessl	Volunteer guardian for two older persons with disabilities; Board President long-term care skilled nursing facility
Adrianne Fletcher	Diversity-sensitivity trainer, police cadets, Northeast Wisconsin Technical College; Cultural competence trainer for Court Appointed Special Advocates(CASA) of Brown County; cultural competence trainer Northeast Wisconsin Alliance for Professional Education and NEW Partnership for Children and Families and NASW-WI.
Doreen Higgins	Board of Directors of NEW Curative Connections in Green Bay serving older people and individuals with disabilities. Co-investigator and grant facilitator for CSWE/Gero-Ed Partnerships Project with NE Wisconsin ADRCs.
Sarah Himmelheber	Board member New Leaf Community Food Co-operative; facilitates Campus Kitchen's continuing partnership with Aging & Disability Resource Center providing meals for seniors.
Karen Jick	Supports the development and maintenance of a school for impoverished indigenous children in Cuernavaca, Mexico.
Jolanda Sallmann	Leadership in Martin Luther King Celebration Planning Committee; leadership in Neighborhood Resource Center serving poor and diverse families.
Gail Trimberger	Board member, Brown County Oral Health Partnership providing care for under-served populations. Co-investigator and grant facilitator for CSWE/Gero-Ed Partnerships Project with NE Wisconsin ADRCs.

The above activities emphasize the many and varied diversity-focused efforts that Social Work faculty and students initiate, participate in, energize, and enjoy -- thus creating an implicit curriculum that is rich and wide-ranging in both scope and magnitude and respectful in its approach. Accordingly, the faculty's commitment to self-education, participation, and advocacy in regard to diversity and social justice denotes faculty as role models who challenge students to embrace learning beyond the classroom and throughout one's professional life. Accordingly, the educational environment reflects our insistence that students commit themselves to life-long learning, continue to seek out mentors that help them grow in their understanding of diversity, and solidify their commitment to strengthen the communities in which they and their clients live and work.

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

The MSW Program, as part of the Assessment Plan discussed in Chapter 4, will facilitate ongoing review of the learning environment through regular student assessment of the Program and via the newly formed MSW Program Advisory Committee. On an annual basis, the Committee will review student evaluations of the Program, discuss student demographics, admissions, recruitment, enrollment, attrition, and student successes in the academic environment. In addition, the MSW Program Chair, as a member of the Graduate Studies Council, will regularly consult with the Council which meets monthly during the academic year. This will be useful for garnering ideas, seeking feedback, and gathering strategies from other Graduate Program Chairs on campus to improve the graduate student experience.

The MSW Program will also participate in the annual Graduate Studies alumni survey which seeks information from graduate students upon graduation regarding various aspects of their graduate school experience at UW-Green Bay. In this survey, key questions targeted specifically to the student's experience in the MSW program along with broader questions aimed at all graduate students, the MSW Program will use the findings to improve the student experience in the program.

The MSW Program is exploring the development of a mentorship program for minority students, some of which may be international students, whereby interested students will be matched with a faculty member from the University or community-at-large for ongoing guidance, dialogue, and support throughout their graduate tenure in the MSW Program. The development of this effort is carried over from its origination in the MSW Collaborative Program where Students of Color were matched with faculty members. Unfortunately, in the Collaborative Program follow through by students and mentors was limited; strategies to support student mentoring will be introduced in the new Mentorship Program so as to increase the likelihood of benefit for students. Finally, the MSW Program Chair and/or Field Coordinator will provide on-campus information sessions for undergraduates interested in learning about the MSW Program, will collaborate with the Student Services and Advising offices to ensure that undergraduate advisors have information about the MSW Program, and will visit campuses with BSW programs upon invitation to discuss the UW-Green Bay MSW Program.

The MSW Program has established specific admissions criteria which are discussed below, and which are also posted on the MSW website at: http://www.uwgb.edu/socwork/msw/admissions_criteria.asp. Accordingly, the Program seeks applicants who have demonstrated academic potential for graduate study, readiness and suitability for advanced level social work, and who are able to articulate a commitment to social work. In addition, the Program seeks applicants with demonstrated human services experience and sensitivity to multi-cultural practice, social justice, and leadership/advocacy.

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

> M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

Admissions Criteria

Required Qualifications

To be considered for admission to the MSW Program, the following criteria must be met:

1. An undergraduate degree from a regionally accredited university by the time classes start.

2. A 3.0 grade point average (GPA), measured on a 4.0 scale. Consistent with Graduate Studies policy, students from schools not using a grading system will be evaluated on an individual basis. Students who do not meet the 3.0 GPA requirement or who have other deficiencies may be admitted on a provisional basis. Provisionally admitted students who receive at least a B grade in courses totaling nine credits of graduate work, after acceptance, will be fully admitted.

3. An academic background in the liberal arts with completion of a minimum of 12 credits in the social sciences. Examples include coursework within or across the following disciplines: psychology, sociology, anthropology, economics and political science.

4. A total of four prerequisite courses are required and include one course from each of the following areas: Biological Life Sciences, Lifespan Development, Statistics, and Research Methods. Students without a BSW degree who are applying for admission to the Foundation Program must have completed the Biological Life Sciences and Lifespan Development prerequisites prior to the start of the Program. Statistics and Research Methods must be completed by the beginning of the Advanced year in the MSW Program. Students who have a BSW degree are considered to have met all four prerequisites. `

5. International students for whom English is not their primary language must submit scores from either the Test of English as a Second Language (TOEFL) or the International English Language Testing System (IELTS) or the iBT IELTS (Internet based test). Minimum scores accepted are: TOEFL score of 550 on paper test or 213 on computer-based test; IELTS score of 6.5 and 79 on iBT IELTS, or an Evaluation of Foreign Educational Credentials from Educational Credential Evaluators (ECE) or other similar evaluation service.

Preferred Qualifications

In addition to meeting the required admissions qualifications noted above, the following areas are considered by the MSW Program faculty members who evaluate admission applications. While applications are evaluated holistically, the following qualifications will be given preference for admission.

1. Demonstrated post-high school human services-related experience. Examples include paid employment, volunteer work, and internships.

2. Written communication that demonstrates clear and succinct conceptualization of ideas, application of critical thinking, the ability to coherently communicate and organize ideas, and the ability to write using correct grammar, spelling and syntax.

3. Commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations.

The Graduate Record Examination (GRE) is not required.

Admissions Materials and Information

The MSW Program admits students once per year. Applications and specific instructions for submission are posted on the MSW Program website in mid-October with applications due in early January. Late applications are reviewed on a space-available basis only. To be given priority consideration, all required admissions materials must be received by the Graduate Studies Office by the posted application due date. Applicants are strongly encouraged to apply early so as to allow ample time to assemble and submit the required materials.

The materials listed below are required to complete the admissions packet; corresponding step-by-step instructions guide applicants in the admissions process. This information is also posted on the MSW Program website under the heading of Admissions Procedures at: http://www.uwgb.edu/socwork/msw/admissions.asp

1. Completion of the online **UW System Graduate School application** form: https://apply.wisconsin.edu/ and admission fee.

2. Completion of the **Master of Social Work Program Admission Questionnaire**: MSW Admission Questionnaire.

3. Completion of a **Personal Essay** (3-5 pages, double-spaced) prepared using Microsoft Word. Instructions for the personal essay can be found in Section VII of the Master of Social Work Program Admission Questionnaire (see number 2).

4. Applicants are directed to send the Master of Social Work Program Admission Questionnaire and personal essay via email as two separate attachments to the Graduate Studies office at UW-Green Bay at: gradstu@uwgb.edu.

5. Applicants must complete the online **Survey of Employment and Volunteer Experiences** in human services-related areas. The link to the survey is found in Section VIII of the Master of Social Work Program Admission Questionnaire (see number 2.)

6. Applicants must send official undergraduate and graduate transcripts from each previous college or university attended must be sent directly from these institutions to the UW-Green Bay Graduate Studies office. However, students who attended UW-Green Bay and graduated in the last five years from UW-Green Bay, transcripts from any other colleges are not required if that coursework was previously transferred to UW-Green Bay.

7. Applicants must submit the names, addresses, phone numbers, and email addresses of three references. **(See Section VI of the Master of Social Work Program Admission Questionnaire (see second bullet point) for instructions on references required for the MSW Program).** The individuals listed as references are emailed a link by the MSW Program asking them to complete a reference questionnaire. No letters of recommendation from references are required.

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

Admissions Review Process and Notification

After initial processing is completed by the Graduate Studies Office, applications are reviewed by the MSW Program's graduate faculty. Faculty reviewers independently assess each application. Once individual reviews by the faculty are complete, the faculty convene to jointly review applications and recommend applicants for admissions. Admission decisions are determined based on holistic assessment of the applicant, congruence with admissions criteria, and in consideration of program resources.

Applicants are notified of their admission status in a letter from the Graduate Studies Office. They may be admitted to the Graduate School as fully admitted, provisionally admitted, or denied admission. Given resource caps that limit the number of students the Program can enroll, qualified applicants may be offered a waiting list option. Applicants who are given a waiting list option will be notified by the MSW Program Chair and/or Academic Status Advisor/Student Status Examiner if an opening occurs.

Occasionally, applicants who do not meet the GPA requirement of 3.0 but whose application demonstrates experience and strong motivation for a social work degree. In these instances, students may be offered provisional admission, consistent with MSW Program and Graduate Studies policy. (See Volume III of reaffirmation documents, MSW Student Handbook) Provisionally admitted students who receive at least a B grade in courses totaling nine credits of graduate work in the MSW Program after acceptance, will be fully admitted.

Shortly after admitted applicants receive notice from the Graduate School regarding admission, they are contacted by the MSW Program with a request to confirm their intent to enroll in the Program. At the same time, they are reminded of the requirement to attend the spring New MSW Student Orientation event where a comprehensive introduction to the MSW Program and the University are presented by MSW Program faculty and staff. Some of the areas covered are the program's mission and goals, courses and curriculum, course registration and schedules, advising, technology and communication, field education, the NASW Code of Ethics, graduate student resources, campus services, and various University and MSW Program policies and procedures. At the Orientation session, students also meet with their faculty advisors for a detailed review of the advising process, curriculum offerings and schedules. Students are also notified at the Orientation that they must make an appointment with the Academic Status Advisor and faculty advisor (as needed) prior to the start of classes. They are further reminded of the MSW Program's commitment to nondiscrimination, equal opportunity, and affirmative action in its educational program in conformance with applicable federal and state regulations. Finally, students are made aware of the MSW Student Handbook posted on the program website which contains information on applicable University policies with respect to non-discrimination, equality opportunity, and affirmative action.

Admission Grievances

Applicants who are denied admission may request reconsideration of their application by contacting the Associate Vice-Provost for Academic Affairs/Director of Graduate Studies in the Graduate Studies Office. They may also contact the MSW Program Chair to discuss the admissions decision. Some of the following options may be considered:

1. Submission of an application for the next application cycle;
2. Strategies to strengthen their admission materials in areas such as writing quality, human services-related experience, or other areas considered for admission to the MSW Program.
3. Consideration of an alternative educational path consistent with the applicant's goals.
4. Strategies for improving cumulative GPA.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW Programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Advanced Standing

The MSW Program offers an Advanced standing MSW program for students who have earned a baccalaureate degree in social work from an undergraduate social work program accredited by the Council on Social Work education (CSWE). Full-time Advanced standing students complete the program in three semesters; and part-time students complete the program in five semesters. Advanced standing is not offered automatically. Rather, the following MSW Program policy on Advanced standing applies:

Applicants may receive Advanced standing status in the MSW Program if they meet one of the three options referenced below.

OPTION ONE: BSW degree from a baccalaureate social work program accredited by the Council on Social Work Education (CSWE) or those recognized by the International Social Work Degree Recognition and Evaluation Service. BSW degree must be obtained within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION TWO: Successful completion of an MSW foundation curriculum at a CSWE-accredited program within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION THREE: (Must meet all three of the following criteria)

1. BSW degree from a CSWE-accredited program,

2. Current Wisconsin Social Work certification (training certificate excluded), and

3. Post-BSW social work practice experience equivalent to three full-time years (approximately 6,240 hours). Work experience must be obtained within 10 years of the year of admission to the MSW Program.

Applicants are responsible for providing evidence of meeting the criteria in Option Three.

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

Credit Transfer

Policies and procedures for credit transfer are established by the Registrar's office at UW-Green Bay in concert with the Office of Graduate Studies. Current policy allows for transfer of a maximum of 15 credits of graduate coursework completed at other institutions that can be applied toward a UW-Green Bay master's degree.

Per policy, transfer courses can be approved by social work faculty as direct equivalencies to MSW courses, as applicable. If granted as graduate elective credit to meet a program requirement, a course substitution is made. All outcomes, once approved, should be forwarded to the Office of the Registrar to be transacted on the academic record.

Procedures for requesting credit transfer are outlined in the *MSW Student Handbook.* Students who request credit transfer are advised to contact the Academic Student Advisor in the MSW Program to facilitate the credit review process. Students can expect a comprehensive review of transcripts to ensure accurate assessment of courses and maximum course transfer opportunities.

Upon review of transcripts by the Academic Student Advisor, consultation is obtained with the MSW Program Director and/or the faculty advisor or other relevant faculty regarding appropriate course transfer. Transfer courses can be approved as direct equivalencies to MSW courses, as appropriate, and course substitutions are made as appropriate. Once approved by the MSW Program Chair, the Registrar's office is notified of the course transfer so that the accepted courses can be transacted on the academic record. The Graduate Studies Office is also notified by the Academic Status Advisor so that the transferred courses are reflected in the student's graduate file.

Required Pre-requisites

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

The following policy posted on the MSW website and in the *MSW Program Student Handbook* in Volume III addresses accreditation standard 3.2.5: "In keeping with the Council on Social Work Education (CSWE) Accreditation Standards, the MSW Program does not grant social work course credit for life experience or previous work experience regardless of the undergraduate degree attained."

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

The Program provides two primary advising avenues for students: the MSW Program Academic Status Advisor (ASA) and the MSW Program Faculty Advisor. Advisors in the MSW Program are responsible for providing guidance to students on curriculum options, course schedules and registration procedures, monitoring the student's progress and performance in the Program, assisting students in identifying and dealing with challenges that may interfere with the student's progress or professional development, and providing guidance regarding the student's career path.

Once admitted to the program, the student receives correspondence from the Academic Status Advisor (referred to hereinafter as the ASA) regarding important academic information such as curriculum and course offerings, registration, schedules and course formats, locations, and technology and web-based resources. The ASA also guides the student in completion of the required, "Declaration of Master's Degree" (GR-1) form to be submitted to the Graduate Studies Office. The ASA reviews the curriculum/course guide which outlines the course requirements in the MSW Program. Students receive this information at the MSW New Student Orientation. The ASA monitors the students' academic standing in the Program, completion of requirements, and graduation status as is required by the Graduate Studies Office. Informational updates are periodically sent to students throughout the academic year by the ASA. In addition, the ASA is available to students on an ongoing basis throughout the academic year, and to prospective students or others who may be seeking information about the MSW Program. The ASA works in close consultation with the Faculty Advisor, the MSW Program Chair, and Program faculty regarding student progress in the Program. Students are informed that they are responsible for meeting both the academic and non-academic requirements of the Program, and are encouraged to regularly monitor their academic status via the Student Information System (SIS), and consult with the ASA should they identify incongruences or concerns.

Students are assigned a Faculty Advisor upon admission to the MSW Program. The Faculty Advisor serves as a resource to students in areas such as:

- Career interests and/or long-term career plans;
- Aspects of the curriculum relative to the student's interests such as development of the Portfolio in the Advanced year of the Program, or assistance with selection of course electives.
- Challenges encountered in the student's professional development;
- Strengths the student holds that may assist them in their professional development;
- Assessment of the student's performance in the Program as relates to academic or non-academic retention issues or other concerns that may arise;
- Serving as a liaison with the Program faculty related to student issues or concerns;
- Addressing student concerns such as managing the rigors of graduate school or work/life balance issues.

Students are encouraged to discuss both academic and non-academic concerns with their Faculty Advisor, who works closely with the Academic Status Advisor to ensure that Program requirements are adhered to by the student, and consults with the MSW Program Chair and other faculty as needed regarding student progress in the Program. The Faculty Advisor is available to students throughout their tenure in the MSW Program, and will also assist prospective students as needed.

While the Academic Status Advisor and Faculty Advisor serve as resource guides, students are ultimately responsible for being informed about Program policies and procedures, making decisions about coursework, and for monitoring their progress in meeting degree requirements. Students are therefore strongly encouraged to review their "Academic Requirements" via the Student Information System (SIS), and work with their advisor(s) to address any concerns or incongruences that may occur.

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

The MSW Program informs students of: 1) Program expectations regarding performance in both the classroom and field and 2) student rights with regard to opportunities to grieve these decisions and steps be followed in this regard. Students are first informed of these policies and procedures at the MSW New Student Orientation and also via the *MSW Student Handbook and Field Education Handbook* (see Volume III of reaffirmation documents). These handbooks, combined in one volume, are available to students on the MSW Program website. All policies and procedures are discussed in detail in the *MSW Student Handbook.* In addition, classroom policies are included in individual course syllabi. These policies are briefly summarized below.

Overall Expectations and Performance Policies

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

- A summary of expectations regarding academic performance and retention
- A description of attendance, participation and writing expectations
- A description of expectations in non-academic areas of performance including adherence to the Program's social media policy

With regard to academic performance expectations, the Program as developed the following academic retention standards: (See page 44 of the MSW Student Handbook in Volume III of the reaffirmation documents):

Good Standing

- A 3.0 or better end-of-term cumulative GPA results in continuing good standing.
- A 2.0 to 2.999 end-of-term cumulative GPA results in retention status.
- A 1.999 or less end-of-term cumulative GPA results in academic suspension status. Student's graduate committee reviews his or her record up to that time and recommends for continued enrollment or for the suspension status to go into effect.

- Action on part-time students is withheld until at least nine credits are attempted at UW-Green Bay.

Probation

- A 3.0 or better end-of-term cumulative GPA results in a return to good standing.
- A 2.999 or less end-of-term cumulative GPA may result in an academic suspension status at the end of any term after a cumulative total of 15 or more credits is attempted at UW-Green Bay. Student's graduate committee reviews his or her record up to that time and recommends for continued enrollment or for the academic suspension status to go into effect.

In addition, students must receive a "C" grade or better in all required MSW courses and course electives. The Graduate Policy referenced above can be viewed here: http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/

To remain in good standing in the MSW Program, students must adhere to the academic expectations outlined in the *MSW Student Handbook*. As noted earlier, students are required to meet the Program's academic performance standards which require achievement of a 3.0 or better end-of-term (semester) cumulative GPA. They must achieve a "P" (Pass) in the field practicum courses, and a "C" or better in elective courses. Students whose grades fall below these requirements will be formally notified by the MSW Program Chair of the unmet requirement and will be placed on academic retention, consistent with Graduate Studies policy. The student will be directed to schedule a meeting with both the Program Coordinator and his or her Faculty Advisor to discuss options for addressing the academic concern and options for continuance in the Program. This will be discussed further below.

Expectations for Classroom Attendance and Participation

As adult learners, students are expected to be active participants in the learning process. Consistent with Program and Graduate Studies policy, students are expected to attend all classes. Accordingly, to demonstrate timeliness in arrival to class, read and prepare class materials as required for a specific course, work effectively as team players, and enhance the learning of others in the classroom via active participation. In assessing student participation, faculty recognize varying levels of participation given individual student learning and interactional styles, and acknowledge various measures of participation. Faculty are supportive of enhancing the student's development of participation in the classroom over time and evaluation takes place with this in mind. Specific expectations of the student with respect to attendance and participation include the following items.

It is expected that the student will:

- Attend all classes and meetings required by the MSW Program;
- Notify the instructor of any anticipated absences and the reasons for the absence *prior* to the start of class;
- Arrive on time for class; provide prior notice if the student will be late for class;
- Meet course deadlines for readings and assignments;

- Be prepared to actively engage in discussions and group activities;
- Consult with the instructor if clarification is needed on class materials, activities, or assignments;
- Maintain professional comportment in the classroom which includes respectful treatment of others, demonstration of courtesy and respect when interacting with others, and attentiveness to instructors and classmates;
- Demonstrate leadership in class activities such as in small/large group discussions.

Students are also expected to abide by the NASW *Code of Ethics* in the classroom and demonstrate professional comportment in all classroom activities.

Academic Writing Expectations

As outlined in the *MSW Student Handbook*, students are held to high standards of writing quality and are expected to adhere to the UW-Green Bay Writing Policy at: https://www.uwgb.edu/writingcenter/handouts/policy.pdf.

Academic Honesty Policy

High standards for professionalism, integrity and honesty are also expected of students in the MSW Program. As part of professional conduct, and consistent with the NASW *Code of Ethics,* students are charged with acting responsibly, honestly, and ethically in all Program activities. The *MSW Student Handbook* further outlines the Academic Honest Policy (see page 43 in Volume III of the reaffirmation documents).

Field Performance

Students in the MSW Program are expected to abide by the Academic and Non-Academic Performance standards specified in the *MSW Program Student Handbook* while in the field courses and internship settings, in addition to adherence to the Code of Ethics. Similarly, the academic and non-academic retention policies apply to the student's performance in the field.

The Program has created as set of expectations with regard to responsibilities of students in the field practicum. These include fulfilling the required number of hours students must be in the field placement, demonstrating professionalism in the field, developing the requisite knowledge for effective practice in the field, and responsibility for required paperwork related to the field internship.

Non-academic Performance Policy

Students are expected to demonstrate the highest standard of performance and professional behavior in all aspects of their work in the MSW Program. This includes the demonstration of maturity, emotional stability, the knowledge necessary to carry out the required work, and the personal integrity necessary to perform as a social work professional. Students are also obliged to demonstrate compliance with the standards of professional conduct, values, and roles embodied within the NASW *Code of Ethics* throughout their tenure in the MSW Program. Examples of behaviors that interfere with performance expectations include, but are not limited to:

- Non-achievement or less than satisfactory achievement of the learning contract goals in the field internship;

- Behaviors that violate the NASW *Code of Ethics* in the classroom or field agency (see below);
- Personality characteristics that conflict with the professional values and professional roles of the social work professional (see below);
- 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.

Behaviors which may violate the NASW (2008) *Code of Ethics* or are deemed as conflicting with professional value and roles are listed below. Social work educational programs are expected to ensure that graduates meet the standards set forth in the *Code of Ethics*. The list below is intended to be illustrative, not all-inclusive.

1. Challenges in addressing unresolved life issues which 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 one's competence or credentials to clients, agencies, or others.

8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.

9. Refusing to correspond and/or meet with Program faculty and staff to discuss professional behaviors and development.

Academic and Non-Academic Retention

Students in the MSW Program must adhere to the academic and non-academic performance expectations introduced in the previous section. Failure to meet these expectations, in whole or in part, may have consequences for retention in the Program as outlined below.

Academic Retention

Retention in the Program requires that students adhere to the academic expectations outlined in the Academic Performance section of this document. As noted earlier, students are required to meet the Program's academic performance standards which require achievement of a 3.0 or better end-of-term (semester) cumulative GPA to remain in good academic standing. They must achieve a "P" for pass in the field practicum courses, and a "C" or better in elective courses. Students whose grades fall below these requirements will be formally notified by the Program Coordinator of the unmet requirement and will be placed on academic retention in the Program, consistent with Graduate Studies policy. The student will be directed to schedule a meeting with both the Program Coordinator and his or her Faculty Advisor to discuss options for addressing the academic concern and options for continuance in the Program.

Non-academic Retention

Retention in the MSW Program requires students to adhere to professional behavior consistent with ethical and professional standards as outlined in the Non-Academic Performance Standards of this document. Students are encouraged to regularly assess their progress with regard to professional behaviors and talk with their Faculty Advisor or another faculty member if they have specific concerns or questions about a challenging circumstance or problem they believe may interfere with their ability to meet the professional expectations of the Program.

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

When such 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 Faculty Advisor by the faculty member raising concerns and are fully documented in the student's record. Documentation should include statements addressing the student's strengths and challenges, description of the concerning behaviors or attitudes, instructional or supervisory interventions already provided, along with the student's responses to these interventions, and the student's current level of functioning. Should the process require further action, the following steps may be taken:

2. The Faculty Advisor speaks with relevant individuals (e.g., additional instructors, Field Instructor, etc.) to determine whether the concerns are more extensive. If the concerns are not considered extensive, the process moves to step 3. If the concerns are considered 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; the plan is fully documented in the student's file.

4. The faculty raising the concerns monitors the student's compliance with the plan. Upon successful completion of the plan, it is fully documented in the student's file,

and this concludes the process. If the student has not successfully completed the plan, the process moves to step 5.

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

6. The Faculty Advisor monitors the student's compliance with the plan. Upon successful completion of the plan, it is fully documented in the student's file; this concludes the process. If the student has not successfully completed the plan, the process moves to step 7.

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

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Program Continuance

In the event that the faculty is considering termination a student from the Program, students are provided with further guidelines about this process as follows:

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

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

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

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

4. The student may be guided to another graduate program area.

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

The *MSW Program Student Handbook* also describes procedures for terminating students from the field placement (see page 67 of Volume III of reaffirmation documents). If, during the course of a semester, a student decides to terminate enrollment in Field, the student must immediately notify the Agency Field Instructor, Faculty Field Liaison, and MSW Field Coordinator so that a careful termination can be accomplished. The guidelines and protocol for academic and non-academic retention starting on page 43 of this manual apply to performance in Field. Because field placements are structured with coursework, termination of a field placement may have implications for the student's status in the MSW program.

Faculty or Field Agency Request for Termination

Performance concerns or personal problems that interfere with expectations in the Field internship should be brought to the attention of the MSW Field Coordinator, Faculty Field Liaison, and/or MSW Program Coordinator. The guidelines and protocol for academic and non-academic retention starting with page 43 of this manual apply to performance in Field as noted previously in this section.

Grievances

Academic Grievances

Consistent with Graduate Studies policy, a student who is dissatisfied with a grade and who wishes to appeal the course grade, must first contact the instructor who issued the grade to discuss the concern. If, after contact with the instructor, the student remains dissatisfied, an appeal can be made to MSW Program Chair who will, in turn, consult with the course instructor. Further appeals by the student may be made by contacting the Dean of Professional Studies who will then consult with the instructor and the Program Coordinator. Students are reminded that it is important to meet all deadlines for making a grade appeal. Further information on grade appeals can be found in the Graduate Catalog at: http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/

Non-Academic Grievance

Students who have grievances related to University faculty or staff should first address those complaints directly with the individual. If the student is not satisfied after talking with the

individual, the grievance can then be brought to the MSW Program Coordinator and/or Chair of Professional Programs, and, if resolution is not achieved there, the student may consult with the Dean of Students Office per university policy. Please see: http://www.uwgb.edu/deanofstudents/policies_procedures/students/complaints_grievances for further information.

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

Student Participation

The Program's policies regarding students' rights and responsibilities are clearly outlined in the *MSW Program Student Handbook* (see page 15 in Volume III of the reaffirmation documents). These are available to students when starting classes in the Program, discussed briefly at the New Student Orientation, and reviewed, as needed, in student advising sessions. To prepare students for advanced professional practice, the Program outlines 14 responsibilities to which they are responsible as participants in the learning process. These policies direct students to take personal responsibility for evaluating their "fit" in the profession, to respect the rights of other students in the Program, to prepare themselves for responsible class and field participation, and to engage in ethical practice.

Because responsibilities must be reinforced by rights, the Program also outlines for students the expectations students can hold regarding Program evaluation, faculty performance, and field experiences. Student rights encompass considerations of academic freedom, freedom from harassment or discrimination, fair and reasonable evaluation, fair and reasonable grading, reasonable access to advisors and instructors outside of class, and input with regard to Program improvement.

Students' rights to provide input into programmatic and curricular matters are reflected in several ways. At the completion of each course, students complete course evaluations which, in addition to assessment of competencies and course materials, evaluate faculty responsiveness. In addition, students are invited to complete a comprehensive evaluation of the MSW Program each spring. This provides the opportunity for students to address any concerns about various aspects of the program. These results are reviewed by faculty and modifications are made as needed. Each fall, the Chair of the Social Work Program and/or the MSW Program Chair will attend a Social Work Club meeting to present findings from the previous year's evaluations and solicit student feedback.

It is the policy of the Social Work Program to solicit student input before finalizing any policy or major procedural changes that would result in changes to the *MSW Student Handbook*. Any proposed changes will first be discussed in a faculty meeting. A faculty vote supporting any changes will be tentative until students can be consulted. The Social Work Club provides the vehicle for soliciting student input. The Social Work Chair, or designee, will contact Club Co-Presidents and ask to be put on next Club agenda. At that time the Chair, or designee, will provide written notice of the proposed changes, along with any relevant rationale for the changes, to Club members and solicit their feedback. In situations where students do not agree

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with the proposed faculty changes, student input will be seriously considered by the faculty and good effort attempts at compromise will be made. Ultimately, faculty members are the only persons with voting rights to any and all policy and procedural changes affecting the Social Work Program. Students also have the opportunity to become student members of the MSW Program Advisory Committee and are notified of the process to nominate student candidates at the start of the academic year in the fall semester.

Finally, in accordance with the UW System Open Meeting requirements, students have an open invitation to attend Social Work faculty meetings, Advisory Committee meetings, and MSW Program Committee meetings, provide feedback on agenda topics, and request an item to be placed on the meeting agenda. The Social Work faculty, which is comprised of all faculty members in the Social Work Program, is the governing committee for the MSW Program, charged with full oversight of all matters affecting structure, curriculum, policies, and evaluation.

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

A primary vehicle provided for students to organize in their own interests is via the Social Work Professional Programs Social Work Club. The Club has a longstanding history at UW-Green Bay having been in operation consistently since 1996. The Club is open to all UW-Green Bay graduate students, undergraduates, graduates, alumni, faculty and staff. Generally, the membership consists 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 Program. The mission statement of the club is: "To promote social work values within the university and surrounding community." MSW students are informed about the Club at the New Student Orientation and via the *MSW Program Student Handbook*. The Social Work 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. 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 include the organization of a treaty rights educational forum attended by nearly 500 people; fundraising activities for non-profit organizations like the Camp Heartland Project - a national camp based in Wisconsin and Minnesota for children and families living with HIV/AIDS, Golden House/Family Violence Shelter, and the NEW Community Shelter; coordinating voter registration with homeless persons; a community forum and panel on issues related to juvenile justice; attendance at national conferences; participation in a march in Washington, DC; and sponsoring the annual Social Work Banquet. Social Work Club projects vary year by year and are determined by a vote of Club members.

The Club is also the primary means for students to participate in shaping the Social Work Program's policies and procedures. The Social Work Professional Programs Program Chair and/or MSW Program Chair works with the Club's Co-Presidents to solicit student input, which is then taken back to the Social Work faculty. More information about the Club can be found at: http://www.uwgb.edu/socworkclub/

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Accreditation Standard 3.3 Faculty

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

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Currently, the UW-Green Bay Social Work Professional Programs has nine faculty members, totaling nine FTE. Tables 3-5 and 3-6 identify their degrees and credentials, as well as their years of practice and teaching experience. As a faculty we are collaborative and have a strong understanding of the entire curriculum. We are extremely proud of the strength of our faculty and the reputation we have achieved and maintained across campus and the community.

The Program is in the process of recruitment and hiring for two positions: Lecturer/MSW Field Coordinator and Lecturer/BSW Field Coordinator. Both positions are open due to internal changes. Ms. Adrianne Fletcher, now a doctoral candidate at Loyola University, was hired in January 2014 as the MSW Field Coordinator. She has, subsequently, accepted a new tenure track position with our program, thereby vacating her former position as MSW Field Coordinator. Dr. Joan Groessl had been the BSW Field Coordinator since 2010. After earning her doctorate, Dr. Groessl was promoted to Assistant Professor in August 2014. She agreed to continue in her role as BSW Field Coordinator for one year to assist the Program and mentor Ms. Fletcher into field coordination. The recruitment and hiring process for both open positions should be successfully completed by June 2015 raising our total FTE to eleven by the start of the 2015-2016 academic year.

Together, the current faculty members have accumulated over 90 years of teaching experience, nearly half of those years are at the graduate level. More than two-thirds of those years have been in service to UW-Green Bay.

Faculty possess a grand total of 145 years of social work practice experience. A quick review of their vitae (see Appendix 3-1) illustrates the broad range of practice settings they represent, spanning fields that include mental health and child welfare, domestic violence and sexual assault work, services to families and persons with disabilities, gerontology, hospice, homeless services, and medical social work. Moreover, these faculty members continue to provide active service as social work professionals, continuing to directly serve clients in health, mental health and other settings, serving on a wide variety of boards and community advisory committees, and engaging in numerous professional development and advocacy efforts.

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

Table 3-5:
Form F2_2008: Faculty Summary-Part 1

Initials & Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Sallmann, CSW	8/2004	Caucasian	.5	1.5	.75	.75	8	3	60%	40%
M. Mattila, CISW	8/2005	Caucasian	7	13	7	7	3.5	3.5	30% (.11 FTE)	70% (.11 FTE)
J. Groessl, LCSW	8/2008 lecturer 8/2014 Asst. Professor	Caucasian	5	20	---	---	5	3	45%	55%
D. Higgins, CISW	8/2008	Caucasian	---	13	4	---	4	4	14%	86%
K. Jick, LCSW	8/2008	Caucasian & Native American	---	40	---	10	4	4	22%	78%
G. Trimberger, LCSW	8/2008 lecturer 8/2010 Asst. Professor	Caucasian	---	26	---	---	5	3	71%	29%
T. Akakpo, LMSW	8/2009	Naturalized African American	---	6	---	2	2.5	3.5	60%	40%
S. Himmelheber,	8/2012	Caucasian	---	6	1	---	1.5	1.5	24%	76%
A. Crawford-Fletcher, LCSW	1/2014 lecturer 8/2015 Asst. Professor	Naturalized African American	---	7	---	---	---	1	14%	86%
OPEN: BSW Field Coordinator	8/2015 lecturer								100%	
OPEN: MSW Field Coordinator	8/2015 lecturer									100%

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

Table 3-6:
Form F3_2008: Faculty Summary-Part 2

Initials and Surname of Faculty Member	Current Rank or Title	(✔ One)		Tenure Track (✔ One)		Tenure (✔ One)			Gender (✔ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Sallmann, BSW, MSW, PhD	Associate Professor		✔	✔		✔				✔
D. Higgins, BSW, MSSW, PhD	Associate Professor		✔	✔		✔				✔
T. Akakpo, MSW, MPA, PhD	Assistant Professor		✔	✔		✔			✔	
G. Trimberger, BSW, MSSW, PhD	Assistant Professor		✔	✔		✔				✔
S. Himmelheber, MSW, PhD	Assistant Professor		✔	✔			✔			✔
J. Groessl, BSW, MSW, PhD	Assistant Professor		✔	✔			✔			✔
A. Crawford-Fletcher*, MSW	Lecturer (MSW Field Coordinator)		✔		✔			✔		✔
K. Jick, MSSW	Senior Lecturer		✔		✔			✔		✔
M. Mattila, BSW, MSW	Instructional Program Manager II (Child Welfare Coordinator)		✔		✔			✔	✔	
OPEN	Lecturer (BSW Field Coordinator)		✔		✔			✔		
OPEN**	Assistant Professor		✔	✔			✔			
*Ms. Crawford-Fletcher is defending her dissertation in Spring, 2015. The Program anticipates the successful completion of her PhD by the conclusion of August, 2015. She has accepted the open tenure-track position and will vacate the Lecturer/MSW Field Coordinator position effective August, 2015.										

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

As documented in Table 3-6, most faculty members teach in both the BSW Program and the MSW Program. Matthew Mattilla's primary responsibility, as the Child Welfare Coordinator, is coordinating the Title IV-E program for both the BSW and MSW Programs, however, he also teaches one course each year in each of the BSW and MSW Programs (0.11 FTE per academic year). Altogether, the eight (excluding Mr. Mattila) current faculty members comprise a total workload of 8 FTE. Including Mr. Mattila and the two open positions, the Program has/will have 8.82 instructional FTE. From that workload, .64 FTE are designated to the BSW program, leaving approximately 8.18 FTE available for the MSW Program. The MSW Program will have an enrollment of approximately 85 graduate students in 2015-2016. In any given year, approximately half of the students enrolled in the MSW program are foundation students and half are advanced students. As noted in section AS 3.2, admission to the program is capped in order to maintain faculty/student ratio standards. Considering these figures, the faculty-to-student ratio for the Program is under 1:12. Faculty resources are demonstrably sufficient to carry out ongoing functions of the Program.

The FTE allocated to the MSW Program are sufficient to offer all required social work courses. The MSW Collaborative Program has used adjunct instructors on occasion for non-required, elective courses. Depending on enrollment trends, we anticipate operating similarly as needed.

M3.3.3 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 has a master's degree in social work and a doctoral degree preferably in social work.

The Social Work Professional Program is strongly committed to encouraging faculty to teach across the BSW-MSW spectrum. However, as documented in Table 3-5, five of the nine current faculty members and one of the two open positions have a primary responsibility to the MSW Program. This means that more than half of their teaching and administrative loads are devoted to graduate social work education efforts. Those with a primary responsibility for teaching graduate courses in the Program include: Adrianne Crawford-Fletcher, Joan Groessl, Doreen Higgins, Sarah Himmelheber, Karen Jick, and the MSW Field Coordinator. The vitae of each faculty member is included in Appendix 3-1.

As demonstrated in Table 3-6, each of the nine current faculty has a Master's Degree in Social Work from a CSWE-accredited program and all have a full-time appointment to the Program. Six of the nine faculty, including three of the faculty whose primary commitment is to the MSW Program, have a Ph.D. One additional faculty (Crawford-Fletcher) with primary MSW responsibilities anticipates completion of her doctoral program by August 2015.Two faculty members (Groessl and Trimberger) hold doctoral degrees in leadership studies. All others

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(Akakpo, Crawford-Fletcher, Higgins, Himmelheber, and Sallmann) have, or will have, doctoral degrees in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

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

Due to the student-centered, relationship-building approach the Program upholds regarding advising, two full-time faculty members are assigned as MSW advisors. Each receives a 4 credit release for advising responsibilities, which include being the assigned advisor for between 40 and 45 MSW students, meeting with students regarding career decisions, work/life balance discussions, academic and non-academic performance concerns, and participating in events such as orientation and other program meetings. Additionally, for administrative and leadership responsibilities, the MSW Field Coordinator has a 50% reassignment and the MSW program coordinator has a 50% reassignment.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

As stated earlier, evaluation of faculty within the Program is developed with emphasis on teaching excellence, scholarly work, and service to the University and the community. Tenure eligible faculty has representation on the Faculty Senate (Jolanda Sallmann, Doreen Higgins, Frances Akakpo, Doreen Higgins, consecutively), Library and Instructional Technology Committee (Doreen Higgins, Gail Trimberger, consecutively), Institutional Review Board (Doreen Higgins), Graduate Council (Doreen Higgins), Diversity Task Force (Adrianne Fletcher) and International Educational Council (Francis Akakpo). Involvement in these committee functions supports the achievement of institutional goals as well as addressing achievement of institutional policies. Specific to the Social Work Program, faculty are involved in advisory, field, and governance committees as well as serving as the faculty advisor for a number of student organizations, including: the Social Work Club (Joan Groessl), Red Cross Club (Joan Groessl), Campus Kitchens (Sarah Himmelheber), and Phi Alpha Honor Society (Gail Trimberger).

Professional Development as Teachers

As a teaching institution, providing excellence in teaching is an institutional priority at UW-Green Bay. Faculty development includes a broad range of activities including those with an interdisciplinary focus which reflect this. For example, the University's Center for the Advancement of Teaching and Learning (CATL) offers a range of opportunities for faculty development including workshops, book discussions, conferences and grants that support teaching and learning. The CATL sponsors a faculty development conference annually in spring which addresses topics related to scholarly research and teaching. This conference is open to individuals from other universities which allows for an exchange of ideas not only across disciplines within the UW-Green Bay educational system but also among other universities in the state. The 2015 conference focused on high impact practices in teaching and learning with Peter Felten (Director of the Center for Engaged Learning at Elon University and vice-president of the International Society for the Scholarship of Teaching and Learning) as the keynote speaker. This workshop was attended by several of the social work teaching faculty. Faculty annually actively participate in Faculty Development Conferences and send representatives to the UW System President's Summit on Excellence in Teaching and Learning and Office of Professional and Instructional Development (OPID) conferences. The Program provides financial support for the purchase of teaching resource materials such as videos and tuition for courses to enhance teaching excellence.

In support of the scholarship of teaching and learning (SoTL), in recent years faculty received numerous grants and awards including a UW System Institute on Race and Ethnicity (IRE) Curriculum Development Grant, and several grants from the Center for Teaching and Learning (CATL), including a Teaching Enhancement Grant, an Instructional Development Award, and a Faculty Development in Online Learning Grants. Additionally, faculty are involved with national grants to support aging and disability curriculum efforts, and a graduate-level student fellowship with Campus Kitchen. Other awards include Teaching Scholars grants to Drs. Sallmann, Higgins, Himmelheber, Trimberger, and Akakpo and nominations for "Student-Nominated Faculty Teaching Awards" for Profs. Trimberger and Higgins, and the Founders Association Award for Excellence in a Collaborative Achievement for Karen Jick.

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

Recent Conference Presentations

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

Burton, D. L. & **Akakpo, T. F.** (2013) *Relationships and resolution of deviant sexual arousal for adolescent sexual abusers.* National Adolescent Perpetration Network Conference. Portland, OR.

Groessl, J. (October, 2014). *Problem-based learning: Exploratory studies on the effects on moral development levels, learning, and development of social work ethics.* International Society for Ethics across the Curriculum Annual Conference. Phoenix, AZ.

Higgins, D. & Mahoney, K. (June, 2015). *Training future professionals on person-centered planning and participant direction.* Living a Self-Determined Life Conference. Wisconsin Dells, WI.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (October, 2014). *Preparing Social Workers with Person-centered/person-directed Competencies.* Faculty Development Institute presentation. Council on Social Work Education APM annual conference, Tampa, FL.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (2014). *Infusing PC/PD Competencies into Required Generalist Curriculum.* Panel presentation. Council

Himmelheber, S. A. (March, 2014). *Building understanding of charitable and change paradigms in service learning.* Annual Conference of Social Work Baccalaureate Program Directors. Louisville, KY.

Mattila, M. (May, 2013). *Faculty roundtable: Integrating child welfare and CSWE competencies.* National IV-E Conference, Galveston, TX.

Mattila, M. (October, 2014). *Nuts and bolts of child welfare education programs.* Council on Social Work Education, Tampa, FL.

Lee, J. & **Himmelheber, S. A.** (November, 2013). *Field education in the present moment: Evaluating a pilot mindfulness-based pedagogical model.* Annual Program Meeting of the Council on Social Work Education. Dallas, TX.

Trimberger, G. E. (March, 2015). *Using a BLOG to foster student development.* Annual Conference of Social Work Baccalaureate Program Directors. Kansas City, MO.

Professional Development as Practitioners

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

University's Extension system, and published articles targeting practitioners. These efforts include:

Recent Publications

> **Akakpo, T. F.** (2014). Empowering clinicians to work with African immigrants through game playing. In R. A. Bean, S. Davis, & M. P. Davey (Eds.) *Clinical supervision activities for increasing competence and self-awareness.* Hoboken, NJ: Wiley.

> Ko, E., Roh, S. H. & **Higgins, D.** (2012). Do Older Korean Immigrants Engage in End-of-Life Communication? *Educational Gerontology, 39,* 613-622.

> Kolomer, S., **Himmelheber, S. A.,** & Murray, C. (2012). Mutual exchange within skipped generation households: How grandfamilies support one another. In B. Hayslip & G. Smith (Eds.). *Resilient grandparent caregivers: A strengths based perspective.* New York: Routledge.

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

Recent Presentations

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

> **Fletcher, A.** (October, 2014). *Diversity Issues: Knowing your own lens.* National Association of Social Workers-Wisconsin Chapter Annual Conference, Madison, WI.

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

> **Trimberger, G.** (July, 2014). *A new look at an old issue: The development of professional boundaries.* National Association of Social Workers Annual Conference, Washington, D.C.

Continuing Education Workshops

> **Fletcher, A.** (March, 2015). *Diversity: Knowing your lens.* UW-Green Bay Continuing Education Office, Green Bay, WI.

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

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

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

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

Trimberger, G. (December, 2013). *The relationship between student development and the social work field experience.* UW-Eau Claire, UW-Madison UW-River Falls Field Educators Workshop, Eau Claire, WI.

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

In addition to the sample of continuing education presentations mentioned above, Dr. Joan Groessl and Dr. Gail Trimberger co-authored a four-hour ethics and boundaries training for social work practitioners entitled, "Ethics and boundaries: Identifying and responding to regional concerns". The workshop was developed to meet the Wisconsin mandated training for credentialed social workers and was offered at various times and locations throughout the state from 2013-2015.

Both the Social Work Program and University share a mission of addressing challenges within a multicultural and evolving society and work force. Faculty are actively engaged in community efforts that advance these missions through their leadership positions with: Family and Childcare Resource Center (Francis Akakpo), Goodwill Industries (Jolanda Sallmann), Partnerships for Person-Centered and Participant-Directed Services (Doreen Higgins and Gail Trimberger), Camp Lloyd (Gail Trimberger), National Association of Social Workers (Joan Groessl, Karen Jick, and Matt Mattila), New Leaf Market (Sarah Himmelheber), Brown County Annual Martin Luther King Jr. Celebration Committee (Francis Akakpo, Adrianne Fletcher, and Jolanda Sallmann), Brown County Child Abuse and Neglect Task Force (Karen Jick), and the Community Health Improvement Program (Sarah Himmelheber). These activities are further evidence of networking that promotes scholarship and are relevant to social work professional practice.

Additionally, the MSW Program's Advisory Committee provides a forum in which faculty and program administrators maintain consistent contact with agencies that are committed to supporting graduate social work education in the region. Quarterly meetings with the Advisory Committee allow for discussions between the Program and the practice community regarding emerging practice and education trends, especially as they relate to advance practice social workers. Members for the MSW Program Advisory Committee are recruited from a range of social service sectors across the NE Wisconsin region to ensure input across practice settings and geographical areas. In addition to a broad representation of community practitioners, two

positions are held for current MSW students who are interested in serving in this advisory capacity. The following list is representative of the social service agencies who have been contacted regarding membership on our new MSW Program Advisory Committee. (Those noted in italics have committed to the committee thus far.)

Winnebago County Mental Health, Oshkosh	*Residential mental health supervisor*
Fond du Lac County Human Services, Fond du Lac	Long-term support/mental health
CAP Services, Stevens Point	Community action agency
Washington County Human Services, West Bend	Child welfare/juvenile justice
Oneida Behavioral Health, Oneida	Mental health
ADRC of Brown County, Green Bay	Aging and Disabilities
ADRC of the Lakeshore, Manitowoc	Aging and Disabilities
Outagamie County Human Services, Appleton	*Community mental health*
Howe Community Resource Center, Green Bay	Children and families
Social Security Administration, Green Bay	Policy
Oconto County Human Services, Oconto	*AODA*
Child Advocacy Center, Neenah	*Child Abuse and Advocacy*
Brown County Drug Court, Green Bay	*AODA*
Court Appointed Special Advocates, Green Bay	Child Advocacy

Professional Development as Scholars

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

Recent Publications

Akakpo, T. F. & Burton, D.L. (2014). Emergence of non-sexual crimes and their relationship to sexual crimes, characteristics, and the deviant arousal of male adolescent sexual offenders. *Journal of Child Sexual Abuse, 25*(5), 595-613.

Brown, J. R., Holloway, E., **Akakpo, T. F.**, & Aalsma, M. C. (2013). "Straight up": Enhancing rapport and therapeutic alliance with previously-detained youth in the delivery of mental health services. *Community Mental Health Journal, 49*(2), 141-248.

Fletcher, A. (2013). The continued journey of race work in social work from the theoretical perspective of Foucault. *Praxis, 12,* 20-27.

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

Himmelheber, S.A. (2014). Examining the underlying values in food assistance programming: Implications for the social work profession. *Journal of Progressive Human Services, 25*(2), 116-132.

Ko, E., Roh, S., **Higgins, D.** (2013). Do older Korean immigrants engage in end-of-life communication? *Educational Gerontology, 39,* 613-622.

Lee, J. & **Himmelheber, S. A.** (accepted). Cultivating presence: Evaluating a 14-week pedagogical model to increase mindfulness among BSW and MSW field students. *Journal of Social Work Education.*

Trimberger, G. & Bugenhagen, M. (2015). A new look at an old issue: A constructive-development approach to professional boundaries. *The Journal of Social Work Values and Ethics, 12*(1).

Trimberger, G. (2012). An exploration of the development of professional boundaries. *The Journal of Social Work Values and Ethics*, *9*(2).

Vandenhouten, C. & **Groessl, J.** (2014). My sister's keeper: An innovative interprofessional ethics teaching learning strategy for RN to BSN and MSW students. *Health and Interprofessional Practice, 2*(2):eP1055, 1-12.

Recent Presentations

Akakpo, T. F. (March, 2014). *Oware: Empowerment practice in African immigrant community and the diaspora.* Baccalaureate Program Directors Annual Conference, Louisville, KY.

Groessl, J. (March, 2014). *Moral development levels and social worker ethical decision-making.* Baccalaureate Program Directors Annual Conference, Louisville, KY.

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

Himmelheber, S. A. & Reeves, P. L. (January, 2013). *Using ethnographic methods to build understanding regarding the Campus Kitchens project.* Annual Meeting of the Society for Social Work and Research.

Himmelheber, S.A., Zhu, L., & Early, K. (March, 2015). *Creating healthier food pantries: First steps in a community-advocacy effort.* Baccalaureate Program Directors Annual Conference, Kansas City, MO.

Trimberger, G. (March, 2014). *Social work boundaries in a complex world: A constructive-development exploration.* Baccalaureate Program Directors Annual Conference, Louisville, KY.

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

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

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

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

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

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

Social work faculty are highly respected in the community and frequently sought to provide professional continuing education workshops, most commonly related to professional boundaries and ethics, and participate in community boards. Examples of these activities are documented in faculty vitae and in section 3.3.5. Strong, positive relationships between the

Social Work Program and the practice community give testimony to the faculty's integrity in the community.

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

Accreditation Standard 3.4 Administrative Structure

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

As a free-standing unit within the College of Professional Studies, the Social Work Professional Programs at UW-Green Bay have the autonomy necessary to achieve the program's goals and objectives. The Chair of the Social Work Professional Programs reports directly to the Dean of The College of Professional Studies. The Chair of the MSW Program reports to the Chair of Social Work Professional Programs. The responsibilities and duties of each are outlined below as codified in the *UW-Green Bay Faculty Handbook* at: http://www.uwgb.edu/sofas/rules/Faculty_Handbook_2015.pdf

Chair of Social Work Professional Programs

In carrying out the leadership responsibilities of the position, the chair of the interdisciplinary unit also has the following duties:

A. 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).
B. 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.
C. 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.
D. Submits all official copy for the timetable, catalog and other University publications.

E. 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.

F. 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 budget planning and budget document for the unit.

G. 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.

MSW Program Chair

Chairperson: Duties

1. Serves as the official channel of communication for all matters affecting graduate studies as a whole at UW-Green Bay, between the program and other academic units, the Chancellor, Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), the Associate Provost for Academic Affairs/Director of Graduate Studies, and other University officials and units.
2. Calls meetings of the graduate program faculty and its executive committee and presides over the meetings. The chairperson shall also call a meeting at the request of any two members of the program. Each program shall meet at least once every semester.
3. Has charge of all official correspondence of the graduate program and of all program matters included in the graduate catalog or other University publications.
4. Determines that all necessary records of faculty activities within a graduate program are properly recorded.
5. Communicates to the Associate Provost for Academic Affairs/Director of Graduate Studies regarding the activities and needs of the program.
6. Submits new courses, major revisions of existing courses, and deletions of courses proposed by the graduate program for action by the appropriate interdisciplinary unit, appropriate Dean, the Graduate Studies Council, Academic Affairs Council, and the Provost/Vice Chancellor for Academic Affairs.
7. Acts as the chief executive officer of the graduate program.

Governance and Administrative Structure

The governance structure of UW-Green Bay mandates that each unit has an Executive Committee which carries major responsibility for personnel actions including the annual review of faculty, and for recommending promotion, renewal, and tenure. One Executive Committee exists for the SWPP-at large; another Executive Committee serves the MSW Program. Each of these committees have specific roles and responsibilities as outlined in accordance with the roles

of the respective chairs in the SWPP and responsibilities outlined in the *UW-Green Bay Faculty Handbook* at: http://www.uwgb.edu/sofas/rules/Faculty_Handbook_2015.pdf

The Chair of the SWPP has responsibility for all personnel actions including 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. Beginning in the fall of 2015, four of these members are social work tenured faculty and include: Chair of the Committee, Jolanda Sallmann, Gail Trimberger, Francis Akakpo, and Doreen Higgins. To meet the 5 member requirement, Heidi Sherman, Chair and Associate Professor of History will serve as the 5th member. Until most recently with the addition of newly tenured faculty members Gail Trimberger and Francis Akakpo, the SWPP Executive Committee consisted of appointees from other units including Nursing, Democracy and Justice Studies, History, Natural and Applied Sciences, and Art and Design. As such, the SWPP unit had not experienced any threats to its autonomy due to the presence of "outsiders" on its Executive Committee. In fact, the presence of outside members has proven to be a strengths to the Program's efforts at promotion and tenure as these members provided a broader perspective on how teaching, scholarship and service are viewed in different units across the University. The Chair of the SWPP also holds responsibility for developing the program's budget and assigning faculty to courses and administrative functions that require course credit reassignments.

The Chair of the MSW Program has responsibility for the day-to-day operations of the MSW Program including admissions, student advising, student orientation, course registration and scheduling, marketing and student recruitment. The MSW Program Chair also serves as the Chair of the MSW Program Executive Committee which must hold a minimum of three members. Per the *UW-Green Bay Faculty Handbook* cited earlier, the MSW Executive Committee is responsible for making recommendations regarding faculty appointments, curriculum and other graduate program matters.

The faculty structure of the SWPP is one that combines both the undergraduate (BSW) and graduate (MSW) as a faculty unit, and program policy is therefore set by the entire faculty. In this regard, faculty has the necessary autonomy within the scope of the SWPP's mission and goals to set admission policies, recommend curricular changes, and attend to other program decisions. Combining faculty efforts provides the additional benefit of 'many voices' to contribute to program decision making. The MSW Program anticipates the continuance of no intrusiveness with regard to decision making from either the Executive Committee or University administration. Historically, both groups have been extraordinarily supportive and facilitative of the SWPP and its goals.

> 3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The faculty of the SWPP, inclusive of both the BSW and MSW programs as described above, has the full authority to determine curriculum. In the development of the curriculum for the new MSW Program, faculty members met regularly in program development and curriculum groups over a period of nearly two years to brainstorm various aspects of the new program in terms of structure, curriculum, content, and program policy with respect to adherence to the

Educational Policy and Accreditation Standards and those of UW-Green Bay. The faculty were highly invested in this process and as a result, a freestanding MSW program was developed. Each step of the way in this process, the full faculty of the SWPP approved curriculum and related policies at various junctures.

It is anticipated that curricular content and policy decisions will be developed in accord with what has been done historically in the SWPP. For example, the typical procedure for developing or modifying a course is for the Social Work faculty to meet and evaluate existing curriculum and to determine whether new offerings or changes in current offerings are needed. Accordingly, when a decision is necessary in the MSW Program to add a new course, change or add an emphasis, or change the title of an existing course, a faculty member will be designated to develop a syllabus and complete the necessary administrative paperwork. The proposed syllabus or change will then be reviewed and approved at a Social Work faculty meeting, and forwarded to the Dean of the College of Professional Studies for approval. From there, the course will be reviewed and approved by the Graduate Studies Council of which the MSW Program Chair is a member. If there is a concern expressed by the Graduate Studies Council, they will confer with the Chair of the MSW Program and/or unit Chair for clarification. Pending the outcome of this process, the change is either denied or approved by the Associate Vice-Provost for Academic Affairs and Director of Graduate Studies.

This process is beneficial to the Program in a number of ways. It ensures that the quality of course offerings and modifications meet University standards; it provides education about the SWPP to a large campus audience, and it determines that the offerings are appropriate within the University mission, coordinated with other academic units and graduate programs on campus, and can be offered within the resources of the Program. All of the University's curriculum planning procedures are available via the Office of the Provost at: https://www.uwgb.edu/provost/curriculum/

Finally, with respect to forthcoming changes in the CSWE competencies and practice behaviors which the MSW Program will embrace, curricular evaluation will take place via full faculty meetings. The MSW Program Committee and/or Program Evaluation Committees may also be engaged in the development and application of the new changes to the curriculum and bring these recommendations forward to the full faculty; this provides an example of how the autonomy of the Program faculty ensures that the curriculum is consistent with the EPAS standards.

> 3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program.

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 *UW-Green Bay Faculty Handbook,* the policies and procedures assure that each budgetary unit assumes a central role in all personnel matters.

With regard to the recruitment of new tenure track and non-tenure track (academic staff) positions, the Social Work faculty develops the position description identifying required

qualifications, teaching responsibilities, and salary range. The faculty recommends this position description for approval and referral to the Dean. If the Dean approves, the recommendation is forwarded to a special committee of the Provost to review and make a recommendation to the Provost. The position description is then sent to the Affirmative Action Officer for final approval. The faculty also recommends members of the Recruitment and Hiring Committee to the Dean whom the Dean then appoints. Following the screening and interviewing of applicants, the Recruitment and Hiring Committee provides an assessment of the final candidates to the Executive Committee for review. The list and summaries of final candidates is forwarded to the Dean who then gains approval from the Provost and makes an offer to the top candidate.

The social work faculty developed merit and promotion policies reflecting an emphasis on the value of teaching, service and scholarship. At UW-Green Bay, the Faculty Merit and Promotion Policies and Procedures for the Social Work Professional program were most recently revised on August 4, 2009. They were then amended on November 18, 2011 to include policy on the solicitation and inclusion of external review letters for the tenure and promotion process. The document, in its entirety, can be found in Appendix 3-2. The policy begins with a statement of what is valued by the Social Work Professional Program faculty. The statement indicates that merit, promotion, retention, and tenure reviews for faculty shall:

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

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

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

The candidate for tenure and promotion is evaluated on teaching, scholarship and institutional and community service. The candidate prepares and submits written statements describing accomplishments in these four areas along with files documenting evidence of same. The candidate is first reviewed by the Social Work Executive Committee, who vote on whether or not to support the candidate's application for tenure. The candidate is then reviewed by the Personnel Council, a committee of tenured faculty from across campus, which makes a recommendation to the Dean. The Dean votes whether or not to support the candidate; a vote of

"yes" is then referred to the Provost, who recommends the candidate for tenure to the University Chancellor. The Chancellor votes to support the candidate, and refers the candidate to the Board of Regents, who ultimately confer tenure. Opportunities to appeal and/or grieve the process are available following each vote. The recommendations of the Social Work Executive Committee have historically been approved in every case for tenure of social work faculty including the two recent promotions with tenure of Gail Trimberger and Francis Akakpo.

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

Doreen Higgins, MSSW, Ph.D., serves as the Chair of the MSW Program. Jolanda Sallmann, MSW, Ph.D. serves as both the director of the BSW Program and the Chair of the SWPP.

> M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW Program director have a doctoral degree, preferably in social work.

Dr. Doreen Higgins was the former Program Coordinator for the Collaborative MSW Program from 2012-2015, and subsequently was appointed by the Social Work faculty to serve as the Chair of the new MSW Program at UW-Green Bay. Dr. Higgins earned her Ph.D. in Social Work from the University of Kansas in 2008. She joined the faculty as an Assistant Professor in 2008 and was promoted to Associate Professor with tenure in 2013. Prior to her appointment in 2008, Dr. Higgins served the Social Work Professional Program's BSW Program from 1996-2003 as a lecturer and adjunct instructor. In 2001, she garnered and served as the Principal Investigator for the *John A. Hartford Geriatric Enrichment in Social Work Education* grant. This was important to the SWPP as it introduced aging content in the Social Work curriculum which continues in the curriculum to this date. Subsequently, Dr. Higgins has been involved in a number of Hartford and Gero-Ed sponsored grants include the *Practicum Partnership Program* while at the University of Kansas, and most recently (2013 to present) with the CSWE/Gero-Ed Center's ADRC/*Partnerships Project* grant.

Dr. Higgins has been recognized as a Teaching Scholar and Teaching Fellow at UW-Green Bay in 2010 and 2012. She is presently serving her second term on the UW-Green Bay Faculty Senate, demonstrating leadership in representing the Social Work faculty. Similarly, she was recently elected (2015) as President of the UW-Green Bay United Chapter of the American Federation of Teachers union. She currently serves on the Legislative Affairs Committee and the Common Theme taskforce. She has previously served on the University Institutional Review Board, Library and Instructional Technology Committee and several Social Work Faculty Committees including past Chair of the Collaborative MSW Program Oversight Committee.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

The MSW Program Chair has a full-time appointment to the Social Work Professional Programs. The Chair teaches an average of 10.5 credits annually in the BSW and MSW Programs. The current appointment letter evidences the Chair's full time appointment to the Social Work Program as of 2014-15. (See Appendix 3-3). Appointment letters are issued each fall, and therefore, the next academic year appointment will be forthcoming for 2015-16.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

As noted above, the MSW Program Chair teaches an average of 10.5 credits annually in both the BSW and MSW Programs. The primary responsibility of the MSW Program Chair is for the oversight of day-to-day operations of the program for which she is provided 50% release time. This is deemed adequate to perform the responsibilities and duties of the position.

3.4.5 The program identifies the field education director.

Adrianne Crawford-Fletcher, MSSA, LCSW, LISW is the current MSW Field Education Director (heretofore referred to as Field Instructor). As mentioned in section 3.3.1, Ms. Fletcher has accepted a tenure-track position in our Program and recruitment efforts are underway to hire her replacement. Ms. Fletcher will serve as the MSW Field Instructor through August, 2015 or until such time as her replacement is hired. Ms. Fletcher is currently responsible for all elements of field education, including securing placements for students entering field in the fall of 2015. The following sections are based on her qualifications in the role of MSW Field Instructor.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

The MSW Program places significant value on the Field Director's ability to network with providers across the region in the development of field sites and maintenance of a quality field program in social work education. Ms. Adrianne Fletcher has worked collaboratively with northeastern Wisconsin agencies and providers for the past seven years. Prior to her university appointment, Ms. Fletcher served as a clinician, behavioral health manager, and children's advocate in Oconto, Shawano, and Brown counties respectively. She brings her networking experience into performance in the development of new field sites and the maintenance of established field sites thereby creating a quality field education program in the MSW Program.

Ms. Fletcher has the ability to manage a complex workload and is an excellent communicator of oral and written word; all critical skills for a Field Director. Ms. Fletcher is a member of the National Association of Social Workers and a diversity/cultural competency trainer. Ms. Fletcher has provided diversity/cultural competency trainings for a range of community organizations, including a recent four-hour continuing education workshop for our Program's agency Field Instructors as a way to say "thank you" for their collaboration with our Program.

> 3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

Ms. Adrianne Fletcher received her master's degree in social work from the Mandel School of Applied Social Sciences at Case Western Reserve University in 2005. From 2005-2014, Ms. Fletcher practiced as a clinician, case manager, and child advocate in various venues from children and families to Veterans. Ms. Fletcher's professional responsibilities included management of outpatient therapy clinics, outpatient therapy, homeless outreach with Veterans, and child advocacy. Ms. Fletcher also supervised an Indian Child Welfare worker and other clinicians in her administrative roles. Ms. Fletcher's collective experiences in these areas make her more than qualified to serve as MSW Field Education Coordinator. Ms. Fletcher's vita further details her qualifications.

> M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Ms. Adrianne Fletcher was hired as a lecturer with a 27-credit load. Ms. Fletcher's credit release time for field was 50% of her credit load (13.5 credits); thereby meeting the 50% release time required for master's program Field Education Directors. She is assigned to teach SOC WORK 451, 704, 705, 711, 712, and 713. All but one of Ms. Fletcher's courses (SOC WORK 451) are at the MSW level. As Ms. Fletcher has accepted a tenure-track position in our Social Work Program, we are in the process of recruiting her replacement as MSW Field Coordinator. Once hired, the new MSW Field coordinator will have a 50% reassignment for field coordination (13.5 of 27 credits) and will teach the following (all MSW) courses: SOC WORK 703, 707, 712, 713, 714, and 715.

In addition to the academic year credits, the Field Coordinator is allocated a one-month contract payable over the summer months in which to complete other administrative duties and prepare for the beginning of the academic year's orientations and welcome events.

When determining full faculty credit loads and responsibilities, the MSW Field Coordinator is allocated a Foundation MSW Field section. This allows the MSW Field Coordinator, in her classroom instructional role, to get to know many of the Foundation students prior to placement of students within their Advanced-level field practicum. Additionally, as serving as a Faculty Field Liaison accompanies teaching Field, this provides more opportunities

for Ms. Fletcher to be in the community, visible in agencies, and therefore nurturing relationships with our community partners.

The MSW Field Coordinator's primary responsibility is to manage the field placement process. The MSW Field Coordinator also takes leadership in revision of the field manual, development of orientations and trainings, solicitation and development of placements, and evaluation of the field program.

Accreditation Standard 3.5 Resources.

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

The base budget adequately reflects the costs essential to the development and maintenance of the Program (see Table 3-7); "hard" money provides approximately 17% of the MSW Program's budget. The additional costs associated with launching UW-Green Bay's MSW Program will initially be born primarily with "soft money," specifically the tuition generated from part-time MSW students. However, as articulated in a Memorandum of Understanding (MOU) with our Provost, Dr. Julia Wallace, the three additional instructional positions required for the success of the MSW Program will be converted to GPR-funded ("hard" money) positions after the first three years of the program (see Appendix 3-4). The field education component, faculty travel, participation in faculty development activities, Program membership fees, and other costs are provided for in the base budget. The Title IV-E grant provides additional funds to secure resources for the Child Welfare elective offering and for stipends to students placed in public or tribal child welfare settings. This grant also provides overhead funds used by the Program for special expenses. Excluding Title IV-E stipends, which are all provided from "soft" money, hard money comprises almost 20% of the budget on average.

Table 3-7:
Program Expense Budget

Program Expenses	Previous Year 2013-2014		Current Year 2014-2015		Next Year 2015-2016	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	$283,369	37%	$316,676	34%	$424,029	26%
Support Staff	$31,752	0%	$33,563	0%	$45,795	0%
Temporary or Adjunct Faculty & Field Staff			$13,500	0%		
Fringe	$141,711	0%	$153,637	0%	$223,421	0%
Supplies & Services	$20,421	0%	$18,771	0%	$18,771	0%
Travel	$19,500	0%	$20,500	0%	$21,150	0%
Student Financial Aid*	$85,261	0%	$108,374	0%	$174,489	0%
Technological Resources	(in S&S)		(in S&S)		(in S&S)	
TOTAL	**$582,014**	**18%**	**$665,671**	**16%**	**$907,655**	**12%**
TOTAL (excluding student financial aid)	**$496,753**	**21%**	**$557,297**	**20%**	**$733,166**	**15%**

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

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

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

This section will begin by describing the process created and utilized by the Collaborative MSW Program for assessing key aspects of the implicit curriculum. It will then present data on measures of the Collaborative MSW Program's implicit curriculum and describe the changes to this plan implemented in the UW-Green Bay MSW Program.

Collaborative MSW Program

Ongoing evaluation of Program needs within the Collaborative MSW Program occurred through discussion in the Oversight Committee and faculty meetings. Curriculum review and discussion occurred regularly at Oversight Committee meetings which were held once a month during the academic calendar. Any changes proposed by the Oversight Committee were then put to the full faculty for a vote; full faculty meetings were held a minimum of twice each semester during the academic year. Working with the MSW Program Advisory Committee, the MSW Program Coordinator and MSW Field Coordinator assessed for trends within the industry and surrounding communities in order to adapt the curriculum to address highlighted areas of need. Faculty Field Liaisons worked closely with placement agencies and highlighted any concerns around instruction in field settings.

The primary means by which the Collaborative Program assessed implicit aspects of the curriculum to foster continual quality improvement was via the Student Evaluation of the MSW Program which took place annually in the spring semester of each academic year. This evaluation relates to the Program's curriculum and relations with and between students, which will be discussed in further detail below. Other measures of the Implicit Curriculum included student and field agency evaluation of the field experience although data from these sources are not available. The MSW Program at UW-Green Bay will develop these measures for the new program after the fall 2015 meeting of the Program Evaluation Committee so as to maintain these important implicit indicators. (Examples of these survey documents used in the Collaborative are located in Appendices 2-13 through 2-16.)

The data presented below is exclusive to the Student Evaluation of the MSW Program from 2013-14. As part of the process of evaluating the Implicit Curriculum, faculty determined benchmarks which represent the thresholds the set as standards for "success" as will be discussed below.

Student Evaluation of MSW Program

Student evaluation of the Collaborative MSW Program has been a long-standing practice and has been used each spring to assess student satisfaction with the program across several domains. The most recent *Collaborative MSW Program Reaffirmation Self-Study of (2009)*[15] addressed the implicit student evaluation via Accreditation Standard 8.0, "Program Assessment and Continuous Improvement" in relation to the established goal to: "Prepare advanced degree Social Workers to assume administrative and direct practice leadership roles in public and tribal sector practice within an increasingly diverse and transforming rural environment." In the fall of 2013, the Collaborative Program implemented the 2008 EPAS standards and thus, the student evaluation was subsumed under the standards of the Implicit Curriculum.

Designed as a satisfaction survey and distributed via all Collaborative students in the spring semester, the Student Evaluation of the MSW Program (See Appendix 3-7) will be maintained in the new MSW Program at UW-Green Bay with modifications as determined by the full faculty upon the inaugural meeting in the fall of 2015 of the Program Evaluation

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[15] UW-Oshkosh/UW-Green Bay (2009). Collaborative MSW Program Reaffirmation Self-Study. Green Bay/Oshkosh: Author.

Committee for the student survey used in the Collaborative). It is important to note when reviewing the student evaluation data from 2013-14 which follows that, under the advisement of the CSWE Accreditation Specialist, data is reported only for students whose home campus was at Green Bay due to the pending dissolution of the Collaborative Program. (A feature of the Collaborative was that students were divided by campus from the inception of the program to ensure equity among the campuses. Therefore, in this model, students graduated from their home campus either at UW-Oshkosh or UW-Green Bay). The evaluation was administered via a Qualtrics survey and includes assessments of curriculum, advising and orientation, and working with the Program Coordinator, Field Coordinator, and Child Welfare Coordinator. In addition, students evaluated their relationships with their peers. Additional items ask students their preferences for course delivery methods and to indicate how frequently they have communicated with the Program Chair. In the Collaborative Program, computer labs were reserved for a portion of class time so that students could complete the evaluations, and to increase the response rate. In the Green Bay MSW Program, students will be sent a link to the electronic survey.

Most of the items in the survey ask students to rate how strongly they agree with a statement using a scale from 1 to 4, where 1=strongly disagree and 4=strongly agree. The evaluation also allows students to provide narrative comments for each of the first eight areas. (See Appendix 3-6) The benchmark established for the items assessing the Program is a mean of 3.0. Average scores for the Foundation and Advanced cohorts for 2013-2014 for Green Bay students are reported in Tables 3-8 through 3-11 and areas where scores fall below the established benchmark are discussed.

The student response to the MSW Evaluation of the Program survey showed a response rate of 91 percent. The outcomes of the evaluation were presented by the Collaborative MSW Program Coordinator to the Collaborative partners and the results were also discussed with the UW-Green Bay Faculty Program Development group to inform the new MSW Program. Suggestions to improve the survey in the new MSW Program at UW-Green Bay are discussed below.

The first eight items ask students to rate the curriculum as delivered, including the convenience of course offerings, integration of courses, preparation for field, elective offerings, faculty coordination, evidence of competencies, attention to diversity and oppression, and rigor. The mean score across the Foundation and Advanced curriculum on all items is 3.10, just above the program benchmark. Within each cohort, as noted in Table 3-8, the program benchmark was met in 75% of the areas assessed. Two areas of concern from students in both the Foundation and Advanced cohorts regard the availability of course electives and the coordination of assignments by faculty. In these areas, both fall below the established program benchmark. These concerns were addressed by the faculty when developing the curriculum for the new UW-Green Bay MSW Program and culminated in the program's decisions discussed below.

Regarding elective courses, the new MSW Program will offer 12 electives and 5 approved electives from various programs at UW-Green Bay. (See Appendix 2-5). Five of these courses are approved by the Wisconsin Department of Safety and Professional Services for the Licensed Clinical Social Work credential. Additionally, new elective courses are under development. One course will focus on solution-focused and motivational interviewing

approaches, and trauma-informed care; another focuses on leadership and social work, and another is focused on health care and spirituality. Course scheduling includes enhanced summer elective offerings and an elective offering during the January interim. Additionally, all students are made aware that courses from other institutions will be reviewed by the MSW Program to assess their fit as transfer elective courses. Finally, students who are engaged in the Individualized Area of Emphasis Option are encouraged in the new MSW Program to seek electives in their chosen area of emphasis. The MSW Program faculty will also attend to student feedback on elective courses via the Student Evaluation of the MSW Program to be conducted annually in the new program. I think you managed this section really well.

Regarding coordination of assignments among faculty, student concerns about this issue were also discussed in the planning phases of the new MSW Program. Faculty felt that this question was not especially reasonable given the expectation of coordinating assignments among numerous courses in a given semester. Faculty also deemed that the program survey of students in the new MSW program would include survey questions wherein the data findings would be most likely to be useable to the Program and ultimately benefit our students.

Table 3-8:
2013-14 Student Ratings

	Foundation	Advanced	Mean
1. The way the courses are scheduled (weeknights, weekends) works well for me.	3.25	3.28	3.3
2. The courses are well integrated; they fit well together and build on one another.	3.13	3.36	3.2
3. The courses helped prepare me for my field education experience.	3.00	3.12	3.1
4. There are enough elective courses in this program to meet my needs.	2.56	2.80	2.7
5. Faculty work together to coordinate due dates for assignments.	2.69	2.96	2.8
6. The Program competencies are clearly evident in all classes.	3.25	3.36	3.3
7. The curriculum pays enough attention to issues of diversity and oppression.	3.06	3.38	3.2
8. Course assignment expectations are appropriately rigorous.	3.25	3.12	3.2
Items that have met or exceeded 3.00 benchmark	6/8 (75%)	6/8 (75%)	

The next five items asked students to rate their experiences with advising and orientation. It should be noted that the data below derived from student identification of UW-Green Bay as their home campus is difficult to interpret due to the fact that Green Bay students in the Collaborative MSW Program and Oshkosh students may have had an advisor and field coordinator from their non-home campus as the Collaborative model divided advising duties by

cohorts as a whole, not based on individual campus affiliation. Likewise, field coordination in 2013-14 was implemented by Green Bay students' non-home campus.

In light of the low scores (2.5 mean score) in advising noted in Table 3-9 the UW-Green Bay MSW program faculty have made changes to the advising process to address these concerns. First, the UW-Green Bay Program has designated that Program support staff assigned to the MSW Program will assume a role of Academic Status Advisor (ASA) and work with students to review program curriculum guidelines, courses, registration and scheduling. In addition, two faculty advisors have been assigned to the UW-Green Bay MSW Program and will assist students regarding curriculum issues, progress in courses, concerns about career choices, work/life balance, and other concerns raised by students. Students are made aware of the role of the ASA and faculty advisors in the new student orientation and also via the *MSW Program Student Handbook.* Furthermore, students meet with advisors during the student orientation which reinforces the role of each advisor and begins the establishment of a relationship with each student.

Table 3-9:
2013-2014 Student Advising & Orientation Ratings

	Foundation	Advanced	Mean
1. My advisor has contacted me and let me know how he/she can be helpful.	2.19	2.76	2.5
2. The Orientation meeting held at the beginning of the program was helpful.	2.75	2.88	2.8
3. The roles of the advisor are clear to me.	2.31	2.84	2.6
4. I met with my advisor at least once a semester.	2.00	2.04	2.0
5. I would like to have a group Orientation/Advising session each semester.	2.63	2.44	2.5
Items that have met or exceeded 3.00 benchmark	0/5 (0%)	0/5 (0%)	

The next six items asked students to rate their experiences with the MSW Field Coordinator and their Field Liaison. Table 3-10 shows mean scores across the Foundation and Advanced curriculum. Two primary areas of concern are noted by Advanced students with mean scores of 1.85 and 1.80 in relation to student experiences with field coordination. These concerns are supported by student comments in the survey, as well. In the Collaborative Program, from which this data is drawn (2013-14), aspects of field coordination were considered serious and were duly noted and discussed by Program Chairs at UW-Green Bay and UW-Oshkosh. Given the Collaborative agreements in place since the Program's inception to rotate Field Coordination every four years, coupled with autonomy of the Chairs of each institution regarding personnel issues, the program experienced decreased consistency in field coordination efforts and a limited ability to address these concerns. Going forward in the UW-Green Bay MSW Program, challenges in any area of the MSW Program related to personnel or other issues related to quality of the program, will be immediately addressed by the Program Chair. Moreover, based on the negative feedback in field coordination noted in the Collaborative data represented here, the UW-Green Bay MSW Program holds a strong rationale for seeking further feedback with the

addition of survey questions. Two additional questions will be added to include, "The Field Coordinator was accessible to me", and "The Field Coordinator responded to my inquiries in a timely manner." Moreover, at each faculty retreat in the MSW Program at UW-Green Bay, program evaluation data will be reviewed and scrutinized by faculty to ensure that appropriate changes are made to address issues of concern.

Table 3-10:
2013-2014 Student Field Coordinator & Field Liaison Ratings

	Found.	Advan.	Mean
1. The Field Coordinator was helpful to me in finding an appropriate field placement.	2.91	1.85	2.4
2. The Field Coordinator answered my questions about field placement policies and procedures.	2.91	1.80	2.4
3. My Field Liaison helped me have a meaningful experience in my placement.	3.09	3.45	3.3
4. The role of the Field Liaison is clear to me.	3.09	3.40	3.2
5. My Field Liaison visited my field agency at least once a semester.	3.55	3.35	3.5
6. My Practice Instructors allocated enough class time to discuss field issues.	3.36	3.15	3.5
Items that have met or exceed 3.00 benchmark	4/6 (66%)	4/6 (66%)	

The final items assessed in the student evaluation survey relate to student relations. Benchmarks were met in three of four areas assessed in the Foundation cohort, and 100% in the Advanced cohort with mean scores just under the benchmark of 3.0 in the student opportunities to interact with each other. (See Table 3-11). Narrative comments reflect the mean scores in each category but provide more specificity and direction for change. Narrative comments are discussed below.

Table 3-11:
Student Relations

	Found.	Advan.	Mean
7. Classmates are helpful and collaborative.	3.63	3.48	3.40
8. Classmates generally act in a professional manner.	3.38	3.46	3.42
9. Students in different cohorts have opportunities to communicate/interact.	2.94	3.08	3.01
10. It is easy to get to know other students.	3.31	3.36	3.35
Items that have met or exceed 3.00 benchmark	3/4 (75%)	4/4 (100%)	4/4 (100%)

Narrative comments submitted by students in the evaluation of the Collaborative MSW Program are presented in Appendix 3-6 and support the data presented in Tables 3-8 through 3-

10. The comments are inclusive of both the Foundation and Advanced students who responded to the survey. While a number of strengths of the program were represented in the various categories represented, a number of concerns were expressed as well. Both of these areas will be briefly discussed.

Curriculum: Students identified strengths in the curriculum in terms of it being well-planned and well-designed, and expressed that they liked that it offered a variety of courses and format options, e.g., hybrid and online. Areas of concern that emerged include time demands of the program including internship requirements. A final concern expressed related to addressing educational aspects of diversity in the program and diversity of faculty. The faculty reviewed these findings and have addressed these concerns in the new MSW Program. The faculty are cognizant of the demands on student time and have developed course offerings that offer flexibility for students to meet their learning needs and demanding schedules. Student concerns about diversity are a primary concern and addressed in the curriculum explicitly in Chapter 3 in terms of the new MSW Program. Primary initiatives in this regard include efforts to maintain and recruit Faculty of Color, and establishing a mentoring program for international students and Students of Color. (See Chapter 3 for detailed discussion on diversity).

Advising and Orientation: Narrative comments by students in this area represent a high level of concern regarding advising. The faculty have addressed these issues in the new MSW Program and have developed a strong advising component in the new Program which includes a new role of Academic Status Advisor (ASA), and two faculty advisors designated for advising of MSW students. The New Student Orientation for incoming students also addresses advising in detail, and students will be made aware of their responsibilities and the faculty responsibilities on advising each semester. The *MSW Program Student Handbook* also outlines explicitly the advising process for students.

Field Coordination and Field Liaison: Student comments in the field coordination area of the Collaborative Program survey align with the low scores in these areas discussed earlier in this section. The new MSW Program places a high priority on a quality field placement process and internship experience for MSW students. The new MSW Program field component is well organized and structured to best meet the needs of students. A new field query tool has been developed to better elicit student needs, desires, and interests; students are made aware early-on in the process of placement of the parameters of the internship and expectations of both the field agency, the program and the students. Given the intense focus on the field component in the new MSW Program, field faculty are accessible and available to meet with students during the entire field process to discuss concerns they may have. The Program faculty and staff are also available to reach out to agency collaterals on behalf of student interests as needed. Finally, the New Student Orientation places a heavy emphasis on informing students of the field process. The *MSW Program Student Handbook* and embedded Field Manual are electronically available to all students and agency field educators via the program's website.

Student Relations: Comments from students note several concerns including how the learning environment should be inclusive of other cultures and diversity. These comments have been taken seriously by the faculty and will continually be assessed in the new MSW Program. Chapter 3 discusses explicit opportunities and initiatives on creating an inclusive learning

environment both at the University and MSW Program levels. While a number of students expressed satisfaction with student relations some noted concern about "classroom etiquette". The faculty in the MSW Program establish requirements for professional comportment in the classroom and student adherence to the NASW *Code of Ethics* in this regard. As well, the *MSW Student Handbook* outlines student responsibilities as professionals which dovetail with classroom behavior.

> 3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself

The support staff for the Program includes a .75 FTE position or Jeanne Berg, our Student Status Examiner and Academic Status Advisor for MSW students. Jeanne is well-versed in University policies and procedures that apply to the MSW Program; she has been with the former Collaborative Program for 12 years, and employed at the University for more than thirty years. On occasion, the BSW Program Department Associate assists with clerical duties in the MSW Program. The MSW program also relies on our student worker who provides 14 hours each week to the BSW and MSW Programs and is highly adept in information/technical systems issues including website posting, graphic arts, and Excel. The MSW Program uses a computer shared drive as a depository for all MSW Program records which are now held entirely in electronic.

> 3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

The library resources at UW-Green Bay are sufficient to meet the needs of students and faculty of the MSW Program as documented by Librarian's report found in Appendix 3-5. Students have access to library resources at UW-Green Bay via in-person visits or via internet access. In addition, students have access to the entire University of Wisconsin System "universal borrowing in the "one system, one library" approach employed via the System. All University of Wisconsin students have system-wide checkout privileges, can take advantage of unified system-wide borrowing and lending opportunities Electronic full-text and indexing databases are available to all UW students, faculty and staff, providing for equity of resources for all campuses and assisting in the effective use of the resources within the state.

Non-circulating items can be viewed on-site, circulating items can be checked out in person with a valid UW System ID, following the guidelines of the lending library, and circulating books and copies of articles can be received via Universal Borrowing or interlibrary loan. Article copies can be ordered on interlibrary loan forms found on the library's website at ay campus. These will arrive electronically or as a photocopy. Patrons are notified of arrival via email. Paper copies can be picked up at the circulation desk and electronic documents are made accessible via a patron's interlibrary loan account.

Books and video can be ordered from other UW System libraries directly by a patron from the library's website via Universal Borrowing. Books and video are sent to each library and held at the Circulation Desk for pickup. Books and videos can also be borrowed from libraries not part of the UW System, (e.g., private colleges, public, school, and medical libraries). These can be ordered using the interlibrary loan forms on each library's website and will be held at the Circulation Desk for pickup.

The Cofrin Library has also instituted desktop access for faculty to allow library personal to log in to a faculty member's desktop to help troubleshoot or search within the library databases. This initiative, recommended by a Social Work faculty member, demonstrates the flexibility and helpfulness of library staff to support faculty and programs on campus.

The Cofrin Library staff also monitor the accessibility of key social work resources for students. The library continues to work to ensure that journals reviewed in social Work Abstracts are available to students.

The staff of the Cofrin Library are highly accessible and accommodating to the MSW Program students, faculty and staff. They continue to work with the Program to support anti-plagiarism efforts, provide workshops in classes on uses of library resources, offer one-on-one consultation with students and faculty, and are regularly in contact with the Social Work Professional Programs regarding new resources of interest to our students, faculty and staff.

Finally, MSW students are informed at the New MSW Student orientation and in various MSW courses on services and resources offered by the Cofrin Library and how to access same.

> 3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

In 2012, the Social Work Professional Program offices moved to a newly renovated space in Rose Hall. In the Social Work office suite, each faculty member has her or his own office, the Social Work Club and students have an open space with a desk and computer for all students to meet and socialize. The Academic Status Advisor/Student Status Examiner in the MSW Program shares a central work area with the BSW program department associate. With current equipment and resources, Program faculty members are fully capable of providing students with a quality education, of effectively communicating with one another, and of carrying out a range of scholarly activities.

All faculty and support staff have computers in their offices/work areas. Computers and computer programs are upgraded regularly. All faculty and support staff have ready access to fax and copying services and to modern communication equipment (conference calling, distance education equipment, desk-top video access, etc.). In addition, faculty have I-pads for easy accessibility to computer-based information for meetings and off campus visits. All students have computing accounts and on-campus email addresses, making it easy for faculty to contact them quickly, to share course materials and class requirements, and to require that students utilize the internet for assignments.

A new state of the art classroom building, Mary Ann Cofrin (MAC) Hall, was completed in 2000, and both Rose and Wood Halls were renovated in 2010. (Wood Hall is the primary

classroom site for MSW Program courses.) We are fortunate that Wood Hall now hosts internet access and access to the campus network in each classroom and classrooms have been updated with new tables and chairs which provide the flexibility necessary to meet Program teaching and learning needs. Use of Clickers, D2L learning platforms, and file sharing through the University's "GB Share" file hosting site offer technological options to enhance the learning environment.

Faculty, staff, and students at UW-Green Bay have top-notch technology support services. The Computing and Information Technology (CIT) division hosts a "Help Desk" that provides ready access to computer experts who problem-solve technology concerns, as well as assist with software issues with programs like Excel or MS Word. Additionally, Academic Technology Services (ATS) responds to needs related to classroom technology, including hardware and software concerns. ATS also provides consultation to students, faculty and staff on the D2L course hosting software. Classrooms are equipped with telephones and ATS staff will problem-solve over the telephone and access individual faculty, staff and student computers, as needed. If a classroom issue with technology cannot be resolved remotely, ATS staff will physically come to the classroom. Students in the MSW Program are made aware of the CIT Help Desk and ATS services at the New Student Orientation and via the MSW Program Student Handbook. We are extremely fortunate to have such responsive and highly skilled technical support staff at UW-Green Bay.

> 3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Students in the MSW Program have ready access to assistive technologies through Disability Services at UW-Green Bay. Disability Services provide a range of services to students with registered disabilities: assistance in obtaining access to adaptive materials or in creating these materials for students, assistance in enhancing access to information provided in the classroom, help with test-taking and other resources to enhance student outputs, and assistance in seeking materials and help from other resources outside the University. If students need Braille, large print, books on tape, or other assistive learning systems, Disabilities Services will make every reasonable effort to help the students obtain them. These services are described on the University's website: http://www.UW-Green Bay.edu/ds/learning/index.asp

Instructions on how to access Disability Services if a student believes accommodations are needed are included within each syllabus for courses within the major, which all include the following statement (see Social Work syllabi in Volume III of reaffirmation documents):

> Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at (920) 465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

In addition, the MSW Program Student Handbook also discusses these supports (see Volume III of the reaffirmation documents). The handbook is also posted on the MSW website at: http://www.uwgb.edu/socwork/msw/handbooks.asp

Chapter 4: Assessment

Accreditation Standard 4.0 Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS M2.0.4).

This section begins by describing the assessment plan created and utilized by the Collaborative MSW Program. The discussion concludes with a description of the changes to this plan implemented in the UW-Green Bay MSW Program.

Collaborative MSW Program

The MSW Collaborative Program has based its curriculum on the ten practice competencies established by the Council on Social Work Education (2008) as outcome performance indicators for social workers. Students work toward mastery of the competencies throughout their tenure in the Program and must demonstrate their acquisition of the requisite knowledge, values, and skills operationalized in the Foundation and Advanced practice behaviors corresponding to each competency by graduation.

The Collaborative MSW Program has been competency-based since its inception, however, with the 2008 EPAS requirements, the Collaborative Program needed to eliminate its longstanding original practice competencies in both the Foundation and Advanced curriculums and adopt the CSWE's ten practice competencies. A decision was therefore made to introduce the new competencies in the Fall of 2013 across all cohorts in the Collaborative Program.

Assessment plan overview. The Collaborative MSW Program used multiple measures to evaluate its success in helping students master the competencies. Each measure is discussed in more detail below:

1. Evaluation of Student Mastery of Practice Behaviors in Field
2. Faculty Evaluation of Student Practice Competency
3. End-of-Semester Course Evaluations

Assessment plan development. The Collaborative MSW Program's competency attainment assessment plan was developed and refined over the course of three semesters in the Spring, Summer, and Fall of 2013. The plan's development timeline is depicted in Table 4-1. Beginning in the Spring of 2013, the UW-Green Bay and UW-Oshkosh Program Chairs collaboratively developed Advanced-level practice behaviors. The decision to develop only one set of practice behaviors for both of the Collaborative Program's Direct Practice and Administration concentrations was based on the fact that the Advanced-level practice behaviors were developed by modifying aspects of the Program's original Advanced-level competencies. This approach resulted in practice behaviors that could be interpreted and measured specific to

the respective concentration. In addition, students across the concentrations shared the majority of the courses offered in the Advanced curriculum. It was determined that two sets of practice behaviors would increase confusion among students and potentially minimize comprehension and mastery of the competency.

The Program Chairs also collaboratively developed the Collaborative MSW Program's competency attainment assessment plan that uses multiple measures to evaluate its success in helping students master the competencies. It was agreed that each practice behavior would be assessed with the following outcome measures: three measures of **student mastery of practice behaviors in field** (by Students, Field Educators, and Faculty Field Liaisons), **faculty evaluation of student practice competency**, and **end-of-semester course evaluations**. As such, each practice behavior had five outcome measures.

Table 4-1:
Collaborative MSW Program Competency Attainment Assessment Plan Timeline

Semester	Task
Spring 2013	• Development of Advanced practice behaviors; • Formulation of Collaborative MSW Program's competency attainment assessment plan
Summer 2013	• Allocation of competencies to specific courses based on curriculum review; • Allocation of practice behaviors to specific courses based on curriculum review; • Review and revision of syllabi to ensure appropriateness of assigned practice behaviors
Fall 2013, Spring 2014, & Summer 2014	• Student outcome data collected
Fall 2014, Spring 2015	• Assessment and review of 2013-2014 student outcome data • Confirmed UW-Green Bay MSW Program's competency attainment assessment plan

Over the Summer of 2013 the Program Chairs, in consultation with the faculty on both campuses, assigned competencies to required courses across the curriculum. This assessment resulted in the creation of Tables 4-2 and 4-3 which document the location of the competencies across the Foundation and Advanced curriculums, respectively.

Table 4-2:
Location of Competencies Across the Foundation Curriculum
(Collaborative)

		701	702	703	704	705	706	707	708	709	710
					Courses						
Competencies	1	√		√	√	√				√	√
	2	√	√	√	√	√				√	√
	3	√	√		√		√	√		√	√
	4	√	√	√	√	√	√	√	√	√	√
	5	√	√		√		√	√	√	√	√
	6		√		√		√	√		√	√
	7		√		√			√		√	√
	8					X			√	√	√
	9					√	√	√	√	√	√
	10a		√	√	√	√				√	√
	10b		√	√	√	√				√	√
	10c		√	√	√	√				√	√
	10d		√	√	√	√				√	√

Table 4-3:
Location of Competencies Across the Advanced Curriculum
(Collaborative)

		720	721	722	728	729	731	732	733	734
					Courses					
Competencies	1	√	√	√	√	√	√	√	√	√
	2	√	√	√	√	√	√	√	√	√
	3	X	X	√	√	√	√	√	√	√
	4	√	√	√	√	√	√	√	√	√
	5	√	√		√		√	√	√	√
	6	√	√	√		√	√	√	√	√
	7		√	√		√	√	√	√	√
	8	X		√	√	√	√	√	√	√
	9		√	√		√			√	
	10a	√	√	√		√	√		√	
	10b	√	√	√		√			√	
	10c		√	√		√	√		√	
	10d	√	√	√		√			√	

After determining, broadly, which competencies fit in each course, the next step was to determine which practice behaviors were appropriate for which courses. This process was completed in Spring 2013 by the Program Chairs, in consultation with the faculty on both campuses, and resulted in the creation of Appendix 4-1, Collaborative MSW Program Location

of Practice Behaviors Across the Foundation Curriculum and Appendix 4-2, Collaborative MSW Program Location of Practice Behaviors Across the Advanced Curriculum.

Faculty used these appendices to review their courses and syllabi over the summer of 2013. Syllabi were updated to include the ten 2008 EPAS competencies and assigned practice behaviors, and reviewed to ensure that any practice behavior assigned to a course was a good fit for that course.

Description of assessment tools and their benchmarks. As part of the evaluation process, Collaborative MSW Program faculty developed student benchmarks for each of the Program's outcome measures. These benchmarks represent the threshold the Program set as standards for a student's "success" and represent the score students should achieve to indicate their mastery of an outcome measure. Benchmarks for each measure are noted below.

Student mastery of practice behaviors in Field (see Appendices Collaborative 4-3 and 4-4). As noted earlier, the Collaborative MSW Program has offered a competency-based curriculum since its inception. As such, the Program has much experience measuring student mastery of competencies in the Field. The introduction of the practice competencies in the 2008 EPAS required us to revise our foundation- and advanced-level field evaluation instruments to reflect the ten competencies and corresponding practice behaviors, but the general assessment framework was one with which we were already familiar. Because our students progress through the Program in a cohort model, the "Student mastery of practice behaviors in Field" evaluation, which will be referred to simply as the "field evaluation" from this point forward, was administered twice during the students' two-semester field experience.

The evaluation process actually begins with the development of the Collaborative Field Learning Contract Form (see Appendices 4-5 and 4-6) Early in the first semester of the field experience, students work with their Agency Field Instructors to identify tasks/activities/projects related to their learning goals, and are reflective of the practice behaviors, that they may accomplish in Field. These activities form the basis of the Learning Contract, and students are evaluated on their accomplishments, as related to each practice behavior, at the end of each semester in Field.

Students are assessed for each of the practice behaviors using a numerical rating scale of 0 to 3. "0" indicates a student has provided no direct evidence of having accomplished a practice behavior; "1" indicates the student is developing skills and demonstrates the potential to meet expectations; "2" indicates adequate mastery of the practice behavior, or that the student is functioning at the level equivalent to a Masters-level social worker; and "3" indicates outstanding mastery of the practice behavior. Students could also receive a rating of "N/O," which indicates a student has not had the opportunity to gain experience in the practice behavior area.

The evaluation process is the same for both Foundation and Advanced students, and uses the survey software, Qualtrics. Near the conclusion of each semester, the student and Agency Field Educator evaluate the student's competency development by assessing performance on each practice behavior. The Faculty Field Liaison then attends an evaluation meeting between all

three parties and facilitates a discussion on the experiences in the field practicum; a final rating of the student's mastery of each practice behavior is rendered by the Faculty Field Liaison. Field evaluations therefore include three separate measures: (1) Students' self-assessments, (2) Agency Field Educators' assessments of students, and (3) Faculty Field Liaisons' assessments of students.

Students must achieve a score of 2 or higher for each practice behavior by the conclusion of the second semester in Field (i.e., the final Field Evaluation) in order to pass Field in both the Foundation and Advanced field courses. If disagreement exists, Faculty Field Liaisons have the ultimate authority to grant students' grades.

Faculty evaluation of student practice competency. At the end of each semester, course instructors rate student competency relevant to the content covered in each non-field course for each practice behavior assigned to a course. The evaluation process is the same for both Foundation and Advanced students and uses the survey software, Qualtrics. Once grades have been submitted, instructors are forwarded an electronic invitation to assess the students in their courses and provided the link to complete the evaluation. Evaluations are created specific to each course; the evaluation therefore only asks instructors to assess students on the competencies assigned to a specific course.

Students are assessed for each of the practice behaviors using a numerical rating scale of 1 to 3. The ratings have identical anchors at the Foundation and Advanced. A rating of "1" indicates "not competent;" this means that the student does not understand or appropriately apply the practice behavior within the context of the course. A rating of "2" indicates "developing competency," which means the student is appropriately applying the practice behavior to course activities, but may sometimes require additional direction. A rating of "3" indicates "competent," and means the student has demonstrated a high level of competency, beyond what is expected of an MSW student. The Program set the following benchmarks: Individual students will earn an average score of "2.5" for each practice behavior across all non-field courses; and, 100% of students will earn an average score of "2.5" for each practice behavior across all non-field courses.

End-of-semester course evaluations. In end-of-semester course evaluations, Collaborative students rate how well each course helped them achieve the competencies by rating each of the practice behaviors assigned to the course. Students use the following scale: 1=strongly agree, 2=disagree, 3=agree, and 4=strongly disagree. The template used for end-of-semester course evaluations for Collaborative foundation and advanced cohorts can be found in Appendices 4-7 and 4-8 (Collaborative Foundation and Advanced Competency Evaluation Forms). Evaluations are averaged across courses for each practice behavior, and those averages are then averaged for each competency, resulting in a summary score that is used as an outcome measure for each of the competencies. The student benchmark for end-of-semester course evaluations is a mean of 3.0 across courses within a competency. The Program benchmark is that 83% of students rate the achievement of course objectives a mean of 3.0 across courses within a competency.

Changes Implemented in the UW-Green Bay MSW Program

      Assessment plan overview. The MSW Program at UW-Green Bay will use multiple measures to evaluate its success in helping students master the competencies. While two of the measurements are retained from the Collaborative MSW Program's competency attainment assessment plan, one differs. Additionally, minor changes were made to the two retained measurements.

      Many of the changes implemented in the UW-Green Bay MSW Program were done so in response to the evaluation *process* as well as the *outcomes*, and were already being constructed as the Collaborative MSW Program's competency evaluation assessment plan was first implemented in 2013-2014. UW-Green Bay faculty had a vision for a different plan for its MSW Program; much of it was based on the model used in the UW-Green Bay BSW Program. Table 4-4 outlines the changes between programs; each measure is discussed in more detail below.

Table 4-4:
Changes in Competency Attainment Assessment Plan Measures

Collaborative MSW Measures	UW-Green Bay Measures	Notes
1. Field Evaluations	1. Field Evaluations	Minor Changes to Measure: UW-Green Bay changed the title of one role in Field, going from Agency Field Educator in the Collaborative Program to Field Instructor to have consistency in titles between UW-Green Bay's BSW and MSW Programs. Three measures of Field Evaluations retained: students, Field Instructors, and Faculty Field Liaisons.
2. End-of-Semester Course Evaluations	2. End-of-Semester Course Evaluations	Substantive Changes to Measure: In the Collaborative MSW Program, students directly assessed the extent to which courses helps them master each practice behavior. For the UW-Green Bay MSW Program, courses all now have course objectives linked to assigned practice behaviors and students will evaluate the extent to which the course achieved the course objective.
3. Faculty Evaluation of Student Practice Competency		UW-Green Bay elected to discontinue this measure as faculty found it too subjective to be meaningful
	3. Embedded Assessment Assignments	Added as a third measure

Evaluation of the UW-Green Bay MSW Program outcomes begins with the gathering and compiling of data, particularly scores for embedded assessment assignments. Individually, the process of recording embedded assessment assignment scores is perceived as different from simply recording grades. Given that our Program's academic retention standards require that students maintain a cumulative GPA of 3.0 (on a 4-point scale) in their required social work courses, the final course grade was previously viewed as the primary focus of faculty assessments of student performance (i.e., if a student earns the requisite "B", the student is viewed as making adequate progress through the Program). The addition of embedded assessment assignments as a program measure results in additional scrutiny with designated assignments across the curriculum. Faculty are, as a result, more intentionally reflective about student performance within individual. Because these assignments are considered key measures of students' abilities to master the competencies and an instructor's teaching of the material, lower program benchmarks suggest areas in the curriculum that require more attention. Faculty consider the addition of embedded assessment assignments a positive outcome of the evaluation process.

The outcome measures of the MSW Program allow faculty to evaluate the data at three different levels:

1. Competency outcomes (Form AS4-M): These scores provide the foundation for the review and examination of program outcome data, allowing faculty to determine whether or not the Program has met the student and Program benchmarks for each competency.
2. Practice behavior outcome: These are average, weighted converted outcome scores for each practice behavior; can examine more detail, highlighting any practice behavior students are struggling with even if mastering the competencies.
3. Individual outcome measures: These allow for seeing which measures within a practice behavior are working and those which are not. This has the potential to highlight specific embedded assessment assignments and provide a starting point for meaningful faculty discussions and changes.

Assessment plan development. The UW-Green Bay MSW Program's competency attainment assessment plan was developed and refined over the course of five semesters (Summer 2013, Fall 2013, Spring 2014, Summer 2014, and Fall 2014) before final adoption; the plan's development timeline is depicted in Table 4-5. Starting in the Summer of 2013, faculty began drafting the curricula for the Foundation and Advanced programs. Next, faculty comprehensively reviewed the curricula and worked together to assess where each of the competencies is taught. This resulted in the creation of draft versions of Tables 4-2 and 4-3 referenced earlier, which document the allocation of the competencies across the Foundation and Advanced curriculums, respectively. The draft versions were revised over the course of several Curriculum Development Committee meetings during the 2013-2014 academic year to ensure the competencies were adequately covered throughout the curriculum.

Table 4-5:
Competency Attainment Assessment Plan Timeline (UW-Green Bay)

Semester	Task
Summer & Fall 2013	• Developed required curriculum for UW-Green Bay MSW Program
Fall 2013	• Allocation of competencies to specific courses based on curriculum review; • Allocation of Foundation practice behaviors to specific courses based on curriculum review; • Review and revision of Foundation course objectives to reflect assigned practice behaviors
Spring 2014	• Development of Advanced practice behaviors; • Review and revision of Advanced course objectives to reflect assigned practice behaviors; • Alignment of practice behaviors and embedded assessment assignments across the curriculum; • Formulation of Program's competency attainment assessment plan

Summer 2014	• Review and revision of syllabi to ensure:
	  • Appropriateness of assigned practice behaviors,
	  • Assigned practice behaviors are being taught and evaluated in courses,
	  • Syllabi document teaching and evaluation of assigned practice behaviors;

Fall 2014, Spring 2015	• Assessment and review of 2013-14 student outcome data from Collaborative MSW Program; • Modification of UW-Green Bay's competency attainment assessment plan based on outcomes of Collaborative data
Summer 2015, Fall 2015, & Spring 2016	• Student outcome data will be collected for first year of UW-Green Bay MSW Program
Fall 2016	• Assessment and review of 2015-16 student outcome data • Modification of Program's competency attainment assessment plan based on outcome data

In discussions about the location of competencies across the curriculum, faculty intentionally attempted to assign each competency to a minimum of one micro and one macro course at the Foundation and Advanced level. Faculty also decided that field courses (SOC WORK 712, 714, 716, and 718) would include all of the competencies to advance our goal that

students have practical familiarity with each of the practice behaviors, as applied in a practice setting, prior to graduation. These decisions are documented in Tables 4-6 and 4-7.

Table 4-6:
Location of Competencies Across the Foundation Curriculum (UW-Green Bay)

		Courses								
		SW 703: Direct Practice Skills	SW 705: Macro Practice Skills	SW 711: Foundation of Social Welfare	SW 701: Generalist Practice I	SW 704: Generalist Practice II	SW 701: Contemporary Social Work Ethics	SW 707: HBSE	SW 712/713: Field/ Seminar I	SW 714/715: Field/ Seminar II
Competencies	1	x	x	x	x		x		x	x
	2		x		x		x		x	x
	3			x		x	x		x	x
	4	x	x	x	x			x	x	x
	5			x	x	x	x	x	x	x
	6				x			x	x	x
	7				x			x	x	x
	8			x		x	x		x	x
	9		x	x		x			x	x
	10	x	x		x	x			x	x

Table 4-7:
Location of Competencies Across the Advanced Curriculum (UW-Green Bay)

		Courses							
		SW 728: Advanced Policy: Leadership, Advocacy, and Practice	SW 720; Diversity, Social Justice, and Advocacy	SW 721: Advanced Practice: Multi-Level Family Systems	SW 731: Research for MSW Practice	SW 738: Advanced Practice: Community Empowerment	SW 736: Advanced Program Evaluation	SW 716/717: Field III/ Seminar	SW 718/719: Field IV/ Seminar
Competencies	1	x	x			x		x	x
	2	x	x	x	x		x	x	x
	3	x	x		x		x	x	x
	4	x	x	x	x		x	x	x
	5	x	x		x	x	x	x	x
	6			x	x	x	x	x	x
	7	x	x	x	x		x	x	x
	8	x		x	x	x		x	x
	9	x	x		x	x	x	x	x
	10	x	x	x		x	x	x	x

The MSW Program's competency attainment assessment plan was finalized during the Spring of 2015. UW-Green Bay's BSW Program recently completed the reaffirmation of accreditation process (February 2014 COA agenda), and faculty felt the BSW Program had a strong assessment plan and therefore decided to utilize the same measures in the MSW Program when appropriate. This assessment plan utilizes multiple measures to evaluate its success in helping students master the competencies. Measures include both **field evaluations** and **end-of-semester course evaluations** for each practice behavior. Additionally, at a minimum, each practice behavior has at least one graded assignment (to be referred to as "**embedded assessment assignments**" from this point forward) as an additional outcome measure. As such, each practice behavior has a minimum of three outcome measures (field evaluations, end-of-semester course evaluations, and embedded assessment assignments).

After determining, broadly, which competencies fit in each course, the next step was to determine which practice behaviors were appropriate for which courses. This process was completed through lengthy faculty discussions over the course of Fall 2013 and Spring 2014 and resulted in the creation of draft versions of Appendices 2-2 and 2-3, Foundation and Advanced Practice Behaviors and Allocation Across the Curriculum. The draft version was revised over the course of several MSW Program Curriculum Development Committee meetings to ensure that the practice behaviors were adequately covered throughout the curriculum.

An examination of these appendices quickly reveals our comprehensive approach in assigning competencies to courses. As stated above, faculty made a deliberate decision to ensure each competency was addressed in a minimum of one micro and one macro course. Our experience is that students, even at the graduate level, struggle with the application of some competencies to macro practice. Our goal in assigning competencies is to help students make the transition between micro, mezzo, and macro practice for each of the ten competencies.

Working together, the MSW Curriculum Development Committee members designated which courses would develop embedded assessment assignments that will be used to assess students' attainment of the practice behaviors across the curriculum. This process was collaborative and involved extensive conversations about our curriculum. As a result of this discussion, practice behaviors were assigned to between one and four Embedded Assessment Assignments each. Embedded assessment assignments are described in more detail below.

Once decisions were finalized regarding the allocation of practice behaviors to courses, faculty utilized a version of Appendices 2-2 and 2-3 to guide the finalization of courses and syllabi over the summer of 2014. Course objectives were reviewed to ensure they reflected the requisite practice behaviors assigned to each course and were revised accordingly. Syllabi were then reviewed to ensure: (a) any practice behavior assigned to a course was a good fit for that course, (b) any practice behavior assigned to a course was being taught and evaluated in that class, and (c) how and where a practice behavior was being taught and evaluated in a course was easily identifiable within a syllabus.

Throughout this process, faculty made decisions about other curricular issues. In particular, faculty agreed to assign competencies to each of the Social Work electives offered in the MSW program. This decision was based, primarily, on the Capstone Seminar (SOC WORK

719) portfolio assignment that requires Advanced students to demonstrate mastery of the competencies through an integrated discussion of their learning in the MSW Program. Faculty also surmised that in writing the portfolio assignment students should be given guidance regarding the relationship between their elective courses and mastery of the competencies. The Program may or may not choose to include outcome data from elective courses in its assessment plan. That discussion and subsequent decision will likely be made after we have collected and analyzed a full year of outcome data.

Description of assessment tools and their benchmarks. As part of the evaluation process, faculty developed both student and Program benchmarks for each of the Program's outcome measures. Benchmarks represent the thresholds the Program sets as standards for "success." Student benchmarks represent the score students should achieve to indicate their mastery of an outcome measure, whereas Program benchmarks represent the percentage of students the Program expects should achieve the benchmark. Benchmarks for each measure are noted below.

Field evaluations (see Appendix 2-11 and 2-12)**.** Given that students progress through the MSW Program in a cohort model, field evaluations are administered twice during each of the students' two-semester field experiences, once at the end of the fall semester with the final evaluation completed at the end of the spring semester. Students are assessed in the fall using a numerical rating scale of 0 to 2. The anchors for the rating scales are identical for both Foundation and Advanced Field Evaluations. A zero indicates the student has not had the opportunity to participate in activities related to a particular competency. A "1" indicates the student is functioning "below expectations" and a "2" indicates the student is meeting expectations. In the spring, students are assessed using a rating scale of 1 to 5; these anchors are identical for Foundation and Advanced students. Students' functioning for each practice behavior is rated using the following scale: a "1" indicates functioning "significantly below expectations," a "2" indicates functioning "somewhat below expectations," a "3" indicates "meeting expectations," a "4" indicates "somewhat above expectations," and a "5" indicates that the student "excelled." In order to pass Field, competency scores must average a "3" rating and no practice behavior may be rated lower than a "2." As such, the student benchmark for the Advanced field evaluation is that students must earn an average of "3" across all practice behaviors. The Program's benchmark is that 100% of students will earn an average of "3" across all practice behaviors within a competency. We set our Program benchmark high for this outcome measure as we believe all our students should be positioned to be successful when they enter the final semester of the MSW Program. As a Program, our goal is to have addressed any students' barriers to success before they begin the last semester of field.

Field evaluations include three separate measures: (1) Students' self-assessments, (2) Field Instructors' assessments of students, and (3) Faculty Field Liaisons' assessments of students. If disagreement exists, Faculty Field Liaisons have the ultimate authority to grant students' grades, as outlined on the field evaluation instrument.

Embedded assessment assignments. As discussed earlier, embedded assessment assignments are one of three outcome measures assigned to each practice behavior. A range of graded assignments or partial assignments embedded in specific courses across the curriculum

are used as outcome measures. Assignments identified as embedded were selected in their entirety, or in part, depending on how the practice behavior was represented in the assignment. An assignment was used in its entirety if that practice behavior permeated the entire assignment (i.e., it was impossible to extract what was being evaluated that related to the practice behavior from the rest of the assignment). A portion of an assignment was used as an embedded assessment of a practice behavior if that portion could be clearly extracted from the evaluation process (e.g., a subset of exam questions or specific portion of a paper). When a portion of an assignment was used as an embedded assessment, the instructor is 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 is then utilized as the embedded assessment assignment score.

Some embedded assessment assignments evaluate a single practice behavior, while others evaluate several practice behaviors due to the interrelationship between the behaviors. For example, one of the embedded assessment assignments for practice behaviors 1.1 and 3.1 is located in SOC WORK 711 (Foundations of Social Welfare). This is a self-reflective focus paper that measures students' ability to apply knowledge from multiple sources to extend their understanding of the core competencies for social work practice. Four additional examples of embedded assessment assignments are described below. All embedded assessment assignments will be enumerated and measured at the end of the first full year of the UW-Green Bay MSW Program (May 2016).

In Human Behavior and the Social Environment (SOC WORK 707), students complete a written analysis of the movie "Crash". Various portions of this assignment are used to measure student understanding of practice behaviors 4.2, 4.3, 5.1, 5.2, 7.1, and 7.2.

The video-taped role play interviews required in Direct Practice Skills (SOC WORK 703) are designed to measure student application of all the practice behaviors in Competency 10: Change Process.

In Contemporary Social Work Ethics (SOC WORK 701), practice behaviors 2.1, 2.2, 2.3, and 2.4 are measured through a final paper in which students must apply an ethical decision-making process to a dilemma encountered in professional practice.

Students are required to prepare a utilization-focused evaluation plan for their agency in Advanced Program Evaluation (SOC WORK 736). This assignment includes components that measure student comprehension and application of practice behaviors 10.1, 10.4, 10.5, and 10.8.

Per our academic retention standards outlined in the *MSW Student Handbook* (see page 44 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 required social work courses. As such, the student benchmark for embedded assessment assignments is an average score of 83% across all embedded assessment assignments within a competency. Eighty-three percent was selected as it is the lowest threshold for a grade of "B" and therefore parallels our academic retention standards for GPA requirements in required social work courses. The Program benchmark for embedded assessment assignments is that 83% of students will achieve

the student benchmark across all embedded assessment assignments within a competency. Eighty-three percent was chosen as it parallels our "B" grade in the MSW Program and we wanted our Program's success to be determined by being better than average.

End-of-semester course evaluations. As noted in Appendix 2-7, the Curriculum Content by Course document displays course objectives that reflect the Program's practice behaviors for each required Social Work course. In end-of-semester course evaluations, students rate how well each course achieved its objectives using the following scale: 1=Poor, 2=Weak, 3=Average, 4=Good, and 5=Excellent. The template for end-of-semester course evaluations can be found in Appendix 4-9 (UW-GB MSW Course Evaluation Template). Evaluations are averaged across courses for each practice behavior, and those averages are then averaged for each competency, resulting in a summary score that is used as an outcome measure for each of the competencies. The student benchmark for end-of-semester course evaluations is a mean of 4.0 across courses within a competency. The Program benchmark is that 83% of students rate the achievement of course objectives a mean of 4.0 across courses within a competency. Eighty-three percent was chosen here for the same rationale as the embedded assessment assignments.

As embedded assessment assignments are scored on a 4-point grade-point scale, field evaluations on a "pass/no pass" scale, and end-of-semester course evaluations on a 5-point scale, faculty approved a conversion strategy (see Table 4-8), whereby all outcome measures would ultimately utilize a 5-point scale in order to provide summary scores across all the measures to assess students' comprehensive achievement of the competencies.

Table 4-8:
Benchmark and Conversion Scores for 2015-2016

Measure	Below Benchmark					Benchmark or Above		
Converted Score	**1**	**2**	**2.5**	**3**	**3.5**	**4**	**4.5**	**5**
Field Evaluations[a]	(1-1.99) 1=Significantly below expectations	(2-2.99) 2=Somewhat below expectations				(3-3.75) 3=Meets expectations	(3.77-4.45) 4=Somewhat above expectations	(4.5-5) 5=Exceeded expectations
Embedded Assessment Assignments[a]	Below 60 (F)	60-64 (D)	65-69 (CD)	70-77 (C)	78-82 (BC)	83-87 (B)	88-93 (AB)	94-100 (A)
Course Evaluations[b]	1=Poor	2=Weak	3=Average			4=Good	5=Excellent	

[a]Converted scores represent discrete categories (e.g., any Field Evaluation rating of 3-3.75 will be converted to a score of "4" and any grade in the 83-87 range will be converted to a score of "4").

[b]Converted scores are continuous and parallel the evaluation score (e.g., an evaluation score of 4.7 is converted to a score of "4.7").

Outcome measures are weighted according to the perceived significance of their contributions to student mastery of the competencies. Field evaluations are weighted 40%, end-of-semester course evaluations 20%, and embedded assessment assignments 40%. Regarding embedded assessment assignments, the 40% is distributed evenly across all the assignments for each practice behavior (i.e., if there were two assignments, each would be weighted at 20%). Consequently, the more embedded assessment assignments used to evaluate a practice behavior, the less influence each assignment has on the overall evaluation score.

Converted scores are weighted according to this scheme, and a single outcome score is determined for each practice behavior. Faculty decided not to weight the practice behaviors within competencies. Rather, practice behavior outcome scores are simply averaged to determine the outcome score for each competency. The Program benchmark for each competency is a mean weighted, converted score of 4.0.

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Form AS4 (M) contains the summary data and outcomes from 2013-2014 for the assessment of the competencies in the Collaborative MSW Program through the curriculum (see Table 4-9). Data indicates the Collaborative MSW Program met or exceeded measurement benchmarks for all ten competencies.

Table 4-9:
Competency Outcomes by Scores for Foundation and Advanced Courses

Competency	Advanced Courses Mean Scores	Percentage of Students Achieving Benchmark of 3.0 Mean Across All Courses	Foundation Courses Mean Scores	Percentage of Students Achieving Benchmark of 3.0 Mean Across All Courses
1. Identify as a Professional Social Worker	3.6	96.49	3.75	98.87
2. Apply Ethical Principles	3.53	93.21	3.55	96.34
3. Apply Critical Thinking	3.54	96.16	3.51	94.53
4. Engage Diversity in Practice	3.55	94.61	3.65	97.02
5. Advance Human Rights/Social and Economic Justice	3.54	94.13	3.47	95.61
6. Engage Research Informed Practice/Practice Informed Research	3.49	94.18	3.34	88.53
7. Apply Human Behavior Knowledge	3.47	94.39	3.48	94.45
8. Engage Policy Practice to Advance Well-Being and Deliver Services	3.50	96.31	3.6	100.00
9. Respond to Practice Contexts	3.59	98.66	3.49	100.00
10. Change Process	3.55	96.54	3.52	92.99

*Response scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

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4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

This section begins by summarizing the Collaborative MSW Program evaluation procedures. It concludes by describing the procedures to be implemented in the UW-Green MSW Program which is where the majority of our evaluation discussions have focused.

There was a learning curve for faculty in the Collaborative MSW Program when making the transition from our previous competencies to the 2008 EPAS competencies ~~with~~ which held implications for the Program's competency attainment assessment plan. Despite well laid plans,

requisite changes did not always proceed as planned. One course syllabus was not updated to reflect the new competencies and therefore the practice behaviors assigned to the course were never introduced to the students in the class. This was not discovered until the conclusion of the semester, and it was then too late to make adaptations. Subsequently, end-of-semester evaluation items relating to the assigned practice behaviors for that course were not created as it seemed unfair to ask students to assess content that may not have been delivered. Additionally, this instructor's "faculty evaluation of student practice competency" data was excluded from UW-Green Bay's analysis as the course did not reflect the current competencies. Another syllabus did not include all the practice behaviors that had been assigned to that course. This was only discovered through a review of syllabi after the course was in progress and therefore too late to make changes. Only the end-of-semester course evaluation and faculty evaluation of student practice competency data for the practice behaviors mentioned in the syllabus are included in analysis. In both instances, it is not possible to know the impact these errors had on the Program's overall outcome data. Given the multiple measures used for each practice behavior it is likely that the impact is extremely minor. However, these errors provided sound reminders of the need to carefully, and repeatedly, review the UW-Green Bay MSW Program's assessment plan, emphasizing the role each faculty and staff member has in its implementation.

A significant challenge in reporting 2013-2014 outcomes for the Collaborative MSW program was inaccurate data collection. Inconsistent evaluation tools were used between the two campuses resulting in the inability to report the data in an understandable way. However, final analysis of the collected evaluations revealed that all the benchmarks set forth by the Collaborative MSW program were met:

- 100% of students passed field with a 2.0 or higher (out of 3.0)
- 100% of students received a 2.5 or higher (out of 3.0) for all non-field courses
- 83% or higher of students evaluated course competencies at 3.0 or higher (out of 4.0)

Table 4-10:
Combined Competency Outcomes by Scores

Competencies	Mean Score (of 4)
OVERALL AVERAGE COMPETENCY RATING:	
COMPETENCY 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.	3.675
COMPETENCY 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.	3.54
COMPETENCY 3— Critical Thinking. Apply critical thinking to inform and communicate professional judgments.	3.525
COMPETENCY 4— Diversity. Engage diversity and difference in practice.	3.6
COMPETENCY 5—Social Justice. Advance human rights and social and economic justice.	3.505
COMPETENCY 6—Research. Engage in research-informed practice and practice-informed research.	3.415
COMPETENCY 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.	3.475
COMPETENCY 8—Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	3.55
COMPETENCY 9—Service Delivery. Respond to contexts that shape practice.	3.54
COMPETENCY 10(a)–(d)—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	3.535

Assessment-Based Program Changes Implemented in the UW-Green Bay MSW Program

Based on our experiences with successful BSW assessment strategies and concerns raised with the Collaborative MSW assessment results, our faculty implemented a number of assessment-based changes in the UW-Green Bay MSW Program. As described in section 4.0.2, the assessment plan for the MSW Program includes both student and Program evaluations. First and foremost, faculty agreed that the Program evaluation survey administered to students needed to be improved. Several of the questions are poorly written and others did not provide meaningful data. To address this concern, a committee was formed and charged with reviewing and revamping the existing surveys, or developing new surveys. This includes both the student evaluation of the program survey and the field agency evaluation of the program survey. These are discussed in Chapter 2. The evaluation survey instrument used in the Collaborative Program can be found in Appendix 3-7 (Student Evaluation of Collaborative MSW Program).

In addition, it was clear from the Collaborative MSW narrative comments in the Student Evaluation of the Collaborative MSW Program that students were unclear on the roles of various administrators in the program. This was particularly evident when students discussed the program coordinator, faculty field liaison, and advisor. In response to this issue, the MSW

Program is making deliberate and intentional efforts to introduce students to these individuals and explain their roles in more detail.

The overall ratings for orientation, advising, and field coordination in the MSW Collaborative MSW Student Evaluation of the Program all fell below the established benchmark of "3" on a 4 point scale. This data was distressing to our faculty who value a student-centered approach and view a major part of their role as supporting students from admission through graduation. Consequently, the faculty agreed to several programmatic changes to address these concerns. A mandatory student Orientation will be provided at two pivotal points: in the spring shortly after admissions, and in the fall shortly before students begin the field practicum. The content and delivery of the Orientation will be improved to make it more interactive and informative. This has already been demonstrated with the highly interactive and successful New Student Orientation for incoming 2015-16 students in the new MSW Program held in April of 2015. Field instructors will be invited and encouraged to attend the fall orientation with their students in an attempt to improve communication regarding the field experience and expectations. Finally, in the area of field coordination, the UW-Green Bay faculty is committed to a student-centered approach and view the educational process as that of a partnership between faculty, student, and field agencies. We take negative comments from the students very seriously and have made it a priority to improve the students' impression of their field placement experience.

Several changes were implemented to address the concerns that students raised regarding advising. The first change is a by-product of the dissolution of the Collaborative in that students will now meet for classes, orientation, and other important gatherings on the UW-Green Bay campus. This allows students to have easier access to their advisors and, conversely, advisors can meet more easily with students. In addition, the Program has increased the advising that is available to students by adding an Academic Status Advisor whose primary responsibility is to aid students with their academic plans. This addition to the advising staff means that faculty advisors can focus on other advising needs that students express such as work/life balance, academic and non-academic retention, professional and personal fit with social work, etc.

The competency outcome data from the Collaborative MSW Program revealed an area of concern that faculty believed needed attention in the new MSW Program. This concern was related to how differently students in the same course, but in different sections with different instructors, rated the course-assigned practice behaviors. This was especially evident in Competency 6 (Research) in which, historically, students have struggled to understand the practice behaviors as they apply across the curriculum. This discussion led to the conclusion that instructors must make a deliberate effort to help students understand how courses are designed to specifically address each assigned competency. Faculty agreed that course objectives with assigned practice behaviors helps students make the link between course content and competencies. This discussion supported our decision to keep course objectives, along with competencies and practice behaviors, in all of our course syllabi.

Ongoing Assessment Plan for UW-Green Bay MSW Program

2015-2016 marks the first year of the UW-Green Bay MSW Program. Therefore, the assessment plan outlined above will be utilized for the first time. To summarize, the Program will utilize the following outcome measures to evaluate its success in helping students master the competencies:

1. Embedded Assessment Assignments
2. Field Evaluations
3. End-of-Semester Course Evaluations

Table 4-11 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 beginning with the initial cohort entering the Program in Summer 2015. 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 will be presented to stakeholder groups, including the MSW Program Advisory Committee, current students, and the NEW Partnership Steering Committee which consists of county administrators from northeast Wisconsin who provide direction on child welfare training issues for the region. 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 MSW Program Chair and designated faculty and staff to follow-through with recommendations for change.

Table 4-11:
Implementation of Annual Evaluation Plan

Timeframe	Evaluation Task	Person(s) Responsible
Summer 2015		
Duration of semester	Track and record embedded assessment assignment outcomes	Instructors of summer courses
Conclusion of summer semester	Collect and compile end-of-semester course evaluation data	Student Status Examiner & Student worker
Fall 2015		
Duration of semester	Track and record embedded assessment assignment outcomes	Instructors of fall courses
Conclusion of fall semester	Collect and compile end-of-semester course evaluation data	Student Status Examiner & Student worker
Spring 2016		
Beginning of spring semester	First faculty meeting of semester dedicates time to discussion of any changes in syllabi related to assessment plan	All faculty; MSW Program Chair facilitates discussion
Duration of semester	Track and record embedded assessment assignment outcomes	Instructors of spring courses
Last two weeks of spring semester	• Conduct final field evaluations and record outcome measurement data • Compile final field evaluation outcome measurement data	• Seminar II & Capstone Seminar instructors • MSW Field Coordinator
Last week of spring semester	• Administer MSW Program evaluation survey to all Foundation and Advanced cohorts • Administer evaluations of Field to students and Field Instructors	• Designated instructors • MSW Field Coordinator
Conclusion of spring semester	• Collect and compile end-of-semester course evaluation data • Last faculty meeting of semester dedicates time to any planned curricular changes that relate to assessment plan for next academic year	Student Status Examiner & Student worker • All faculty; MSW Program Coordinator facilitates discussion
Summer 2016		
June and July	Compile and analyze data collected for assessment of implicit and explicit curriculum	MSW Program Chair and MSW Field Coordinator
August	• Faculty Retreat: review outcome measurement data, including measures of implicit curriculum; identify Program strengths and weaknesses; recommend changes for the upcoming academic year and identify parties responsible for implementing the changes • Update form AS4 (M) on Program website to reflect most recent outcome data	• All faculty; MSW Program Coordinator & MSW Field Coordinator facilitate discussion • MSW Program Chair
Fall 2016		
September	Present outcome measurement data to stakeholders for review and feedback: • MSW Program Advisory Committee • MSW students • NEW Partnership Steering Committee or Administrators Conference Business meeting	MSW Program Chair and MSW Field Coordinator

> 4.0.4 The program uses Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

Summary data and outcomes from 2013-2014 for the assessment of the competencies in the Collaborative MSW Program can be found in Table 4-9: Form AS4 (M). Students are informed of the requirement to post outcome data at the new student orientation when reviewing the components of the program's website. Information pertaining to this requirement is also available on our website, along with the link to the most recent data which can be found here: http://www.uwgb.edu/socwork/MSW_Collaborative/curriculum.asp: The MSW Program Chair is responsible for updating the posting every 2 years, minimally.

> 4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

Copies of all assessment instruments used to assess students' mastery of the competencies can be found in the following appendices:

- Field Evaluations (See Appendices 2-11 and 2-12)
- End-of-Semester Course Evaluations (see Appendix 4-9
- Embedded Assessment Assignments (See page 12 of this chapter)

In addition to assessment instruments used to assess student mastery of the ten competencies, Chapter 3 includes discussion and examples of assessment instruments used to assess the implicit curriculum.

List of Appendices

MSW Portfolio Project:
Overview, Expectations, and Process

Portfolio Project Overview

The Portfolio project provides Advanced-level MSW students with an opportunity to demonstrate mastery of the Program competencies and integrate the knowledge and skills acquired via the MSW curriculum.

The MSW Portfolio is a formal and professionally prepared compilation of documents and materials that summarize the student's major accomplishments and learning opportunities in the MSW Program. The Portfolio provides documentation of key activities that elucidate the nature and extent of efforts made toward mastery of the program competencies.

The Portfolio is to be completed in the Advanced year of the MSW Program. The Portfolio project culminates in the final semester of the MSW Program in the SOC WORK 719, Capstone Seminar, wherein students will create a written document as well as a professional poster. Portfolio posters will be displayed in the MSW Showcase event on campus.

Throughout the MSW Program, students will become familiar with the Program Competencies and Practice Behaviors, which are variously covered in each of the Advanced-level courses including the Field Practicum. Each MSW course includes assignments and/or activities that offer opportunities to meet the course objectives and master the competencies. These activities and assignment are excellent examples of information that may potentially be included in the Portfolio.

A detailed explanation of the expectations and process of constructing the MSW Portfolio is covered in the subsequent sections of this document.

Organizational Tool for Students

As you advance through your MSW program, you will accumulate work that will relate to each of the competency areas. The table below may be used as an organizational tool to ensure that you have completed all necessary sections of the written portfolio and poster presentation.

Competencies	Integrative Statement	Example Works	Poster Presentation
1. Professional Self: Identify as a professional social worker and conduct oneself accordingly.			
2. Standards & Ethics: Apply social work ethical principles to guide professional practice.			
3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.			
4. Diversity: Engage diversity and difference in practice.			
5. Social Justice: Advance human rights and social and economic justice.			
6. Research: Engage in research-informed practice and practice-informed research.			
7. Interdisciplinary Knowledge: Apply knowledge of human behavior and the social environment.			
8. Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.			
9. Service Delivery: Respond to contexts that shape practice.			
10. Change Process: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			

Advising Checklist

Students are encouraged to address the areas below in advance of advising meetings. Portfolio preparation is ultimately the responsibility of each student. Students may elect to use a portion of their advising time to discuss progress towards compiling and organizing portfolio documents.

Organizational Tips:

◊ Have you begun to organize documents (in electronic or physical folders) according to their connection to one (or more) of the 10 competencies?

Connecting Assignments with Competencies

◊ Have you made notes or highlighted assignments related to various competencies in each of your classes?

Individualized Area of Emphasis (IAE):

◊ Have you determined your interest in pursuing an IAE?

◊ Consider the scope of your IAE (to achieve a balance between breadth, depth, and specificity).

Advanced Generalist (without IAE):

◊ Consider what aspects/ areas of practice you plan to highlight.

<u>**FOR ADVISORS:**</u>

Portfolios must:

◊ Provide evidence of the student's development as an advanced-level MSW practitioner and his/her mastery of competencies.

◊ Demonstration of this knowledge includes, but is not limited to:

  ▪ Knowledge of key theories that guide one's practice

  ▪ Examples of how a student has practiced skills and applied knowledge at their practicum

  ▪ Examples of how one has grappled with difficult ethical issues

  ▪ Example of how one uses critical self-reflection in practice and how one incorporates attention to differences, power, etc.

Presentation of the Portfolio: The MSW Showcase

The creation and display of a professional poster is intended to help students share their achievements during the MSW program through an interactive format.

Instruction related to the creation of a professional poster will take place in the Capstone Seminar course.

Portfolio posters will share the same title as the written portfolio document, and will contain information related to each competency. Example works may be referenced on the poster, but do not need to be included in their entirety.

During the final week of spring semester, Advanced MSW students will present the poster-version of their portfolios in an on-campus showcase open to the public.

The showcase will consist of the following elements:

1. Welcome, introductions, and overview of the portfolio goals and process by the Advanced Seminar Instructor(s).
2. Invitation to attendees to browse through the presentation area.
3. Students will be present next to their posters to respond to questions and comments from attendees.
4. Closing remarks by the MSW Program Chair.

Students are welcome to invite colleagues, friends, and family to attend the MSW Portfolio Showcase.

Written Portfolio Contents

<u>**Suggested Structure and Organization**</u>

- ❖ **Title Page**
  - Each student will create a unique title for the portfolio. (Please see example titles included as an appendix of this document.)
  - If you are pursuing an IAE, your portfolio title should relate to this area.

- ❖ **Table of Contents**
  - Portfolios will be organized by the 10 competencies.
  - Appendices must be included in the Table of Contents.

- ❖ **Integrative Statements and Example Works (10 sections, 1 per competency)**
  - At the beginning of each section, students will compose an integrative statement. This statement will provide an overview of the student's professional development as an advanced integrated practitioner and your progress related to mastery of each competency. Collectively, these statements provide students the opportunity to speak to the ways in which the various portfolio pieces demonstrate your learning experiences, challenges, opportunities, personal and professional development, and your achievement of the program objectives.
  - The integrative statement will also introduce the works included in each section, and will explain how these works represent the student's mastery of the knowledge, skills and values of advanced integrated practice.
  - The portfolio must include materials that provide evidence of the student's development as an advanced integrated practitioner and his or her mastery of professional social work competencies. Students may select products from graduate-level course work and the practicum experience. Students must maintain confidentiality related to the inclusion of all example works.
  - Example works may include any of the following:
    - Academic papers from graduate coursework
    - Agency reports (i.e., strategic planning, program evaluation)
    - Grant proposals
    - Policy analyses
    - Program development plans
    - Published documents (i.e., journal, newsletter or newspaper articles)
    - Annotated bibliographies
    - Community development projects
    - Written legislative testimony
    - Community organization meeting summaries
    - Print copies of PowerPoint presentations.
    - Reflection essays and course journal entries
    - Honors/awards, unique achievements

    NOTE: *A minimum of one example work is required for each section of the Portfolio. An example work may not be used in connection with more than two competencies.*

- ❖ **Appendices:** CV/ Resume and Field Evaluations

Portfolio Compilation

The bulleted points below provide guidelines for deciding what materials to include in the portfolio and how to present the work. Overall, the portfolio documents one's growth as a developing professional social worker.

- **Table of contents-** Include a concise table of contents for the entire portfolio.

- **Clearly present and organize the work** – The portfolio should be clearly organized, with an integrative statement detailing the growth related to each competency area and introducing the selected evidence.

- **Include appendices**–All students will include their CV/ resume and their field evaluations as appendices. These should be listed in the Table of Contents.

- **Be selective** – Big does not always mean best. Think carefully about what to include in the portfolio and select examples of work that best exemplify knowledge, skills, and values and how these connect with the goals and the objectives of the program.

- **Highlight contributions to collaborative work** – Because integrated practice depends on partnerships and collaborative work with community members and organizations, you are welcome to include group work as examples in your portfolio. If utilizing a group project or other collaborative example, please include in your integrative statement a description of your specific contributions.

- **Respect confidentiality and anonymity** – The portfolio should respect confidentiality and anonymity in reference to clients, colleagues, or others. The student must articulate clearly what precautions were taken with respect for confidentiality and anonymity.

- **Provide evidence of learning, including personal challenges** – The portfolio intends to demonstrate the MSW student's journey towards competence in practice. With this understanding in mind, you may elect to include examples where things did not go well, discuss what challenges were faced, and how these challenges promoted personal and professional growth.

- **Demonstrate the integration of theory, practice, and research** – The portfolio should illustrate the student's knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom and social work practice in the practicum placement.

- **Demonstrate ability in self-evaluation** – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become "perfect social workers" but rather individuals who cherish inquiry, critical thinking, and understand the importance of self-critique and examination.

Evaluation of the Portfolio

The final portfolio (document and poster) will be assembled and evaluated during the Advanced Seminar Capstone course. Portfolio assessment will be based on the student's ability to demonstrate development as an advanced social work practitioner and mastery of competencies. The portfolio will comprise 40% of the final course grade in the Capstone Seminar course.

Portfolios will be assessed based on the following criteria:

1. Are the integrative competency statements well-organized, clearly presented, and properly cited?

2. Do the supporting documents illustrate development as an advanced integrated practitioner and mastery of professional social work competencies?

   [For students pursuing an IAE], do the contents of the portfolio demonstrate expertise in the articulated IAE?

3. Does the student demonstrate professionalism and the ability to elaborate on specific points, such as the theories that inform practice?

4. Does the portfolio show evidence of the student's critical thought, analysis, and scholarship?

5. Does the portfolio reflect the student's reflective capacity and professional integrity?

NOTE: *Example works included in the portfolio will not be evaluated as separate documents. They will be examined and critiqued only in terms of goodness-of-fit with the competency.*

EXAMPLE MSW PORTFOLIO TITLES

Each student will title his or her MSW Portfolio; this title will appear on the graduate transcript as the Capstone Project title.

For students who have identified an "Individualized Area of Emphasis" (IAE), your Portfolio title should reflect your IAE.

For example:
- If Child Welfare is your IAE, you would create your own Portfolio title, such as:
    - Understanding Social Work Practice Methods with Vulnerable Children and Families

- If Mental Health is your IAE, an example for a portfolio title could be:
    - Applying the Strengths Perspective to Mental Health Treatment

- If Poverty is your IAE, an example for portfolio title could be:
    - Demonstrating Social Work's Multi-level Intervention Approach to the Elimination of Poverty

For students without an IAE within the Advanced Generalist concentration, the process of creating a portfolio title may be less straightforward .The following list intends to provide students who are not pursuing an IAE with ideas for Portfolio titles:

Possible examples:
- Deepening Understanding of Social Work Knowledge, Values, and Skills

- Advanced Social Work Practice in Direct Service Roles

- Exploring Advanced Generalist Practice

- Social Work and Social Justice: Exploring the Competencies

- Social Work in the Community: Roles and Activities of Advanced Practitioners

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	703: Direct Practice Skills	705: Macro Practice Skills	711: Foundations of Social Welfare	702: Generalist Practice I	704: Generalist Practice II	701: Contemporary SW Ethics	707: HBSE	713: Seminar I	715: Seminar II
COMPETENCY 1: PROFESSIONAL SELF	XX	X	X	XX		XX		XX	XX
1.1: Utilize personal reflection to evaluate strengths and learning needs related to professional development.	X		X	X		XX		XX	XX
1.2: Attend to professional roles and boundaries.	XX	X				XX		X	X
1.3: Demonstrate professional demeanor in behavior, appearance, and communication.		X				XX		XX	XX
1.4: Use supervision and consultation appropriately.						XX		XX	XX
1.5: Contribute to and effectively participate in team discussions and activities.	X	X		XX		XX		X	X
COMPETENCY 2: STANDARDS & ETHICS		XX		XX		XX		X	X
2.1: Recognize and manage personal values in a way that allows professional values to guide practice.		X		XX		XX		X	X
2.2: Apply standards of the National Association of Social Workers *Code of Ethics* and other applicable standards and regulations to inform professional behaviors.		XX		X		XX		X	X

Appendix 2-2: Foundation Allocation Practice Behaviors Across Curriculum

2.3: Recognize and accept ambiguity in resolving ethical conflicts.						XX		X	X
2.4: Employ strategies of ethical reasoning to inform decision-making.		XX			X		XX		
COMPETENCY 3: CRITICAL THINKING			XX		XX	X		XX	XX
3.1: Critique and integrate multiple sources of knowledge, including research and practice wisdom.			XX		XX	X		X	X
3.2: Analyze models of assessment, prevention, intervention, and evaluation.					XX	X		X	X
3.3: Demonstrate effective oral communication skills in professional settings.					XX	X		XX	XX
3.4: Demonstrate effective written communication skills in professional settings.					XX	X		XX	XX
COMPETENCY 4: DIVERSITY	XX	X	X	XX			XX	X	X
4.1: Gain sufficient self-awareness to manage personal biases and values in working with diverse groups.	X	X		XX			XX	X	X
4.2: Recognize and communicate understanding of the importance of difference in shaping life experiences.	X	X	X	XX			XX	X	X
4.3: Articulate a view of self as learner and engage those with whom they work as cultural informants.	XX	X		X			XX	X	X

Appendix 2-2: Foundation Allocation Practice Behaviors Across Curriculum

Competency / Practice Behavior									
COMPETENCY 5: SOCIAL JUSTICE			XX	X	X	XX	X		
5.1: Understand the forms and mechanisms of privilege, oppression and discrimination and their impacts on clients/systems.			XX	X	X	XX	X		
5.2: Engage in practices that advance human rights and social and economic justice.			XX	X	X	XX	X		
COMPETENCY 6: RESEARCH				XX			XX		
6.1: Use practice experience to inform research.				XX			XX		
6.2: Use research evidence to inform practice.				XX			XX		
COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE				X			XX	X	X
7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.				X			XX		
7.2: Critique and apply knowledge to understand person and environment.				X			XX	X	X
COMPETENCY 8: SOCIAL POLICY			XX		XX	X			
8.1: Analyze social policies and identify opportunities for advancing social well-being.			XX		XX	X			
8.2: Collaborate with colleagues and clients for effective policy action.					XX	X			

Appendix 2-2: Foundation Allocation Practice Behaviors Across Curriculum

COMPETENCY 9: SERVICE DELIVERY		XX	XX		XX			X	X
9.1: Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.			XX		XX			X	X
9.2: Identify opportunities to improve the quality of social services.		XX			XX			X	X
9.3: Advocate for client access to services.		XX			XX				
9.4: Articulate the role of local, state, and federal policies in shaping service delivery systems.			XX		XX				
COMPETENCY 10: CHANGE PROCESS	XX	XX			XX	XX		X	X
ENGAGEMENT									
10.1: Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration.	XX			X	X			X	X
10.2: Strengthen alliances by conveying acceptance, empathy, and respect.	XX			X	X			X	X
10.3: Develop a mutually agreed-on focus of work and desired outcomes.	XX			X	X			X	X
ASSESSMENT									
10.4: Collect, organize, and interpret client data.	XX			X	XX			X	X

10.5: Assess client strengths and limitations.	XX	X		X	XX			X	X
10.6: Develop mutually agreed-on intervention goals and objectives.	XX	X		X	XX			X	X
10.7: Select appropriate intervention strategies.	XX	X		X	XX			X	X
INTERVENTION									
10.8: Initiate actions to achieve agreed-on goals and objectives.	XX			X	X			X	X
10.9: Enhance client capacities through prevention and intervention efforts.	X	XX		X	X			X	X
10.10: Negotiate, mediate, and advocate for clients.	X	XX		X	X			X	X
EVALUATION/TERMINATION									
10.11: Critically analyze, monitor, and evaluate interventions.	X	XX		XX	X				X
10.12: Facilitate transitions and endings.	X			XX	X			X	X

Appendix 2-2: Foundation Allocation Practice Behaviors Across Curriculum

COMPETENCIES & ADVANCED PRACTICE BEHAVIORS	728: Advanced Policy: Leadership, Advocacy, and Practice	720: Diversity, Social Justice, and Advocacy	721: Advanced Practice: Multi-level Family Systems	731: Research for MSW Practice	738: Advanced Practice: Community Empowerment	736: Advanced Program Evaluation	717: Seminar III	719: Capstone Seminar IV
COMPETENCY 1: PROFESSIONAL SELF	**XX**	**XX**			**XX**		**XX**	**XX**
1.1 Demonstrate ability to independently engage in activities that advance the core values of the social work profession.	XX	X			XX			
1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.	X	XX			XX			
1.3 Utilize self-reflection to identify and enhance own professional comportment.	X				XX		XX	XX
COMPETENCY 2: STANDARDS & ETHICS	**XX**	**XX**	**X**	**XX**		**X**	**X**	**X**
2.1 Identify and critique ethical decision-making processes in practice.	XX		X	XX			X	X
2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.	XX	XX					X	X
2.3 Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.	XX	XX	X			X		

COMPETENCY 3: CRITICAL THINKING	**XX**	**X**		**XX**		**XX**	**XX**	**XX**
3.1 Differentially apply principles of logic and reasoning to inform professional decision making.	XX					XX		
3.2 Engage in critical consumption of research and practice literature.	X	X		XX		XX		
3.3 Demonstrate effective written communication appropriate to contexts.	X			XX			XX	XX
3.4 Demonstrate effective oral communication appropriate to contexts.	XX			XX			X	X
COMPETENCY 4: DIVERSITY	**XX**	**XX**	**X**	**X**		**X**	**X**	**X**
4.1 Demonstrate cultural humility when working cross-culturally in practice and professional settings.	XX	XX	X					
4.2 Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.	XX	XX	X	X				
4.3 Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).	XX	XX				X	X	X
COMPETENCY 5: SOCIAL JUSTICE	**XX**	**XX**		**X**	**XX**	**X**	**X**	**X**
5.1 Analyze the congruence between social service delivery systems and social work values relative to social justice.	XX	XX		X	XX		X	X

Appendix 2-3: Advanced Allocation Practice Behaviors Across Curriculum

5.2 Engage in macro-level advocacy on behalf of oppressed populations.	XX				XX	X		
COMPETENCY 6: RESEARCH			XX	XX	XX	X		
6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.			XX	X	XX			
6.2 Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.				XX	XX	X		
COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE	XX	X	X	X		XX	X	X
7.1 Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.	XX		X			XX		
7.2 Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.	XX	X		X			X	X
COMPETENCY 8: SOCIAL POLICY	**XX**		**X**	**X**	**XX**			
8.1 Critique social policy relevant to area of emphasis using a policy analysis model as a framework.	XX			X				
8.2 Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.	XX		X		XX			

COMPETENCY 9: SERVICE DELIVERY	**XX**	**X**		**X**	**XX**	**X**		
9.1 Demonstrate ability to work effectively within and across coalition groups.	XX				XX			
9.2 Identify and assess the role of political influences on social service delivery systems in area of emphasis.	XX	X		X	XX	X		
COMPETENCY 10: CHANGE PROCESS	**X**	**X**	**XX**		**XX**	**XX**	**XX**	**XX**
ENGAGEMENT								
10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.	X				XX	XX		
10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.	X		XX					
ASSESSMENT								
10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.			XX				X	X
10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.						XX	X	X

INTERVENTION								
10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.		X	X			XX		
10.6 Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.		X			XX	X		
EVALUATION/TERMINATION								
10.7 Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.			XX			X	XX	XX
10.8 Demonstrate use of evaluation to inform the change process from micro to macro levels.						XX		

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ACADEMIC CATALOG

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Master of Social Work

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Degree Requirements

For program applicants who do not have a Bachelor of Social Work degree, 64 credits are required for graduation. This includes a 30-credit two-semester foundation curriculum (fall and spring), and a 34-credit three-semester advanced curriculum (summer, fall and spring). Applicants with a BSW degree may receive advanced standing status in the MSW Program if they meet one of the following three options:

OPTION ONE: BSW degree from a baccalaureate social work program accredited by the Council on Social Work Education (CSWE) or those recognized by the International Social Work Degree Recognition and Evaluation Service. BSW degree must be obtained within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION TWO: Successful completion of an MSW foundation curriculum at a CSWE-accredited program within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION THREE: Must meet all three of the following criteria:

1. BSW degree from a CSWE-accredited program,
2. Current Wisconsin Social Work certification (training certificate excluded), and
3. Post-BSW social work practice experience equivalent to three full-time years (approximately 6,240 hours). Work experience must be obtained within 10 years of the year of admission to the MSW Program.

Applicants are responsible for providing evidence of meeting the criteria in Option Three.

Part-Time Option

Students entering the Foundation Program complete the part-time option in four years. Students entering the Advanced Standing curriculum complete the part-time option in two years.

Foundation Curriculum Requirements		
Foundation Courses		**30**
SOC WORK 701	Contemporary Social Work Ethics	
SOC WORK 702	Generalist Practice I	
SOC WORK 703	Direct Practice Skills	
SOC WORK 704	Generalist Practice II	
SOC WORK 705	Macro Practice Skills	
SOC WORK 707	Human Behavior and the Social Environment	
SOC WORK 711	Foundations of Social Welfare	
SOC WORK 712	Field I	
SOC WORK 713	Seminar I	
SOC WORK 714	Field II	
SOC WORK 715	Seminar II	
Elective (Choose three credits from the following list):		

``

SOC WORK 722	Social Work Management & Supervision in the Social Services	
SOC WORK 727	Psychopathology & Strength-Based Assessment	
SOC WORK 735	Emerging Issues in Child Welfare	
SOC WORK 737	Social Work and Crisis Intervention with Vulnerable Populations	
SOC WORK 747	Mental Health Theories	
SOC WORK 757	Treatment and Mistreatment of Offenders	
SOC WORK 767	Mental Health and Substance Abuse in Generalist Practice (Strengths and Psychopathology)	
SOC WORK 777	Legal Aspects of Social Work Practice	
SOC WORK 795	Special Topics	
SOC WORK 798	Independent Study	
BUS ADM 589	Organizational Behavior	
EDUC 552	Social and Family Influences on Early Development and Learning	
HUM DEV 544	Dying, Death, and Loss	
MANAGMNT 750	Team Leadership	
PU EN AF 615	Public and Nonprofit Budgeting	
Advanced Curriculum Requirements		**34**
SOC WORK 716	Field III	
SOC WORK 717	Seminar III	
SOC WORK 718	Field IV	
SOC WORK 719	Capstone Seminar	
SOC WORK 720	Diversity, Social Justice & Advocacy	
SOC WORK 721	Advanced Practice: Multi-Level Family Systems	
SOC WORK 728	Advanced Policy: Leadership, Advocacy and Practice	
SOC WORK 731	Research for MSW Practice	
SOC WORK 736	Advanced Program Evaluation	
SOC WORK 738	Advanced Practice: Community Empowerment	
Electives (Choose six credits from the following list):		
SOC WORK 701	Contemporary Social Work Ethics (For BSW Students Only)	
SOC WORK 722	Social Work Management & Supervision in the Social Services	
SOC WORK 727	Psychopathology & Strength-Based Assessment	
SOC WORK 735	Emerging Issues in Child Welfare	
SOC WORK 737	Social Work and Crisis Intervention with Vulnerable Populations	
SOC WORK 747	Mental Health Theories	
SOC WORK 757	Treatment and Mistreatment of Offenders	
SOC WORK 767	Mental Health and Substance Abuse in Generalist Practice (Strengths and Psychopathology)	
SOC WORK 777	Legal Aspects of Social Work Practice	
SOC WORK 795	Special Topics	
SOC WORK 798	Independent Study	
BUS ADM 589	Organizational Behavior	
EDUC 552	Social and Family Influences on Early Development and Learning	
HUM DEV 544	Dying, Death, and Loss	
MANAGMNT 750	Team Leadership	
PU EN AF 615	Public and Nonprofit Budgeting	
Advanced requirement: Portfolio Project		
Total Credits		**64**

``

MSW Electives

Soc Work 699	Travel Course: Cuernavaca, Mexico
Soc Work 701	Ethical Issues in Contemporary Social Work (BSW only)
Soc Work 722	Soc Work Management & Supervision in the Social Services
Soc Work 727	Psychopathology and Strength-Based Assessment
Soc Work 735	Emerging Issues in Child Welfare
Soc Work 737	Social Work & Crisis Intervention with Vulnerable Populations
Soc Work 747	Mental Health Theories
Soc Work 757	Treatment and Mistreatment of Offenders
Soc Work 767	Mental Health & Substance Abuse in Generalist Practice (Strengths and Psychopathology)
Soc Work 777	Legal Aspects of Social Work Practice
Soc Work 795	Special Topics
Soc Work 798	Independent Study
Bus Adm 589	Organizational Behavior
Education 552	Social & Family Influences on Early Development & Learning
Human Dev 544	Dying, Death and Loss
Management 750	Team Leadership
PU EN AF 615	Public and Nonprofit Budgeting

MSW Program Child Welfare Practice Behaviors

Practice behaviors specific to child welfare ensure that students in the Child Welfare Emphasis have sufficient knowledge and skills for entry-level child welfare practice. Child welfare practice behaviors are linked with six of the ten Competencies.

COMPETENCY 2: Standards and Ethics.
CW2.1: Demonstrate awareness of appropriate use of power and authority in relationships, as well as the dynamics of engaging and working with involuntary clients.

COMPETENCY 3: Critical Thinking.
CW3.1: Demonstrate understanding of the dual responsibility of the child welfare social worker to protect children and provide services that support families.

COMPETENCY 4: Diversity.
CW4.1: Demonstrate respect, fairness and cultural sensitivity in assessing, working with, and making service decisions involving clients with diverse experiences.

COMPETENCY 7: Interdisciplinary Knowledge.
CW7.1: Demonstrate understanding of how attachment, separation and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social, emotional and spiritual development.

CW7.2 Demonstrate understanding of the influence and value of traditional and culturally appropriate parenting practices and use this knowledge in working with families.

COMPETENCY 9: Service Delivery.
CW9.1: Demonstrate awareness of agency and community resources available for children and families and a working knowledge of how to utilize these resources to achieve client goals.

CW 9.2: Demonstrate knowledge of the historical, philosophical, and legal bases for the Indian Child Welfare Act and how it is implemented in public child welfare agencies.

COMPETENCY 10: Change Process.
 Engagement
CW10.1: Demonstrate the ability to engage and assess families from a strengths-based perspective and to develop and implement a case plan based on this assessment.

 Assessment
CW10.2: Identify the major family, health and social factors contributing to child abuse and neglect, as well as positive factors that act to preserve the family and protect the child.

CW10.3: Recognize the behavioral indicators of abuse, family violence and neglect.

CW10.4: Demonstrate the ability to perform a preliminary safety assessment and monitor the safety of the child through an ongoing assessment of risk.

Intervention

CW10.5: Demonstrate understanding of the principles of concurrent and permanency planning.

CW10.6: Demonstrate the ability to work with biological families, foster families and kinship networks to achieve client goals.

Competency 1: Professional Self. Identify as a social worker and conduct oneself accordingly.				
1.1F 1.1A	Utilize personal reflection to evaluate strengths and learning needs related to professional development. Demonstrate ability to independently engage in activities that advance the core values of the social work profession.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 701: Contemporary Social Work Ethics	3. Demonstrate self-awareness to evaluate the influence of personal values on decision-making and assure continual personal development and ethical decisions in practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Value Theory, Moral theory Values: Personal values/interface with Professional Values Skills: reflective thinking, critical thinking, analysis	Learning Units: 1 Exercises: Moral Matching exercise, Values Exercise Readings: NASW Code of Ethics ; Rothman CH 1 & 2; Beauchamp and Childress; Nego; Bricklin Assignments: Values Paper
	SOC WORK 702: Generalist Practice I	1. Demonstrate practitioner self-awareness and 'professional use of self' as an essential aspect in building helping relationships.	Continuously monitor and critique oneself in relation to existing and needed knowledge, skills, and experiences, with the goal of actively addressing deficits through coursework, training, and experiences.	Learning Units: Units 1, 2, 3 & 5 Exercises: Overview of NASW Code of Ethics and student handbook; "culture of the classroom & learning environment"; Video: *Building Self-Awareness; Applying Critical Thinking* Readings: Readings for Units 2, 3, & 5 Assignments: Quizzes; Cultural Competence paper
	SOC WORK 703: Direct Practice Skills	1. Demonstrate social work interviewing skills in practice and critique one's development as an emerging professional in relationships with consumers, peers, and social work colleagues.	Continuously monitor and critique oneself in relation to existing and needed knowledge, skills, and experiences, with the goal of actively addressing deficits through readings, discussions, and skills practice.	Learning Units: Units 1, 2 & 4 Exercises: Overview of NASW Code of Ethics as it applies to practice with consumers and colleagues; Video demonstrations of direct practice skills; Role plays Readings: Readings for Units 1 & 2 Assignments: Participation; Video Critiques; Video Analysis Paper
	SOC WORK 711: Foundations of Social Welfare	1. Use knowledge obtained from other courses or outside the classroom to extend understanding of the core competencies for social work practice.	Students begin the course with critical analysis of social work's role in policy from a micro and macro perspective. They provide the same analysis at the end of the semester as a means of measuring their development in this area of practice.	Learning Units: Modules 1, 3, 5 Exercises: Discussion forums Readings: Syllabus, NASW Code of Ethics, CSWE EPAS Assignments: Focus Papers I, II, and III

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 713 & 715: Seminar I & II	4. Demonstrate learning attained from social work peers and agency supervisors and collaterals.	<u>Knowledge</u>: Understanding of the implications of self-awareness on social work practice <u>Values</u>: Competence and Integrity <u>Skills</u>: Ability to effectively communicate in writing, Analysis and reflection abilities	Learning Units: All Exercises: Discussions Readings: NASW Code of Ethics; Field Manual Assignments: Field Logs
	SOC WORK 720: Diversity, Social Justice, and Advocacy	5. Develop strategies of continuing the lifelong learning process of recognizing own values, biases and/or prejudices about a range of targeted identity statuses.	Identify own biases and prejudices about targeted identity statuses and develop strategies for challenging them and enhancing own personal development.	Learning Units: Units 1 and 3 Exercises: *If these halls could talk, The angry eye,* and *It's elementary: Talking about gay issues in school* videos Readings: Readings for Units 1 and 3, most notably Ch. 1, 3, 6, and 10 of Mullaly (2010) text Assignments: Jounal entries; Cultural Competence Self-Assessments
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	By completing the community engagement assignment student gain skills in using their 'professional self' as they advocate for others thereby advancing core social work values.	Learning Units: Throughout the course, all units Exercises: Community Engagement Assignment and D2L discussions Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community Engagement Portfolio
	SOC WORK 738: Advanced Macro Community Empowerment	1. Understand the major methods and associated roles of social work intervention at the systems level.	During this course, students will deliver one group and one individual presentation. Both of these will require understanding of social work's core values, and will necessitate the student to be confident in explaining how these values are enacted across practice areas/ settings.	Learning Units: Unit IV Exercises: Meeting with non-profit agency Readings: N/A Assignments: Fundraising Presentations
1.2F **1.2A**	**Attend to professional roles and boundaries** **Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	3. Demonstrate self-awareness to evaluate the influence of personal values on decision-making and assure continual personal development and ethical decisions in practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Challenges in establishing boundaries, establishing appropriate relationships, helper vs. friend, contextual implications Values: Integrity Skills: Ability to establish effective boundaries in practice	Learning Units: 3 Exercises: Boundaries Quiz; Class Case studies and discussion Readings: Trimberger; Daley & Hickman, Dybicz Assignments: Values Paper

Appendix 2-7: Curriculum Content by Course

	Course	Learning Objectives	Content	Learning Activities
	SOC WORK 703: Direct Practice Skills	1. Demonstrate social work interviewing skills in practice and critique one's development as an emerging professional in relationships with consumers, peers, and social work colleagues.	Learn and demonstrate social work professional behavior by engaging with peers in the classroom setting, modeling professional roles and appropriate boundaries during discussions and role plays.	Learning Units: Units 1, 2, 3 & 4 Exercises: Overview of NASW Code of Ethics as it applies to practice with consumers and colleagues; Role plays Readings: Readings for Units 1 & 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Course overview, group theory, and development and assessment.	Learning Units: 1 Exercises: N/A Readings: Mcrae & Short, Ch. Anderson Assignments: None
	SOC WORK 713 & 715: Seminar I & II	1: Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 2. Conduct self-assessment of one's strengths and challenges in development of proficiency in foundation competencies and practice behaviors	Knowledge: Code of Ethics and MPSW 20-accepted standards of practice around boundaries. Values: Commitment to client, integrity, self-determination. Skills: Ability to set boundaries, to see when risk factors are present and communicate roles/responsibilities/boundaries effectively.	Learning Units: All Exercises: Discussions Readings: NASW Code of Ethics, MPSW 20 Assignments: Field Logs
	SOC WORK 720: Diversity, Social Justice, and Advocacy	1. Develop a clear understanding of multiple social identities (e.g., race, class, gender, sexual orientation, religion, age, ability status, nationality, etc.) and their impact on human development.	Examine social identities statuses and their intersectionality related to understanding human behavior and the construction of social problems.	Learning Units: Units 1 and 3 Exercises: First Nations guest speaker; transgender panel Readings: Readings for Units 1 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Journal entries for Units 1 and 3
		3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits
		4. Consider a broad range of intervention strategies, from work with individuals and families to intervention with communities and, on a statewide and national scale, with policy and legal changes, appropriate for working with diverse populations.	Review and critique intervention strategies for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Guest speaker on mental health treatment in First Nations communities; transgender panel Readings: Readings for Units 2 and 3 Assignments: Portion of Diversity In-Service Presentation & Practice Readings; Journal entries for Unit 2

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will present on the gleaned knowledge from completing the community engagement assignment and the policy analysis assignment.	Learning Units: Throughout the course, all units Exercises: Community Engagement Assignment, policy analysis paper and D2L discussions Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community Engagement Portfolio and Policy analysis paper
	SOC WORK 738: Advanced Macro Community Empowerment	1. Understand the major methods and associated roles of social work intervention at the systems level.	Students will demonstrate their understanding of the diversity of macro practice through group research and presentations. These presentations will focus on the major methods and associated roles of social work intervention at the systems level.	Learning Units: Units III and IV Exercises: Classroom discussions Readings: N/A Assignments: Group Presentations, Macro Social Work Roles
1.3F **1.3A**	**Demonstrate professional demeanor in behavior, appearance and communication.** **Utilize self-reflection to identify and enhance own professional comportment.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	3. Demonstrate self-awareness to evaluate the influence of personal values on decision-making and assure continual personal development and ethical decisions in practice	Knowledge: Social work roles and interconnection to ethical issues Values: Competence, integrity, client centered care Skills: Self-awareness, inclusion of personal reflection within ethical decision making; ability to organize and present information coherently (orally)	Learning Units: All Exercises: Class presentations, in class problem-based learning exercises Readings: Frank, Courtney and Specht; Banks Assignments: Macro Presentation, D2L posting
	SOC WORK 705: Macro Practice Skills	3. Students will articulate the role of diversity at the macro level, and identify the principles of multiculturalism and empowerment necessary to advance positive change within diverse groups.	Leadership; Role of cultural diversity	Learning Units: 3, 4 Exercises: N/A Readings: McRae & Short, Ch. 7 &, Kolb, Jin & Song Assignments: Group Problem Statement
	SOC WORK 713 & 715: Seminar I & II	1: Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Professional standards of practice, professionalism factors. Values: Competence, Professionalism, Client-centered care. Skills: Self-awareness of behaviors, verbal and non-verbal communication, ability to communicate using professional/social work language	Learning Units: All Exercises: Course Discussions Readings: None Assignments: Agency Competency Presentation (Fall); Case Presentation (Spring)

Appendix 2-7: Curriculum Content by Course

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 717: Seminar III	1. Apply classroom-based learning to daily experiences as advanced-level social workers in the field.4. Learn from social work peers and agency supervisors.8. Complete a portfolio exhibiting expertise in Advanced Generalist Practice and, if applicable, the individual Area of Emphasis.	Through class discussions and field logs, students are able to process what occurs in field and reflect on their development as professional social workers.	Learning Units: Throughout the course, all units Exercises: Classroom Discussions Readings: N/A Assignments: Field Logs, Case Presentation & Process Recording; MSW Portfolio
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will gain leadership skills and knowledge and assess own values during D2L discussions	Learning Units: Throughout the course, all units Exercises: D2L discussions Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions
	SOC WORK 738: Advanced Macro Community Empowerment	1. Understand the major methods and associated roles of social work intervention at the systems level.	Self- and peer evaluations will accompany the individual and group presentations and will be included in the final evaluation of each student's performance.	Learning Units: Units III and IV Exercises: Meeting with non-profit agency Readings: N/A Assignments: Group Presentations, Macro Social Work Roles; Fundraising Presentations
1.4F	**Use supervision and consultation appropriately.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	3. Demonstrate self-awareness to evaluate the influence of personal values on decision-making and assure continual personal development and ethical decisions in practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Impact of alternative perspectives in decision-making, role of supervision and consultation in ethics decisions; ETHIC model of Ethical decision-making Values: Competence Skill: problem solving skills, ability to effectively articulate positions; effective reasoning	Learning Units: 4 Exercises: application of Ethical Decision Making Model Readings: Congress, Rothman CH 4 -6 Assignments: D2L Conversation
	SOC WORK 713 & 715: Seminar I & II	4. Demonstrate learning attained from social work peers and agency supervisors and collaterals.	Knowledge: Role of supervision in professional practice, Self-awareness of strengths and challenges in practice. Values: Integrity, competence, continual improvement. Skills: Ability to reflect on behaviors (recognize strengths and challenges) , express concerns, effectively respond to feedback,	Learning Units: All Exercises: Seminar discussion (building on agency supervision) Readings: Feedback on Field Logs Assignments: Field Logs

1.5F	Contribute to and effectively participate in team discussions and activities			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	5. Apply models of ethical decision making in social work practice situations	Knowledge: Strategies for collaborative practice; ETHIC decision making model, Ethical screens Values: Collaboration, reinforcement of SW values, respect Skills: Oral and written argumentation skills, team work skills	Learning Units: 3 & 4 Exercises: in class case studies; ETHIC Worksheets Readings: Rothman CH 6 -8; Dolgoff et al Assignments: Participation, D2L Conversation
	SOC WORK 702: Generalist Practice I	1. Demonstrate practitioner self-awareness and 'professional use of self' as an essential aspect in building helping relationships.	Engage with social work peers in the classroom setting, learning from their perspectives and actively participating in the education process via discussions and collaborative exercises.	Learning Units: Units 1 and 7-15 Exercises: "culture of the classroom & learning environment"; Diversity Project planning, research and presentations. Readings: Readings for Units 3 and 7-15. Assignments: Diversity Presentation
	SOC WORK 703: Direct Practice Skills	1. Demonstrate social work interviewing skills in practice and critique one's development as an emerging professional in relationships with consumers, peers, and social work colleagues.	Engage with social work peers in the classroom setting, learning from their perspectives and actively participating in the education process via discussions and collaborative exercises.	Learning Units: Units 1, 2 & 3 Exercises: Case study; role play; oral video critiques Readings: Readings for Units 1 & 2 Assignments: Participation; Video Critique
	SOC WORK 713 & 715: Seminar I & II	4. Demonstrate learning attained from social work peers and agency supervisors and collaterals.	Knowledge: Self-awareness of communicative and professional practice, group dynamics. Values: Teamwork Skills: Effective oral communication, reflective listening. Ability to work in groups.	Learning Units: All Exercises: In-class participation Readings: None Assignments: Discussions

Competency 2: Standards and Ethics. Apply social work ethical principles to guide professional practice.				
2.1F	**Recognize and manage personal values in a way that allows professional values to guide practice.**			
2.1A	**Identify and critique ethical decision-making processes in practice.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 3. Demonstrate self-awareness to evaluate the influence of personal values on decision-making and assure continual personal development and ethical decisions in practice 4. Analyze societal and organizational structures and institutional practices using standards identified within the NASW Code of Ethics with a focus on social and economic justice and the impact of privilege, oppression, and, discrimination for vulnerable populations in practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Impact of personal values on practice; understanding of cultural differences in value orientation, impact of context on ethical decision making. NASW positions on discrimination and social justice Values: Integrity, cultural competence, social justice, professionalism Skills: Ability to set effective boundaries, ability to appropriately apply personal values within professional practice	Learning Units: All Exercises: Moral theory exercise; Video on cultural humility, Grey's Anatomy exercise; other in class case studies Readings: NASW Code of Ethics, Standards of Cultural Competence, Assignments: Values Paper; Distance Learning on Cultural Competence
	SOC WORK 702: Generalist Practice I	2. Effectively integrate relevant Social Work Codes of Ethics into practice situations.	Discover personal beliefs, values, and opinions through engagement with course materials, peers, and observations during interpersonal interactions, demonstrating understanding their impacts on professional relationships.	Learning Units: Units 3-5 Exercises: Videos: *Managing Personal Values; Building Self-Awareness; Recognizing Personal Values* Readings: Readings for Units 3-5 Assignments: Quizzes; Diversity Project; Cultural Competence Paper
	SOC WORK 705: Macro Practice Skills	3. Students will demonstrate an understanding of the elements of conflict resolution, mediation, and group dynamics paying particular attention to their own role.	Leadership; Group Process and Decision making	Learning Units: 1, 2, 3 ' 4 & 5 Exercises: N/A Readings: McRe & Short, Ch 2,4 & 3; Burgoon Assignments: Group Proposed intervention strategy

Appendix 2-7: Curriculum Content by Course

	SOC WORK 713 & 715: Seminar I & II	2. Conduct self-assessment of one's strengths and challenges in development of proficiency in foundation competencies and practice behaviors	Knowledge: Role values play in practice. Values: Client-centered care/commitment to client, diversity, social justice Skills: Self-awareness, ability to analyze situations from multiple perspectives.	Learning Units: All Exercises: Response to feedback/behavioral adjustment. Readings: NASW Code of Ethics Assignments: Field Logs
	SOC WORK 717: Seminar III	1. Apply classroom-based learning to daily experiences as advanced-level social workers in the field.	As situations of an ethical nature emerge in their field placements, students will utilize field logs to process their decision making, including identifying how they approached the situation (i.e. supervision, referencing Code of Ethics, etc.)	Learning Units: Throughout the course, all units Exercises: N/A Readings: N/A Assignments: Field Logs
	SOC WORK 721: Multi-Level Family Interventions	1. Students will understand the value base, ethical standards, and principles of the profession in relation to working with individuals and families and will be prepared to demonstrate practice accordingly.	Recognize potential and real ethics issues in working with families and family groups and employ an ethical decision-making process to resolve ethics challenges and ethical dilemmas.	Learning Units: Units 2 & 15 Exercises: Reflect on codes of ethics of NASW & AAMFT; analysis of video: *Over the Hump*, Part I Readings: Readings for Units 2 and 15 Assignments: Student Choice Topic
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will gain leadership skills and knowledge as the assess decision-making processes in the practice of policy formation and analysis during D2L discussions	Learning Units: Throughout the course, all units Exercises: D2L discussions Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions
	SOC WORK 731: Research for MSW Practice	4. Apply the principles of the NASW Code of Ethics as related to knowledge building, use of human subjects, confidentiality, and overall research method and design.	Ethical issues in social work; NASW and Research Concerns; the Role on institutional Review Board	Learning Units: 4 Exercises: Evaluation case scenarios Readings: Engel and Schutt: Ch 3 (pp. 54-71) & Ch 7 (pp.185- 186), Belmont Report, Calwell, et Monnete NASW Code of Ethics Assignments: Research Critique

2.2F 2.2A	Apply standards of the National Association of Social Workers *Code of Ethics* and other applicable standards and regulations to inform professional behaviors Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 2. Apply moral and ethical principles, theory, and standards to professional practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general within a social justice framework	Knowledge: NASW Code of Ethics, MPSW 20 and other professional standards; models of ethical decision making, linkage to moral theory Values: Core social work values, self-determination, privacy & confidentiality, informed consent Skills: reasoning skills, critical thinking, collaboration and consultation	Learning Units: All Exercises: Application of ETHIC model with case scenarios; Lecture review of Standards Readings: NASW Code of Ethics, Rothman Chapters, MPSW 20 Assignments: Macro ethics Paper, D2L postings, Participation and Final Ethics Paper
	SOC WORK 702: Generalist Practice I	2. Effectively integrate relevant Social Work Codes of Ethics into practice situations.	Familiarize oneself with the NASW Code of Ethics, the MPSW Code of Conduct and relevant organization policies that inform professional practice, abiding by same when engaging in professional social work practice.	Learning Units: Units 1, 3, 4 & 5 Exercises: Videos: *Managing Personal Values; the Code of Ethics; Professioal Roles & Boundaries* Readings: Readings for Units 11 & 3-5 Assignments: Quizzes; Cultural Competence Paper; Diversity Project
	SOC WORK 705: Macro Practice Skills	4. Students will identify, analyze, and process conflicts at organization level.	Group process and decision making	Learning Units: 2 Exercises: N/A Readings: McRae & Short; Ch 3 & 5; Tubss 6 (pp.274-299) Assignments: Group Proposed Progress
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field;	Knowledge: NASW Codes of Ethics, Ethical decision-making model. Values: All consistent with social work. Skills: Self-reflection, cognitive reasoning, critical thinking, ability to manage emotions.	Learning Units: All Exercises: Review of ethical situations Readings: NASW Code of Ethics Assignments: Field Logs
	SOC WORK 717: Seminar III	3. Address emergent issues in social work practice and social work education. 6. Have developed leadership skills in the field setting and the classroom.	By sharing examples (in field logs and class discussions) of how they approached ethical dilemmas, students will show their moral reasoning and strength.	Learning Units: Throughout the course, all units. Exercises: Classroom discussions Readings: N/A Assignments: Field Logs

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 720: Diversity, Social Justice, and Advocacy	2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Explore the concept of moral courage in professional social work settings and identify action plans for addressing encountered oppression.	Learning Units: Units 1 and 2 Exercises: *If these halls could talk, The angry eye,* and *Race: The power of illusion* videos Readings: Readings for Units 1 and 2 Assignments: Portion of Community Resource Visit assignment; portions of Diversity In-Service Presentation & Practice Readings; Journal entries for Units 1 and 2
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will gain leadership skills and knowledge as they develop and practice moral courage during D2L discussions and while completing the community engagement portfolio	Learning Units: Throughout the course, all units Exercises: D2L discussions and community engagement portfolio Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions and community engagement portfolio
2.3F **2.3A**	**Recognize and accept ambiguity in resolving ethical conflicts.** **Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 2. Apply moral and ethical principles, theory, and standards to professional practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general within a social justice framework	Knowledge: Understanding of interdisciplinary differences in ethics applications; full understanding of the NASW Code of Ethics and MPSW 20 requirements Values: Core social work values, self-determination, privacy & confidentiality, informed consent; respect for colleagues Skills: effective communication across disciplines, argumentation and ability to articulate orally and in writing	Learning Units: 1 Exercises: in class application of case studies and ETHIC model; Ethics Docket; Interdisciplinary nursing exercise Readings: Dolgoff, Rothman CH 4 -6 Assignments: Interdisciplinary Nursing D2L posts; Final Ethics Paper
	SOC WORK 713 & 715: Seminar I & II	4. Demonstrate learning attained from social work peers and agency supervisors and collaterals.	Knowledge: NASW Codes of Ethics, Ethical decision-making model. Values: All consistent with social work. Skills: Self-reflection, cognitive reasoning, critical thinking, ability to manage emotions.	Learning Units: All Exercises: Discussion of competency presentations Readings: NASW Code of Ethics Assignments: Field logs.

Appendix 2-7: Curriculum Content by Course

	Course	Objective	Description	Content
	SOC WORK 720: Diversity, Social Justice, and Advocacy	5. Develop strategies of continuing the lifelong learning process of recognizing own values, biases and/or prejudices about a range of targeted identity statuses.	Identify own biases and prejudices about targeted identity statuses and develop strategies for challenging them and enhancing own personal development.	Learning Units: Units 1 and 3 Exercises: *If these halls could talk, The angry eye,* and *It's elementary: Talking about gay issues in school* videos Readings: Readings for Units 1 and 3, most notably Ch. 1, 3, 6, and 10 of Mullaly (2010) text Assignments: Journal entries; Cultural Competence Self-Assessments
	SOC WORK 721: Multi-Level Family Interventions	1. Students will understand the value base, ethical standards, and principles of the profession in relation to working with individuals and families and will be prepared to demonstrate practice accordingly.	Examine two codes of ethics relevant to family counseling; identify personal preferences, preconceptions and biases about family forms and functions; develop strategies for ensuring ethical practice with various family constellations.	Learning Units: Units 2 & 15 Exercises: Reflect on codes of ethics of NASW & AAMFT; analysis of video: *Over the Hump*, Part I Readings: Readings for Units 2 and 15 Assignments: Cultural and Spiritual Sensitivity paper; Role play & Reflexivity Journals; Family Group Presentations
	SOC WORK 728: Advanced Policy	4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will gain leadership skills and knowledge as they challenge personal biases and enhance professional values during D2L discussions	Learning Units: Throughout the course, all units Exercises: D2L discussions Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	Through the discussion forum, students reflect on their experiences, values, and biases regarding social service delivery systems and evaluation of outcomes.	Learning Units: Module 4 Exercises: Discussion Forum Readings: Marsiglia & Kulis; Dudley, Chapter 3 Assignments: Utilization Focused Evaluation (UFE) Plan

2.4F	Employ strategies of ethical reasoning to inform decision-making			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 2. Apply moral and ethical principles, theory, and standards to professional practice within a social justice framework 4. Analyze societal and organizational structures and institutional practices using standards identified within the NASW Code of Ethics with a focus on social and economic justice and the impact of privilege, oppression, and, discrimination for vulnerable populations in practice 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Congress ETHIC model for ethical decision making; Applying ethical and moral theory across contexts Values: Core social work values including client centered service and professionalism Skills: Application of reasoning processes to ethical decision making, critical thinking, moral sensitivity and accountability	Learning Units: 4 Exercises: Macro Presentations and debriefing; Case Studies and class discussion Readings: Congress, Rothman CH 1 -6; Corbin Assignments: Final Ethics Paper
	SOC WORK 702: Generalist Practice I	2. Effectively integrate relevant Social Work Codes of Ethics into practice situations.	Explore several ethical decision-making models and prepare oneself to apply several in a range of practice settings.	Learning Units: Units 3-5 Exercises: Video: *The Code of Ethics; Tolerating Ambiguity in Resolving Conflicts* Readings: Readings for Units 3-5 Assignments: Quizzes
	SOC WORK 705: Macro Practice Skills	4. Students will identify, analyze, and process conflicts at organization level.	Group process and decision making	Learning Units: 3 Exercises: N/A Readings: McRae & Short, Ch 2, 4, & 6; Burgooon Assignments:

Competency 3: Critical Thinking. Apply critical thinking to inform and communicate professional judgements.				
3.1F	Critique and integrate multiple sources of knowledge, including research and practice wisdom.			
3.1A	Differentially apply principles of logic and reasoning to inform professional decision making.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 5. Apply models of ethical decision making in social work practice situations 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Moral, ethical theories as applied to the NASW Code of Ethics; history and development of the profession Values: Core Social Work Values Skills: Ability to integrate sources into decision making and ethical positions (macro focus); Working in groups; ability to identify ethical dimensions of situations	Learning Units: All Exercises: Ethics Docket; Current events discussions Readings: NASW Code of Ethics Assignments: Participation
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice.	Continuously critique and integrate information from multiple sources of knowledge gleaned from research and practice wisdom.	Learning Units: Weekly Case Studies Exercises: D2L Discussion Readings: Fauri, Wenet and Netting Assignments: D2L posts
	SOC WORK 711: Foundations of Social Welfare	1. Use knowledge obtained from other courses or outside the classroom to extend understanding of the core competencies for social work practice. 5. Assess the impact of social policy on diverse populations, applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression. 6. Analyze social policy using a framework that considers the content of historical and contemporary factors that shape policy and applies the principles of social and economic justice.	Through a series of discussion forums and debates, students are required to research a topic of choice and provide arguments for and against the issue. This requires integration of multiple sources of information, beyond practice wisdom.	Learning Units: Modules 1, 3, 5, 6 Exercises: Small group debates and discussion forums related to policy-making meetings Readings: Karger, Midgley, Kindle, & Brown, student-selected debates; Barusch, pp. Chapter 3 Assignments: Focus Papers I, II, and III; Social Policy Analysis
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field;	Knowledge: Theories of human behavior, intervention skills, the change process. Values: Competence, Diversity, Integrity. Skills: Critical thinking, ability to articulate perspectives, application of theory to practice.	Learning Units: All Exercises: Responses to feedback, in-class discussions Readings: None Assignments: Field logs

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis paper and the community engagement portfolio students will gain policy analysis knowledge and skills as they analyze policy based on analysis models provided by van Wormer, Kaplan and Juby (2012) or Haynes and Mickelson (2010).	Learning Units: D2L (on-line learning) Exercises: Discussion and facilitation Readings: Amidei (2010) and Hoefer (2012) Assignments: Chapters form Amidei (2010) and Hoefer (2012)
	SOC WORK 736: Advanced Program Evaluation	2. Delineate the differences between evaluation purposes (summative, formative, etc.) and their connection to evaluation goals. 3. Compare and contrast data collection methods and their alignment with evaluation goals.	Students are introduced to various methods of evaluating programs. Using that knowledge base, they will apply one or more methods to analysis of agency practice and their own plan for evaluating the social service delivery system in their area of emphasis.	Learning Units: Modules 2 and 4 Exercises: Discussion Forum Readings: Dudley, Chapters 4 and 5; and Patton Assignments: Exam, UFE Plan
3.2F **3.2A**	**Analyze models of assessment, prevention, intervention, and evaluation.** **Engage in critical consumption of research and practice literature.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 5. Apply models of ethical decision making in social work practice situations	Knowledge: Moral and ethical theory, Code of Ethics; ethical decision making Values: Core social work values Skills: Critical thinking; assessment skills	Learning Units: 2, 3 & 4 Exercises: "Role Differences" Exercise; Interdisciplinary w/ Nursing Readings: NASW Code of Ethics, Congress, Assignments: None
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice.	Engage with social work peers during D2L discussion regarding the analysis of various assessment, prevention and intervention models.	Learning Units: Weekly Case Studies Exercises: D2L Discussion Readings: Fauri, Wenet and Netting. Assignments: *D2L posts*
	SOC WORK 713 & 715: Seminar I & II	5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories of human behavior, intervention skills, the change process. Values: Competence, Diversity, Integrity. Skills: Critical thinking, ability to articulate perspectives, application of theory to practice.	Learning Units: All/Especially Fall Exercises: In class discussions Readings: None Assignments: Agency Competency Presentation

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 720: Diversity, Social Justice, and Advocacy	2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Critique research and practice literatures for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Readings; journal entries for Unit 2
		3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits
		4. Consider a broad range of intervention strategies, from work with individuals and families to intervention with communities and, on a statewide and national scale, with policy and legal changes, appropriate for working with diverse populations.	Review and critique intervention strategies for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Guest speaker on mental health treatment in First Nations communities; transgender panel Readings: Readings for Units 2 and 3 Assignments: Portion of Diversity In-Service Presentation & Practice Readings; Journal entries for Unit 2
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis paper and the community engagement portfolio students will gain policy analysis knowledge and skills as they analyze policy based on analysis models provided by van Wormer, Kaplan and Juby (2012) or Haynes and Mickelson (2010).	Learning Units: Across the course Exercises: Policy Analysis Paper and Community Engagement Portfolio Readings: Amidei (2010) and Hoefer (2012) and other materials Assignments: Written assignments and D2L
	SOC WORK 731: Research for MSW Practice	1. Demonstrate ability to evaluate social work research and related social sciences research to inform practice and contribute to the improvement of agency service delivery processes.	Importance of research; Good research questions and social Work research questions in particular.	Learning Units: 1 Exercises: self introductions Readings: Engel & Schutt Ch 1 (pp.1-24) Assignments: Compile literature review of topic of interest
3.3F 3.3A	**Demonstrate effective oral communication skills in professional settings.** **Engage in critical consumption of research and practice literature.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice.	Knowledge: Components of good oral argumentation and presentations Values: Competence, Respect Skills: Presentations; effective organization of ideas; ability to communicate effectively, team work	Learning Units: All Exercises: In class exercises Readings: None Assignments: Participation, Macro presentations

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	<u>Knowledge</u>: Theories of human behavior, intervention skills, the change process. <u>Values</u>: Competence, Diversity, Integrity. <u>Skills</u>: Critical thinking, ability to articulate perspectives, application of theory to practice.	Learning Units: All Exercises: In class discussions Readings: None Assignments: Agency Competency Presentation (Fall) and Case Presentation (Spring)
	SOC WORK 717: Seminar III	5. Become effective educators both in the classroom and the agency. 8. Complete a portfolio exhibiting expertise in Advanced Generalist Practice and, if applicable, the individual Area of Emphasis.	Writing weekly logs provides students with practice documenting objectively, as well as reflecting on, experiences in field. Creating the MSW Portfolio allows students to synthesize, in writing, their learning throughout the program related to their area of emphasis.	Learning Units: Throughout the course, all units Exercises: N/A Readings: N/A Assignments: Field Logs, MSW Portfolio
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis paper, the community engagement portfolio and engaging in D2L discussions, students will gain policy analysis knowledge and skills as they analyze policy based on analysis models provided by van Wormer, Kaplan and Juby (2012) or Haynes and Mickelson (2010).	Learning Units: Across the courseExercises: Policy Analysis Paper and Community Engagement Portfolio Readings: Amidei (2010) and Hoefer (2012) and other materials Assignments: Written assignments and D2L
	SOC WORK 731: Research for MSW Practice	3. Critically analyze and evaluate literature in social work research and other related disciplines.	Relationship between hypothesis and research designs; Basic research designs	Learning Units: 6 Exercises: Article critiques exercises Readings: Engel & Schutt, Ch 2: (pp. 44-48 Assignments: Research Proposal
	SOC WORK 736: Advanced Program Evaluation	4. Analyze social service delivery systems to identify areas relevant for evaluation.	Students will work in small groups to assess agency evaluation practices and align those practices with evidenced based evaluation methods from the literature.	Learning Units: Module 3 Exercises: Discussion Forum, Worksheet 2 Readings: Cockell; Cooperrider & Whitney; Dudley, Chpaters 6 and 7 Assignments: Group Presentation of Evaluation Analysis
3.4F **3.4A**	**Demonstrate effective written communication skills in professional settings.** **Demonstrate effective oral communication appropriate to contexts.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	5. Apply models of ethical decision making in social work practice situations	Knowledge: Social justice and social work perspectives Values: Social justice, advocacy	Learning Units: 1 & 3 Exercises: In class case studies and discussion Readings: Banks, Dolgoff et al (Ch 4) Assignments: D2L postings, Macro Paper

Appendix 2-7: Curriculum Content by Course

			Skills: APA Formatted writing; effective communication	
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Engage in written communication effectively and professionally with peers during D2L discussion regarding macro-level case studies involving communities.	Learning Units: Weekly Case Studies Exercises: D2L Discussion Readings: Fauri, Wenet, and Netting Assignments: D2L posts
	SOC WORK 713 & 715: Seminar I & II	5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories of human behavior, intervention skills, the change process. Values: Competence, Diversity, Integrity. Skills: Critical thinking, ability to articulate perspectives, application of theory to practice.	Learning Units: All Exercises: Readings: None; Agency requirements Assignments: Agency Competency Presentation (Fall) and Case Presentation (Spring)
	SOC WORK 717: Seminar III	5. Become effective educators both in the classroom and the agency.	Classroom-based discussions provide multiple opportunities for students to practice their oral communication skills. The case presentation serves as a contrasting context for oral expression, where students use their oral communication skills in a pseudo-professional staffing.	Learning Units: Throughout the course, all units. Exercises: Classroom discussions Readings N/A: Assignments: Case Presentation & Process Recording
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis, community engagement portfolio presentations and participating in classroom discussions students gain oral communication skills.	Learning Units: Across the course Exercises: Policy Analysis, community Engagement Portfolio presentations and discussion Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Oral presentations and classroom discussions
	SOC WORK 731: Research for MSW Practice	2. Demonstrate ability to conceptualize and design social service research that supports evidence-based practice.	Additional Research approaches: survey, implementation and evaluation	Learning Units: 7 Exercises: Group discussion published articles Readings: Engel & Schutt Ch: 9 (pp.247-260; 13 (344-358); Bhattacharyya, et al. Assignments: IRB proposal for feedback from instructor

Competency 4: Diversity. Engage diversity and difference in practice.				
4.1F	Gain sufficient self-awareness to manage personal biases and values in working with diverse groups.			
4.1A	Demonstrate cultural humility when working cross-culturally in practice and professional settings.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	3. Demonstrate sensitivity to identity statuses as significant variables in social work practice.	Examine personal beliefs, values, and biases through engagement with course materials, peers, and in direct practice setting with diverse populations and actively age manage them through conscious awareness of internal reactions and overt behaviors.	Learning Units: Units 3, 4 & 6 Exercises: *Big Mama* video and worksheet Readings: Readings for Units 3,4, & 6 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	2. Identify and manage one's own values, biases and challenges in relation to diversity and demonstrate use of advanced interviewing skills in both written and oral formats related to diversity.	Examine personal beliefs, values, and biases through engagement with course materials, peers, and through demonstration of direct practice skills with diverse populations.	Learning Units: Units1-4 Exercises: Case study; classroom discussions; role play Readings: Readings for Units 1 & 2 Assignments: Participation; Video Analysis Paper
	SOC WORK 705: Macro Practice Skills	2. Students will articulate the role of diversity at the macro level, and identify the principles of multiculturalism and empowerment necessary to advance positive change within diverse groups.	Roles of cultural differences; Group processing and decision making	Learning Units: 2. Exercises: Readings: McRae & Short, Ch 3, & 5, Tubbs Ch 6 (pp.274-299 Assignments: N/A
	SOC WORK 707: HBSE	2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on the perceptions and behavior of individuals and the dynamics and structures of larger human systems	Knowledge: Concepts of Prejudice, oppression, social justice as relates to social work mission Values: integrity, social justice Skills: Self-reflection, cultural sensitivity	Learning Units: All Exercises: Lecture and D2L Discussions; Poverty exercise Readings: Schriver CH 1 & CH 2; CH 5 Assignments: Movie Analysis; D2L Postings
	SOC WORK 713 & 715: Seminar I & II	2. Conduct self-assessment of one's strengths and challenges in development of proficient in foundation competencies and practice behaviors. 3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities;	Knowledge: Theories related cultural differences, oppression, working with vulnerable populations. Impact of values on practice. Values: Diversity, Social Justice Skills: Self-reflective, engagement with multiple constituencies, advocacy.	Learning Units: All Exercises: In class discussions Readings: None Assignments: Field Logs

	SOC WORK 720: Diversity, Social Justice, and Advocacy	1. Develop a clear understanding of multiple social identities (e.g., race, class, gender, sexual orientation, religion, age, ability status, nationality, etc.) and their impact on human development.	Examine social identities statuses and their intersectionality related to understanding human behavior and the construction of social problems.	Learning Units: Units 1 and 3 Exercises: *Cultural humility: People, principles and practices* video Readings: Readings for Units 1 and 3, most notably Tervalon & García (1998) Assignments: In-Service Presentation & Practice Readings; Journal entries for Units 1 and 3
		2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Critique research and practice literatures for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups. Explore the role of acculturation in developing appropriate helping strategies.	Learning Units: Units 2 and 3 Exercises: *If these halls could talk* video; "White is Right" exercise Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Readings; Journal entries for Units 2 and 3
		5. Develop strategies of continuing the lifelong learning process of recognizing own values, biases and/or prejudices about a range of targeted identity statuses.	Identify own biases and prejudices about targeted identity statuses and develop strategies for challenging them and enhancing own personal development.	Learning Units: Units 1 and 3 Exercises: *If these halls could talk, The angry eye,* and *It's elementary: Talking about gay issues in school* videos Readings: Readings for Units 1 and 3, most notably Chs. 1, 3, 6, and 10 of Mullaly (2010) text Assignments: Journal entries; Cultural Competence Self-Assessments

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 721: Multi-Level Family Interventions	2. Students will learn to practice without discrimination and with respect, using knowledge and skills related to the diversity of families encountered in social work practice.	Research and explore the dynamics of culture, ethnicity and spirituality as they are experienced by families; recognize that cultural competence is a process vs an outcome and identify oneself as a learner who is culturally informed by those with whom one works.	Learning Units: Units 3 & 4 Exercises: *What worked/works in my own family?*; analysis of *Over the Hump* video Readings: Readings for Units 3 & 4 Assignments: Cultural and Spiritual Sensitivity paper; Commercial Film Analysis; Role play & Reflexivity Journals
	SOC WORK 728: Advanced Policy	5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	Students will gain knowledge in the area of diversity as they identity theoretical assumptions within organizational policies which serve vulnerable and oppressed populations while completing the community engagement assignment	Learning Units: Throughout the course, all units Exercises: D2L discussions and community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions and community engagement assignment
4.2F 4.2A	**Recognize and communicate understanding of the importance of difference in shaping life experiences.** **Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.**			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	3. Demonstrate sensitivity to identity statuses as significant variables in social work practice.	Engage with others with diverse identities and experiences in ways that demonstrate deep appreciation for ways in which their lived experiences have influenced and defined their world view and sense of personal agency.	Learning Units: Units 6-8 Exercises: Guest Speaker: *Circles of Support;* Videos: *Engagement; Engaging the Client to Share Their Experience of Alienation, Marginalization & Oppression; Understanding Forms of Oppression and Alienation* Readings: Readings for Units 6-8 Assignments: Quizzes; Diversity Project

	SOC WORK 703: Direct Practice Skills	2. Identify and manage one's own values, biases and challenges in relation to diversity and demonstrate use of advanced interviewing skills in both written and oral formats related to diversity.	Engage with others with diverse identities and experiences in ways that demonstrate deep appreciation for ways in which their lived experiences have influenced and defined their world view and sense of personal agency.	Learning Units: Units 1-4 Exercises: Case study; classroom discussions; role play Readings: Readings for Units 1 & 2 Assignments: Participation; Video Critique; Video Analysis Paper
	SOC WORK 705: Macro Practice Skills	2. Students will articulate the role of diversity at the macro level, and identify the principles of multiculturalism and empowerment necessary to advance positive change within diverse groups.	Roles of cultural differences	Learning Units: 3 Exercises: N/A Readings: McRae & Short: Ch 2, 4, & 6 Assignments:
	SOC WORK 707: HBSE	2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on the perceptions and behavior of individuals and the dynamics and structures of larger human systems	Knowledge: Paradigms-- traditional and alternative; implications for human behavior theories; impact of social environment Values: respect for difference, dignity and worth of individuals, social justice Skills: Assessment for differences, application of social environment factors and impacts on vulnerable populations	Learning Units: All Exercises: Lecture and D2L Discussions; Poverty You tube, Readings: Schriver CH 4, CH 5, CH 6 Assignments: Poverty Paper, D2L Postings
	SOC WORK 711: Foundations of Social Welfare	5. Assess the impact of social policy on diverse populations, applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression.	Through a series of discussion forums, and the analysis of a social policy students are to increase their knowledge on the influence of existing social policies on vulnerable populations.	Learning Units: Module 6 Exercises: Discussion posts regarding vulnerable populations and social policy Readings: Marsiglia & Kulis, pp. 306-325 Assignments: Social Policy Analysis
	SOC WORK 713 & 715: Seminar I & II	3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities;	Knowledge: Theories related cultural differences, oppression, working with vulnerable populations. Impact of values on practice. Values: Diversity, Social Justice Skills: Self-reflective, engagement with multiple constituencies, advocacy.	Learning Units: All Exercises: In class discussions Readings: None Assignments: Field Logs
	SOC WORK 720: Diversity, Social Justice, and Advocacy	3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits

		4. Consider a broad range of intervention strategies, from work with individuals and families to intervention with communities and, on a statewide and national scale, with policy and legal changes, appropriate for working with diverse populations.	Review and critique intervention strategies for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Guest speaker on mental health treatment in First Nations communities; transgender panel Readings: Readings for Units 2 and 3 Assignments: Portion of Diversity In-Service Presentation & Practice Readings: Journal entries for Unit 2
	SOC WORK 721: Multi-Level Family Interventions	2. Students will learn to practice without discrimination and with respect, using knowledge and skills related to the diversity of families encountered in social work practice.	Explore the dynamics of culture, ethnicity and spirituality as they impact family resiliency; acquire, review and apply family assessment strategies from a resiliency-based framework.	Learning Units: Units 3 & 4 Exercises: Use a family assessment tool to assess the family from the Over the Hump video; explore *Solution-focused Family Therapy* as an intervention model Readings: Readings for Units 3 & 4 Assignments: Cultural & Spiritual Sensitivity paper; Student Choice Topic research paper; Commercial Film Analysis; Family Group Presentation
	SOC WORK 728: Advanced Policy	5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	Students will gain knowledge in the area of empowerment strategies as they identity theoretical assumptions within organizational policies which serve vulnerable and oppressed populations as the complete the community engagement assignment	Learning Units: Throughout the course, all units Exercises: D2L discussions, policy analysis and community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions, policy analysis assignment and community engagement assignment

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 731: Research for MSW Practice	5. Effectively assess how the selective use of data and methodology may discriminate and oppress marginalized persons and groups.	Diversity consideration in conceptualization and carrying out research; Link between research questions/hypotheses and data analysis	Learning Units: 3 & 8 Exercises: creating codebook/SPSS applications Readings: Sobeck, et al. Tlanusta & Pichette; Wilkinson & McNeil Engel & Schutt, Ch 11 (pp.305-324, ; 14)pp.371-399) Assignments: N/A
4.3F **4.3A**		**Articulate a view of self as learner and engage those with whom they work as cultural informants.** **Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).**		
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	3. Demonstrate sensitivity to identity statuses as significant variables in social work practice.	Engage with others with diverse identities and experiences in ways that encourage these individuals and groups to inform the practitioner about how these experiences and identities define their sense of self.	Learning Units: Units 6-8 Exercises: Role plays; Videos: *Engagement; Engaging the Client to Share Their Experience of Alienation, Marginalization & Oppression; Learning from the Client to Co-Create an Action Plan* Readings: Readings for Units 6-8 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	2. Identify and manage one's own values, biases and challenges in relation to diversity and demonstrate use of advanced interviewing skills in both written and oral formats related to diversity.	Engage with others with diverse identities and experiences in ways that encourage these individuals and groups to inform the practitioner about how these experiences and identities define their sense of self.	Learning Units: Units 1-4 Exercises: Role plays; Readings: Readings for Units 1 & 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 705: Macro Practice Skills	2. Students will articulate the role of diversity at the macro level, and identify the principles of multiculturalism and empowerment necessary to advance positive change within diverse groups.	Roles of cultural differences	Learning Units: 2 Exercises: N/A Readings: McRae & Short: Ch 3 &5; Tubbs Ch6 (p274-299 Assignments: N/A

	SOC WORK 707: HBSE	2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on the perceptions and behavior of individuals and the dynamics and structures of larger human systems 3. Apply the strengths based and empowering perspectives to identify the needs of diverse groups and outline strategies to reduce the impact of oppression on individuals, groups, and communities. 4. Explain the interlocking and complex nature of culture and personal identity and recognize the diversity of identity within and between groups. 5. Apply the ecological, systems and bio-psycho-social development frameworks across systems levels	Knowledge: Cultural competency components; societal impacts on vulnerable populations Values: Cultural competence, respect for difference Skills: Intervention with respect for differences; ability to discern impacts of oppression on vulnerable populations	Learning Units: All Exercises: Lecture and D2L Discussions; Juan Case Study Readings: Schirver CH 4; Callahan-Harrison Assignments: Poverty Paper , D2L Postings
	SOC WORK 713 & 715: Seminar I & II	3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities;	Knowledge: Theories related cultural differences, oppression, working with vulnerable populations. Impact of values on practice. Values: Diversity, Social Justice Skills: Self-reflective, engagement with multiple constituencies, advocacy.	Learning Units: All Exercises: In class discussions Readings: None Assignments: Field Logs
	SOC WORK 717: Seminar III	2. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities. 6. Have developed leadership skills in the field setting and the classroom.	Students utilize field logs and classroom discussions to process and reconcile discrepancies between social work value of diversity and the delivery of social services	Learning Units: Throughout the course, all units Exercises: Classroom discussions Readings: N/A Assignments: Field Logs
	SOC WORK 720: Diversity, Social Justice, and Advocacy	2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Assess organizational culture/climate for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: *If these halls could talk* video; "White is Right" exercise Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Readings; Journal entries for Units 2 and 3; Community Resource Visits

Appendix 2-7: Curriculum Content by Course

		3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits
	SOC WORK 728: Advanced Policy	5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	Students will gain knowledge and skills as the critically assess how social work principles of diversity are congruent with organizations as they deliver services to vulnerable and oppressed populations as the complete the community engagement assignment and engage in D2L discussions	Learning Units: Throughout the course, all units Exercises: D2L discussions and community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions and community engagement assignment
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	A major part of the students' final assignment is to analyze and incorporate a culturally grounded approach to their recommended evaluation plan for their agency. This requires knowledge of cultural differences and historically oppressive practice, acknowledgement of one's own values regarding cultural differences and the ability to identify and recommend culturally sensitive evaluation practices.	Learning Units: Module 4 Exercises: Discussion forum Readings: Marsiglia & Kulis; Dudley, Chapter 3 Assignments: UFE Plan

Competency 5: Social Justice. Advance human rights and social and economic justice.				
5.1F	**Understand the forms and mechanisms of privilege, oppression, and discrimination and their impacts on clients/systems.**			
5.1A	**Analyze the congruence between social service delivery systems and social work values relative to social justice.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 2. Apply moral and ethical principles, theory, and standards to professional practice within a social justice framework 4. Analyze societal and organizational structures and institutional practices using standards identified within the NASW Code of Ethics with a focus on social and economic justice and the impact of privilege, oppression, and, discrimination for vulnerable populations in practice 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: Respect for differences; role of world view in intercultural communication Values: Self-awareness, cultural sensitivity; commitment to social justice Skills: Cultural sensitivity and humility	Learning Units: 2 & 3 Exercises: Cultural Humility video, case studies Readings: Healy, Hugman, Stampley; NASW Standards of Cultural Competence Assignments: Macro Presentation; Macro Paper; Cultural competency D2L Posting
	SOC WORK 702: Generalist Practice I	3. Demonstrate sensitivity to identity statuses as significant variables in social work practice.	Discover how privilege, oppression and discrimination are demonstrated and sustained in society.	Learning Units: Units 3, 4, & 6Exercises: Video: *Understanding Forms of Oppression and Discrimination*Readings: Readings for Units 3,4, & 6Assignments: Quizzes; Diversity Project
	SOC WORK 704: Generalist Practice II	3. Apply assessment skills to communities with attention to social justice.	Students will increase their knowledge of the mechanisms of privilege, oppression and discrimination via choosing a specific target population within a community. Students will gain assessment skills as the assess the communities response and services to the specific target population	Learning Units: Community Analysis Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation

	SOC WORK 707: HBSE	2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on the perceptions and behavior of individuals and the dynamics and structures of larger human systems 3. Apply the strengths based and empowering perspectives to identify the needs of diverse groups and outline strategies to reduce the impact of oppression on individuals, groups, and communities. 4. Explain the interlocking and complex nature of culture and personal identity and recognize the diversity of identity within and between groups.	Knowledge: Concepts of prejudice, oppression, social justice in larger societal structures and linkage to behavior theories Values: Social justice, importance of human relationships, dignity and worth of individuals; equality Skills: Identification of means of dis-empowering individuals and the application of differing paradigms to human behavior theory.	Learning Units: All Exercises: Gay Families You tube; Videos by Tim Wise, bell hooks Readings: Schriver CH 2; Callahan-Harrison Assignments: Poverty Paper
	SOC WORK 711: Foundations of Social Welfare	3. Articulate the ideological and cultural bases of politics and social welfare policies in the United States. 5. Assess the impact of social policy on diverse populations, applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression.	Students will examine their own values as they relate to social policy as they develop an individualized professional commitment to policy work. They will apply concepts of oppression and discrimination, especially with vulnerable populations, in discussion posts and assignments.	Learning Units: Modules 2, 4, 6, 7 Exercises: Small group discussions of social policy; individualized plan for policy engagement Readings: Cummings, Byers, & Pedrick, pp. 26-49; Marsiglia & Kulis, pp. 306-325; and Barusch, chapters 1 and 2 Assignments: Focus Papers I, II, and III; Exam; Social Policy Analysis
	SOC WORK 717: Seminar III	3. Address emergent issues in social work practice and social work education. 6. Have developed leadership skills in the field setting and the classroom. 8. Complete a portfolio exhibiting expertise in Advanced Generalist Practice and, if applicable, the individual Area of Emphasis.	Field logs and classroom discussions will provide students on-going opportunity to analyze their field placement's relationship to/ pursuit of social justice, while the MSW Portfolio will allow students to focus on social justice issues within their area of emphasis.	Learning Units: Throughout the course, all units Exercises: Classroom discussions Readings: N/A Assignments: Field Logs, MSW Portfolio

	SOC WORK 720: Diversity, Social Justice, and Advocacy	2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Assess organizational culture/climate for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: *If these halls could talk* video; "White is Right" exercise Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Readings; Journal entries for Units 2 and 3; Community Resource Visits
		3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: *Race: The power of illusion* video Readings: Readings for Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits
	SOC WORK 728: Advanced Policy	5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the policy analysis paper and the community engagement assignment students will witness how various social services delivery systems and social work values are congruent with one another in the areas of social work values and social justice	Learning Units: Throughout the course, all units Exercises: policy analysis paper and community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Policy analysis paper and community engagement assignment
	SOC WORK 731: Research for MSW Practice	5. Effectively assess how the selective use of data and methodology may discriminate and oppress marginalized persons and groups.	Choosing population and sample; Turning research questions into hypotheses; Definition of concepts	Learning Units: 3 & 5 Exercises: Develop interviewing questions and survey question Readings: Sobeck, et al. Tlanusta & Pichette; Wilkinson & McNeil Assignments: N/A

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision. 3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students will demonstrate their understanding of the diversity of macro practice through group research and presentations. These presentations will include how social justice issues connect with and inform the social service delivery system(s).	Learning Units: Units I, II and III Exercises: Classroom discussions, Macro Roles Group Presentations, film re: Francis Perkins Readings: Brueggemann, Chapter 1, 2, 7, 10, 11, & 12; Shepard, Chapter 1 & 6; Archer-Kuhn, Bouchard, & Greco (pp. 2-17); Jefford (pp. 134-140); Johansson (pp. 109-125); Kong (pp. 281-299); Smith, Bucklin & Associates, Chapter 1 & 2 (pp. 3-55); McHatton, et al. (pp. 233-249) Assignments: Group Presentations, Macro Social Work Roles
5.2F **5.2A**	**Engage in practices that advance human rights and social and economic justice.** **Engage in macro-level advocacy on behalf of oppressed populations.**			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 701: Contemporary Social Work Ethics	1. Integrate the NASW Code of Ethics in decision making within professional practice. 2. Apply moral and ethical principles, theory, and standards to professional practice within a social justice framework 4. Analyze societal and organizational structures and institutional practices using standards identified within the NASW Code of Ethics with a focus on social and economic justice and the impact of privilege, oppression, and, discrimination for vulnerable populations in practice 6. Synthesize concepts of ethics and boundaries with diverse groups relative to personal, social services delivery system, and societal biases in general	Knowledge: social work position on issues related to macro and policy Values: Community service Skills: Ability to research foundations of policies; develop responsive plans for social work positions and communication to groups.(Public speaking)	Learning Units: 2 Exercises: class presentations; Current Events discussions Readings: Barsky, Rothman CH 10 & 11; Manning Assignments: Macro Presentation, Macro Paper

SOC WORK 702: Generalist Practice I	3. Demonstrate sensitivity to identity statuses as significant variables in social work practice.	Advocate for policies, practices and laws that address dismantling of privilege, oppression and discrimination.	Learning Units: Units 3, 4, & 8 Exercises: Video: *Advocating for Human Rights and Social & Economic Justice; Advocating for the Client* Readings: Units 3, 4, and 6 Assignments: Quizzes; Diversity Project
SOC WORK 704: Generalist Practice II	3. Apply assessment skills to communities with attention to social justice.	As students engage in community analysis regarding a specific target group, they will increase their skills in advocacy for human rights, and both social and economic justice.	Learning Units: Community Analysis Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation and
SOC WORK 707: HBSE	2. Distinguish the effects of poverty, social injustice, prejudice, and oppression on the perceptions and behavior of individuals and the dynamics and structures of larger human systems 3. Apply the strengths based and empowering perspectives to identify the needs of diverse groups and outline strategies to reduce the impact of oppression on individuals, groups, and communities. 4. Explain the interlocking and complex nature of culture and personal identity and recognize the diversity of identity within and between groups.	Knowledge: Concepts of intersectionality, identity as it relates to social difference and social justice; poverty as defined through various human behavior theories Values: Social justice, dignity and worth of individuals Skills: advocacy; analysis and application to human behavior theories.	Learning Units: All Exercises: Lecture and D2L Discussions Readings: Schriver CH 1 & CH 9; NASW Code of Ethics Assignments: Movie Analysis; D2L Postings
SOC WORK 711: Foundations of Social Welfare	5. Assess the impact of social policy on diverse populations, applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression.	Students will select a social policy that impacts an underrepresented population and conduct a policy analysis using the framework learned in class. In the analysis, they must identify areas in which the policy discriminates and suggest alternatives to eliminate or minimize such discrimination.	Learning Units: Modules 5, 6 Exercises: Self-assessment of policy involvement Readings: Karger, Midgley, Kindle, & Brown, pp. and Barusch, chapter 3 Assignments: Social Policy Analysis

	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis paper students analyzed one policy based on analysis models provided by van Wormer, Kaplan and Juby (2012) or Haynes and Mickelson (2010). Students saw first-hand the influence of policy on specific populations and the social environment. Students had the opportunity to think critically about specific policies.	Learning Units: Throughout the course, all units Exercises: Classroom discussion Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Policy Analysis Paper
		5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the community engagement assignment students will engage in advocacy on behalf of members of oppressed populations.	Learning Units: Throughout the course, all units Exercises: community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community engagement assignment
	SOC WORK 736: Advanced Program Evaluation	4. Analyze social service delivery systems to identify areas relevant for evaluation.	The group presentations provide a form of advocacy by educating classmates regarding agency evaluation practices. In addition, students will be encouraged to share their analysis with the field agency in order to promote and/or reinforce positive change.	Learning Units: Module 3 Exercises: Discussion forum Readings: Agency Materials as Determined by Students Assignments: Group Presentations
	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision. 3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students will increase their knowledge of macro practice issues and strategies for addressing these issues, including working with a non-profit and helping develop a fundraising plan. Students will articulate how this contribution links to larger social justice issues as well as to the provision of services.	Learning Units: Units II and IV Exercises: Classroom Discussions, Fundraising Presentations Readings: Brueggemann, Chapters 6 & 9; Shepard, Chapters 3 , 4, 5 & 7; Smith, Bucklin & Associates, Chapter 5 (pp. 97-122) Assignments: Fundraising Plan

Competency 6: Research. Engage in research-informed practice and practice-informed research				
6.1F	Use practice experience to inform research			
6.1A	Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	4. Understands theories of human behavior and uses a person-in-environment perspective in promoting the health and well-being of diverse populations.	Critique professional practices and service delivery policies with the goal of promoting standards of best-practices and evidence-based practices.	Learning Units: Unit 9 Exercises: Video: *Engaging in Research-informed Practice; Keeping Up with Shifting Contexts* Readings: Readings for Unit 9 Assignments: Evidence-Based Practice Assignment; Diversity Project
	SOC WORK 707: HBSE	3. Apply the strengths based and empowering perspectives to identify the needs of diverse groups and outline strategies to reduce the impact of oppression on individuals, groups, and communities.	Knowledge: Strengths and empowerment theories Values: empowerment, client centered services Skills: Identification and assessment of ethical foundations of common practice encounters.	Learning Units: All Exercises: Group roles exercise; D2L groups discussions. Readings: Hacker & Pierson Assignments: Poverty Paper; D2L Postings
	SOC WORK 721: Multi-Level Family Interventions	3. Students will seek out and apply practice approaches and interventions that are informed by research.	Research how various experiences impact all members of a family system; apply intervention strategies that are research-informed, targeted to the family's stressor(s) and in consideration of diversity factors within the family unit.	Learning Units: Units 3, 5 & 15 Exercises: demonstration of a single session only family session Readings: Readings for Units 3, 5, & 15 Assignments: Student Choice Topic research paper & presentation
	SOC WORK 731: Research for MSW Practice	2. Demonstrate ability to conceptualize and design social service research that supports evidence-based practice.	The "what" and the "who" of research; variable in research questions; correlational and causal hypotheses	Learning Units: 5 Exercises: developing two variable questions Readings: Engel & Schutt, Ch 2 (pp.28-31); Hover & Donavan Assignments: N/A

	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision.	Students will demonstrate their understanding of the diversity of macro practice through group research and presentations. These presentations will focus on one type of macro practice and will include examples of research-based "best-practice" techniques.	Learning Units: Units I, II and III Exercises: Classroom discussions, Macro Roles Group Presentations, film re: Francis Perkins Readings: Brueggemann, Ch 1, 2, 7, 10, 11, & 12; Shepard, Ch 1 & 6; Archer-Kuhn, Bouchard, & Greco (pp. 2-17); Jefford (pp. 134-140); Johansson (pp. 109-125); Kong (pp. 281-299); Smith, Bucklin & Associates, Ch 1 & 2 (pp. 3-55); McHatton, et al. (pp. 233-249) Assignments: Group Presentations, Macro Social Work Roles
6.2F	**Use research evidence to inform practice.**			
6.2A	**Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	4. Understands theories of human behavior and uses a person-in-environment perspective in promoting the health and well-being of diverse populations.	Explore published materials that document approaches to practice that are demonstrated to achieve desired goals for interventions.	Learning Units: Unit 9 Exercises: Video: *Engaging in Research-informed Practice; Keeping Up with Shifting Contexts* Readings: Readings for Unit 9 Assignments: Evidence-Based Practice Assignment; Diversity Project
	SOC WORK 707: HBSE	1. Apply knowledge to critique theoretical assumptions about human behavior in a range of systems (families, groups, organizations, societal institutions and communities	Knowledge: Impact of social structures and constructivism in application of human behavior theories Values: competence, importance of difference Skills: Assessment of factors (support/contradiction) --theoretical assumptions	Learning Units: All Exercises: Lecture and D2L Discussions; Use of Library instructions Readings: None (Self-initiated for Poverty Paper) Assignments: Movie Analysis; D2L Postings

Appendix 2-7: Curriculum Content by Course

SOC WORK 731: Research for MSW Practice	3. Critically analyze and evaluate literature in social work research and other related disciplines.	Philosophical perspectives in research: generalizability; representativeness, validity, capturing unique perspectives, variability	Learning Units: 2 Exercises: Group review of published articles Readings: Engel & Shutt Ch: 4 (79-104; 13, 361-362) Reivere Assignments: Statement of research and liter Review
SOC WORK 736: Advanced Program Evaluation	3. Compare and contrast data collection methods and their alignment with evaluation goals.	Using a self-directed approach, students will be required to gather information from a variety of sources: literature, classroom discussion, field agencies, etc. to demonstrate their understanding of program evaluation and its current and potential use.	Learning Units: Module 2 Exercises: Self-directed Study Readings: Dudley 4 and 5, Patton Assignments: Exam
SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision.	Students will draw on course content to explore a past or current policy victory or challenge. They will articulate what this example offers in terms of understanding macro-level change.	Learning Units: Units I, II, and III Exercises: Classroom discussions, guest speakers, film re: Francis Perkins Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7 Assignments: Theory and Practice Paper

Competency 7: Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.			
7.1F	**Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.**		
7.1A	**Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.**		
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	4. Understands theories of human behavior and uses a person-in-environment perspective in promoting the health and well-being of diverse populations.	Compare and contrast a range of social work theories and approaches to use in conducting assessments, interventions and evaluations.	Learning Units: Units 2, 8 & 10-11 Exercises: Case study; Video: *Assessment; Keeping Up with Shifting Contexts; Evaluation* Readings: Units 2, 8 & 10-11 Assignments: Diversity Project
	SOC WORK 707: HBSE	3. Apply the strengths based and empowering perspectives to identify the needs of diverse groups and outline strategies to reduce the impact of oppression on individuals, groups, and communities. 5. Apply the ecological, systems and bio-psycho-social development frameworks across systems levels	Knowledge: Human behavior theories (traditional and alternative paradigms) Values: Dignity and work of individuals, social justice Skills: Differential application of theoretical approaches across contexts	Learning Units: All Exercises: Lecture and D2L Discussions; Crossword; Terms match game; Theories and Paradigms exercise Readings: Schriver CH 3 - 9; Rogers Handout, Sanger & Giddings, Greene Assignments: Developmental Experiences Paper ; D2L Postings
	SOC WORK 721: Multi-Level Family Interventions	4. Students will use a variety of theoretical frameworks to understand family development and family interactions across the life course.	Examine a range of theories on family development and models of family intervention; apply several of each to at least two hypothetical family situations	Learning Units: 2, 3, 5, 6, 7, 8, 9, & 11 Exercises: Videos and study guides: *A House Divided; No More Lectures; Narrative Family Therapy; Family Secrets* Readings: Readings for Units 2,3,5,7, 8, 9, & 11 Assignments: Student Choice Topic research paper; Role play & Reflexivity Journal; Family Group Presentation
	SOC WORK 728: Advanced Policy	2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper and community engagement portfolio students gain knowledge and skills in the areas of identification of a social problem, policy change and or program or organizational change.	Learning Units: Across the course Exercises: Policy Analysis paper, community Engagement Portfolio assignment Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment

		5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the community engagement assignment students will use the empowerment perspective as they engage in advocacy on behalf of members of oppressed populations.	Learning Units: Throughout the course, all units Exercises: community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community engagement assignment
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	Students will consult with classmates and staff from their field agency as they develop an approach to program evaluation for their area of emphasis. Furthermore, students will identify key stakeholders in the evaluation plan and recommend methods for including them in the process.	Learning Units: Module 4 Exercises: Discussion Forum Readings: Dudley, Chapters 8 and 9 Assignments: UFE plan
7.2F 7.2A	**Critique and apply knowledge to understand person and environment.** **Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	4. Understands theories of human behavior and uses a person-in-environment perspective in promoting the health and well-being of diverse populations.	Study the theory of person-in-environment to apply the contextual approach to working with individuals and groups.	Learning Units: Unit 2, 6, 8 & 10 Exercises: Role play; case study; Videos: *The Ecological Model; Engaging the Client to Share Their Experiences of Alienation, Marginalization, and/or Oppression; Keeping Up with Shifting Contexts; Developing an Action Plan that Changes the Internal and External* Readings: Units 2, 6, 8 and 10 Assignments: Cultural Competence Paper; Quizzes; Diversity Project
	SOC WORK 707: HBSE	1. Apply knowledge to critique theoretical assumptions about human behavior in a range of systems (families, groups, organizations, societal institutions and communities 5. Apply the ecological, systems and bio-psycho-social development frameworks across systems levels	Knowledge: Human behavior theories (traditional and alternative paradigms) Values: Competence Skills: Critically assess theoretical models for congruence with social work mission, social justice	Learning Units: All Exercises: Lecture and D2L Discussions; Systems exercise Readings: Schriver CH 3 - 9; Rogers Handout, Sanger & Giddings, Greene Assignments: Developmental experiences paper; D2L Postings

Appendix 2-7: Curriculum Content by Course

SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	<u>Knowledge:</u> Theories underpinning practice; strengths and empowerment perspectives. <u>Values:</u> Competence, Service, Commitment to client. <u>Skills:</u> Application of theory to practice. Ability to modify interventions dependent on environmental and social issues.	Learning Units: All Exercises: In class discussions Readings: None Assignments: Field Logs
SOC WORK 717: Seminar III	1. Apply classroom-based learning to daily experiences as advanced-level social workers in the field. 2. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities.	Students observe theory in practice during their field placement, and reflect on this in their field logs.	Learning Units: Throughout the course, all units Exercises: N/A Readings: N/A Assignments: Field Logs
SOC WORK 720: Diversity, Social Justice, and Advocacy	1. Develop a clear understanding of multiple social identities (e.g., race, class, gender, sexual orientation, religion, age, ability status, nationality, etc.) and their impact on human development.	Compare and contrast a range of social work theories and approaches within the order and conflict/change perspectives as they relate to understanding and challenging oppression.	Learning Units: Unit 1 Exercises: Readings: Ch. 1 of Mullaly text Assignments: Journal entries for Unit 1
SOC WORK 728: Advanced Policy	2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper and community engagement portfolio students gain knowledge and skills in the areas of identification of a social problem, policy change and or program or organizational change.	Learning Units: Across the course Exercises: Policy Analysis paper, community Engagement Portfolio assignment Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment
	5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the policy analysis assignment students will use articulate policy frameworks and theoretical assumptions along with theories of human behavior and leadership on micro and macro levels	Learning Units: Throughout the course, all units Exercises: Policy analysis Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: policy analysis assignment
SOC WORK 731: Research for MSW Practice	1. Demonstrate ability to evaluate social work research and related social sciences research to inform practice and contribute to the improvement of agency service delivery processes.	Additional Research approaches: survey, implementation and evaluation	Learning Units: 7 Exercises: Group discussion published articles Readings: Engel & Schutt Ch: 9 (pp.247-260; 13 (344-358); Bhattacharyya, et al. Assignments: IRB proposal for feeback from instructor

Competency 8: Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
8.1F	**Analyze social policies and identify opportunities for advancing social well-being**			
8.1A	**Critique social policy relevant to area of emphasis using a policy analysis model as a framework.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	2. Apply moral and ethical principles, theory, and standards to professional practice within a social justice framework	Knowledge: NASW Position Statements related to current positions/trends Values: Social Justice Skills: Critical analysis and application to human rights	Learning Units: 1 & 2 Exercises: Policy Worksheet/Value Matching Readings: Beauchamp and Childress; Rothman CH 1 & 2; Reichert Assignments: Macro papers
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	While at field placement or place of employment students will increase their knowledge of means of advocacy engagement and advocacy efforts.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
		4. Apply the change process to address the needs of a community organization	Students will gain knowledge and skills in policy analysis at the placement agency. Students will identify opportunities for advancing the social well-being of populations served at the field agency or place of employment via policy change.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 711: Foundations of Social Welfare	4. Articulate the processes of public policy formation in the United States. 5. Assess the impact of social policy on diverse populations, applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression. 6. Analyze social policy using a framework that considers the content of historical and contemporary factors that shape policy and applies the principles of social and economic justice.	Students will learn the differences between collective responses and individual responses, including their own, to social problems. They will apply this knowledge to a policy analysis of a self-selected social policy.	Learning Units: Modules 2, 4, 5, 6 Exercises: Conduct social policy analysis Readings: Cummings, Byers, & Pedrick, pp. 26-49; Barusch, part II Assignments: Social Policy Analysis

Appendix 2-7: Curriculum Content by Course

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By working on their Community Engagement Portfolio students were able to increase their first-hand knowledge on policy and its impact on individuals and the social environment. Students were also able to develop advocacy skills and critical thinking skills as they sought to advocate while completing their Community Engagement Portfolios.	Learning Units: Throughout the course, all unit Exercises: Classroom discussion Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community Engagement Portfolio
		2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper students gain knowledge and skills by applying a policy analysis model to an existing policy.	Learning Units: Across the course Exercises: Policy Analysis paper Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment
		5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the policy analysis assignment students will critique a social welfare policy using a policy analysis framework.	Learning Units: Throughout the course, all units Exercises: Policy analysis Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: policy analysis assignment
	SOC WORK 731: Research for MSW Practice	5. Effectively assess how the selective use of data and methodology may not discriminate and oppress marginalized persons and groups.	Link between research questions/hypotheses and data analysis	Learning Units: 3 & 8 Exercises: creating codebook/SPSS applications Readings: Sobeck, et al. Tlanusta & Pichette; Wilkinson & McNeil Engel & Schutt, Ch 11 (pp.305-324, ; 14)pp.371-399) Assignments: N/A
8.2F 8.2A	**Collaborate with colleagues and clients for effective policy action.** **Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 701: Contemporary Social Work Ethics	2. Apply moral and ethical principles, theory, and standards to professional practice within a social justice framework	Knowledge: Role of advocacy in social justice efforts Values: Respect for rights, dignity and worth of individuals; social justice Skills: Team/group skills; effective oral argumentation	Learning Units: 2 Exercises: Ethics and Policy Exercise Readings: Rothman CH 7 – 9 Assignments: Participation

Appendix 2-7: Curriculum Content by Course

	Course	Objectives	Content	Learning Units/Exercises/Readings/Assignments
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	While at field placement or place of employment students will gain knowledge regarding policy and policy action. Students will increase their skills regarding policy formation and implementation via discussion with agency supervisor/administrators.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
		4. Apply the change process to address the needs of a community organization	Students will gain collaborative skills as they discuss means of effective policy action and change with colleagues and clients	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 721: Multi-Level Family Interventions	5. Students will reflect on social policies that impact resiliency and healthy family functioning.	Research how social policies impact a variety of family life lived experiences either as resources or barriers to resiliency; challenge classroom peers to identify such policies and share researched information with them.	Learning Units: Units 3 Exercises: Analysis of *Over the Hump* family's interface with social services Readings: Readings for Unit 3 Assignments: Student Choice Topic research paper
	SOC WORK 728: Advanced Policy	1. Critically analyze social welfare policy from a social justice framework within identified area of emphasis.	By completing the policy analysis paper and the community engagement portfolio students will gain policy analysis knowledge and skills as they analyze policy based on analysis models provided by van Wormer, Kaplan and Juby (2012) or Haynes and Mickelson (2010).	Learning Units: Across the course Exercises: Policy Analysis Paper and Community Engagement Portfolio Readings: Amidei (2010) and Hoefer (2012) and other materials Assignments: Written assignments and D2L
		2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper and community engagement portfolio students gain macro and micro knowledge and skills in the area of policy implications.	Learning Units: Across the course Exercises: Policy Analysis paper Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment

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		5. Articulate underlying theoretical assumptions of policies in practice within organizations and communities which impact vulnerable and oppressed population groups	In completing the policy analysis assignment students will assess the implications of social policy in keeping with social work values and principles in a specific area of emphasis	Learning Units: Throughout the course, all units Exercises: Policy analysis Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: policy analysis assignment
	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision.	Students will draw on course content to explore a past or current policy victory or challenge. They will articulate what this example offers in terms of understanding macro-level change.	Learning Units: Units I, II, and III Exercises: Classroom discussions, guest speakers, film re: Francis Perkins Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7 Assignments: Theory and Practice Paper

Competency 9: Service Delivery. Respond to contexts that shape practice.				
9.1F	**Assess the strengths and limitations of social service delivery systems in the context of social and environmental change**			
9.1A	**Demonstrate ability to work effectively within and across coalition groups.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	Students will gain knowledge of assessment tools and assessment skills via understanding of such tools used at placement agency or place of employment.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
		4. Apply the change process to address the needs of a community organization	Students will gain knowledge of populations, technical developments and social trends via an analysis of organization as the organization seeks to provide services relevant to that population.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 711: Foundations of Social Welfare	2. Identify how social work evolved as a profession and its leadership role in providing for human needs and influencing larger systems for change. 3. Articulate the ideological and cultural bases of politics and social welfare policies in the United States.	Students will study the historical role that social work has played in social policy development. They will identify their individual responses and responsibilities in this process. Furthermore, they will discuss, in small groups, how environmental changes impact the delivery of social services.	Learning Units: Modules 2, 4, 6, 7 Exercises: Discussion posts of social work role in policy formation Readings: Cummings, Byers, & Pedrick, pp. 26-49 Assignments: Focus Paper III, Exam, Social Policy Analysis
	SOC WORK 713 & 715: Seminar I & II	3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities;	Knowledge: Theories underpinning practice; strengths and empowerment perspectives. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice. Ability to modify interventions dependent on environmental and social issues.	Learning Units: All Exercises: In-class discussions Readings: Agency policies Assignments: Field Logs

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	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 728: Advanced Policy	3. Advocate on behalf of oppressed and vulnerable client groups.	By completing the community engagement assignment students gain skills in working with coalition groups.	Learning Units: Throughout the course, all units Exercises: Community Engagement Assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: Community Engagement Portfolio
	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision. 3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students demonstrate knowledge of the coalition process through exploration of a past or current policy victory or challenge. They will articulate what this example offers in terms of understanding macro-level change. Students will also work with a community non-profit to develop a fundraising plan; they will articulate how this contribution links to larger social justice issues as well as to the provision of services.	Learning Units: Units I, II, III, and IV Exercises: Classroom discussions Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7; Smith, Bucklin & Associates, Chapter 5 (pp. 97-122) Assignments: Fundraising Plan; Theory and Practice Paper
9.2F **9.2A**	**Identify opportunities to improve the quality of social services.** **Identify and assess the role of political influences on social service delivery systems in area of emphasis.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	Students will increase their knowledge by providing a critique of social services that bring about effective change for communities.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Development and Assessment	Learning Units: 1 Exercises: N/A Readings: McRae & Short: Ch 7 & 8 Assignments: Group proposed intervention strategy

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	SOC WORK 713 & 715: Seminar I & II	3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities;	<u>Knowledge</u>: Theories underpinning practice; strengths and empowerment perspectives. <u>Values</u>: Competence, Service, Commitment to client. <u>Skills</u>: Application of theory to practice. Ability to modify interventions dependent on environmental and social issues.	Learning Units: All Exercises: In-class discussions Readings: None Assignments: Field Logs
	SOC WORK 720: Diversity, Social Justice, and Advocacy	2. Recognize and challenge dynamics of oppression and their impacts on oppressed individuals, families, and neighborhoods and on communities and societies whose actions (or inactions) create oppressive conditions.	Assess organizational culture/climate for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: *Race: The power of illusion* video Readings: Units 2 and 3 Assignments: Journal entries for Units 2 and 3; Community Resource Visits
		3. Understand the components of effective service delivery for diverse groups.	Explore components of culturally grounded systems of care and anti-oppressive social work practices.	Learning Units: Units 2 and 3 Exercises: *Race: The power of illusion* video Readings: Units 2 and 3 Assignments: Diversity In-Service Presentation & Practice Reading; Community Resource Visits
	SOC WORK 731: Research for MSW Practice	1. Demonstrate ability to evaluate social work research and related social sciences research to inform practice and contribute to the improvement of agency service delivery processes.	Additional Research approaches: survey, implementation and evaluation	Learning Units: 7 Exercises: Group discussion published articles Readings: Engel & Schutt Ch: 9 (pp.247-260; 13 (344-358); Bhattacharyya, et al. Assignments: IRB proposal for feedback from instructor
	SOC WORK 736: Advanced Program Evaluation	1. Explain the relationship between program evaluation and social policy in social service delivery systems.	Students begin this course by describing their baseline knowledge and experience with program evaluation. They will discuss the social factors that impact programming in their area of emphasis. At the conclusion of the course, students are asked to review their pre-course surveys and, the post-course survey, discuss additional perspectives they have as a result of this course.	Learning Units: Module 1 Exercises: Worksheet 1 and Discussion Forum Readings: Dudley, Chapters 1 and 2 Assignments: Pre- and Post-Course Reflection Surveys

		Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 738: Advanced Macro Community Empowerment	2. Utilize research evidence and policy knowledge to develop strategies to promote social justice in service provision. 3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students will draw on course content and research evidence to explore a past or current policy victory or challenge. They will articulate what this example offers in terms of understanding social justice issues, intervention design and selection, and the macro-level change process.	Learning Units: Units I, II, and III Exercises: Classroom discussions, guest speakers, film re: Francis Perkins Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7 Assignments: Theory and Practice Paper
9.3F	**Advocate for client access to services.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	Students will increase understanding on how to advocate for increased access to various social services (health, education, housing, etc...) within their placement agency or place of employment	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Leadership	Learning Units: 4. Exercises: Group presentations Readings: McRae & Short: Ch 10 Assignments: Group Progreess Report
9.4F	**Articulate the role of local, state, and federal policies in shaping service delivery systems.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 704: Generalist Practice II	2. Outline social work strategies for advocacy efforts with groups, organizations and communities	Students will increase their knowledge of polices at their placement agency or place of employment. Students will gain knowledge on how these same policies shape and inform service delivery to populations that their agency serves.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Fuari, Wenet, and Netting Assignments: Organizational Analysis Paper
	SOC WORK 711: Foundations of Social Welfare	2. Identify how social work evolved as a profession and its leadership role in providing for human needs and influencing larger systems for change. 3. Articulate the ideological and cultural bases of politics and social welfare policies in the United States.	Through policy analysis, students will dissect the impact of local, state, and federal institutions on the development and delivery of social services. In addition, they will recommend changes at each government level that could result in positive outcomes for clients and client systems.	Learning Units: Modules 2, 4, 6 Exercises: Discussion posts of influences on social policy Readings: Barusch, Part III Assignments: Exam, Social Policy Analysis

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Competency 10 (Foundation): Change Process (A) Engagement. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
10.1F	Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Employ a range of interviewing skills and professional demeanor that supports the active involvement of client populations in presenting their world view of their situations and own ideas of potential action steps to resolve challenges.	Learning Units: Units 5, 6, & 8 Exercises: Case study; Role play; Videos: *Learning from the Client to Co-create an Action Plan; Contracting with the Client to Select an Evidence-Based Therapy* Readings: Units 5, 6 & 8 Assignments: Cultural Competence Paper; Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Employ a range of interviewing skills and demonstrate professional demeanor that supports the active involvement of client populations in presenting their world view of their situations and own ideas of potential action steps to resolve challenges.	Learning Units: Units 1-4 Exercises: Video demonstration of direct practice skills; Role plays Readings: Units 1 & 2 Assignments: Video Demonstration; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Engage in leadership role or peer role with classmates during D2L discussion about community level troubles. Engage in examination of personal values as they relate to problems within communities. Develop skills related to social justice and group problem solving within communities.	Learning Units: Weekly Case Studies Exercises: D2L Discussions and videos Readings: Fauri, Wenet, and Netting Assignments: D2L
		3. Apply assessment skills to communities with attention to social justice.	As students engage in community analysis regarding a specific target group, they gain first hand skills on engagement with individuals and groups from marginalized populations.	Learning Units: Community Assessment Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation

		4. Apply the change process to address the needs of a community organization	Based on organizational analysis students gain knowledge and develop skills that help them prepare for work within social service agencies that serve individuals, families, groups, etc.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field. 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; strengths and empowerment perspectives; social work roles. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice. Ability to modify interventions dependent on environmental and social issues. Effective oral and written communication.	Learning Units: All Exercises: In-class discussions Readings: None Assignments: Field Logs
10.2F	**Strengthen alliances by conveying acceptance, empathy, and respect.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Demonstrate ability to form supportive relationships with others that encourage cooperation and collaboration.	Learning Units: Units 4 & 6 Exercises: Role play; Videos: *Engagement; Professional Demeanor* Readings: Units 4 & 6 Assignments: Quizzes; Cultural Competency Paper
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Demonstrate ability to form supportive relationships with others that encourage cooperation and collaboration.	Learning Units: Units 1-4 Exercises: Video demonstration of direct practice skills; Role plays Readings: Readings for Units 1 & 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Engage in leadership/group member role during D2L discussion by developing advocacy skills based on case study information. Develop respect, empathy and acceptance of and for community members highlighted in case studies	Learning Units: Weekly case studies Exercises: D2L discussions Readings: Fauri, Wenet, and Netting Assignments: D2L

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	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Understanding the role of emotions and effects on relationships; understand concepts of self-determination, and practice with individuals as groups. Values: Commitment to client, the importance of relationships; self-determination. Skills: Effective oral and written communication to synthesize information.	Learning Units: All Fall Semester Exercises: Field Experiences- discussion in seminar/learning from other student processing. Readings: None Assignments: Agency Competency Presentation
10.3F	**Develop a mutually agreed-on focus of work and desired outcomes.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Develop an understanding of the process of change that supports an alignment of client/practitioner focus for the helping process.	Learning Units: Unit 8 Exercises: Role play; Videos: *Learning from the client to Co-Create an Action Plan* Readings: Readings for Unit 8 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Develop an understanding of the process of change that supports an alignment of client/practitioner focus for the helping process.	Learning Units: Units 2-4 Exercises: Case study; Role plays Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Engage in successful group processes in order to bring about desired outcomes for case studies during D2L discussions. Develop skills with lead to group problem solving that involve all group members.	Learning Units: Weekly case studies Exercises:D2L discussions Readings: Fauri, Wenet, and Netting Assignments: D2L
		3. Apply assessment skills to communities with attention to social justice.	As students work with peers in a group and engage in community assessment with a specific target group in mind they will mutually agree on focus of work and desired outcome.	Learning Units: Community Assessment Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation

	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; strengths and empowerment perspectives; importance of partnerships. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice. Ability to modify interventions dependent on environmental and social issues. Effective oral and written communication	Learning Units: All Fall Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
Competency 10: Change Process (B) Assessment. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
10.4F	**Collect, organize, and interpret client data**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Identify sources of information that contribute to the understanding of persons-in-environment such that appropriate interventions can be developed.	Learning Units: Units 8 & 10 Exercises: Role play; Videos: *Assessment; Developing an Action Plan that Changes the Internal and External* Readings: Units 8 & 10 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Identify sources of information that contribute to the understanding of persons-in-environment such that appropriate interventions can be developed.	Learning Units: Units 2-4 Exercises: Case study; Role play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Using case studies during D2L discussions develop organizational skills, and skills which aid in the collection and interpretation of client data	Learning Units: Weekly case studies Exercises: D2L discussions Readings: Fauri, Wenet, and Netting Assignments: D2L
		3. Apply assessment skills to communities with attention to social justice.	As students work with peers in a group and engage in community assessment with a specific target group they will collect data and then organize and interpret the data within Community Assessment paper	Learning Units: Community Assessment Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation

		4. Apply the change process to address the needs of a community organization	Based on organizational analysis students gain macro-level knowledge and develop skills as they collect, organize and interpret client data while completing organizational analysis.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 713 & 715: Seminar I & II	5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; effective oral and written communication. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice; organizational skill; effective oral and written communication.	Learning Units: All Fall Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Agency Competency Presentation
10.5F	**Assess client strengths and limitations.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Using a resiliency and strengths-based perspective, identify resources within the person of the client and within their eco-system.	Learning Units: Units 5, 6 & 8 Exercises: Role play; Videos: *Engaging the Client to Share their Experiences of Alienation, marginalization and/or Oppression; Assessment; Advocating for the Client* Readings: Units 5, 6, & 8 Assignments: Quizzes; Cultural Competency Paper
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Using a resiliency and strengths-based perspective, identify resources within the person of the client and within their eco-system.	Learning Units: Units 2-4 Exercises: Case study; Role play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Using case studies during D2L discussions develop organizational skills, and skills which aid in the collection and interpretation of client data	Learning Units: Weekly case studies Exercises: D2L discussions Readings: Fauri, Wenet, and Netting Assignments: D2L

		3. Apply assessment skills to communities with attention to social justice.	As students work with peers in a group and engage in community assessment with a specific target group they will assess client strengths and limitations and disseminate in Community Assessment paper.	Learning Units: Community Assessment Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation
		4. Apply the change process to address the needs of a community organization	While completing organizational analysis students develop skills and knowledge of assessment tools. These same tools may be used to assess client strengths and limitations.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Termination; Group Presentation	Learning Units: 5, 6 Exercises: N/A Readings: McRae & Short, Ch 10 Assignments: Group Process Assessment
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field. 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; strengths-based practice; effective oral and written communication. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice; effective oral and written communication.	Learning Units: All Fall Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Agency Competency Presentation
10.6F	**Develop mutually agreed-on intervention goals and objectives**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Using a resiliency and strengths-based approach, co-construct outcomes the client seeks to achieve, along with a plan for how to attain those outcomes.	Learning Units: Units 10 & 11 Exercises: Case study; Videos: *Developing an Action Plan that Changes the Internal and External;* Readings: Units 10 & 11 Assignments: Quizzes; Cultural Competency Paper; Diversity Project

	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Using a resiliency and strengths-based approach, co-construct outcomes the client seeks to achieve, along with a plan for how to attain those outcomes.	Learning Units: Units 2-4 Exercises: Case study; Role play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Using case studies during D2L discussions develop skills that assess client strengths and limitations	Learning Units: Case Studies Exercises: Video: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
		4. Apply the change process to address the needs of a community organization	While completing organizational analysis students gain collaborative work skills as they develop mutual intervention goals and objectives with peers, supervisors and clients.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Termination, Student presentation	Learning Units: 6 Exercises: Summary and Evaluation Readings: N/A Assignments: Group Process Assignment
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; importance of relationships; effective oral and written communication. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation

10.7F	Select appropriate intervention strategies			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Based on a broad understanding of the dynamics of human behavior in the social environment and the range of resources available, mutually develop and agree upon intervention strategies to address client challenges.	Learning Units: Units 10 & 11 Exercises: Case study; Videos: *Developing an Action Plan that Changes the Internal and External;* Readings: Units 10 & 11 Assignments: Quizzes; Cultural Competency Paper; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Based on a broad understanding of the dynamics of human behavior in the social environment and the range of resources available to the client, mutually develop and agree upon intervention strategies to address client challenges.	Learning Units: Units 2-4 Exercises: Case study; Role plays Readings: Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	Compare and contrast a range of social work theories and approaches to use in conducting interventions using case studies during D2L discussions	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
		3. Apply assessment skills to communities with attention to social justice.	Student will gain knowledge and skills to determine appropriate intervention strategies based on community assessment.	Learning Units: Community Assessment Exercises: Study community and target population of choice Readings: Netting, Kettner, McMurtry and Thomas Assignments: Community Assessment presentation and
		4. Apply the change process to address the needs of a community organization	Students gain knowledge in the appropriate selection of interventions based on organizational analysis which assess the needs of the client as they relate to the services of the organization	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper

	Course	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Termination	Learning Units: 1, 5 & 4 Exercises: N/A Readings: McRae & Short Assignments: Group Assessment
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; importance of relationships; social work roles; levels of intervention; effective oral and written communication. Values: Competence, Service, Commitment to client. Skills: Application of theory to practice; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences- discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
**Competency 10: Change Process (C) Intervention. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**			
10.8F	**Initiate actions to achieve agreed-on goals and objectives**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Using a resiliency and strengths-based approach, co-construct outcomes the client seeks to achieve, along with a plan for how to attain those outcomes.	Learning Units: Units 8 & 10 Exercises: Role play; Videos: *Learning from the Client to Co-Create an Action Plan; Developing an Action Plan that Changes the Internal and External* Readings: Readings for Units 8 & 10 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Using a resiliency and strengths-based approach, co-construct outcomes the client seeks to achieve, along with a plan for how to attain those outcomes.	Learning Units: Units 2-4 Exercises: Role play; Case study Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	During D2L discussions based on case studies develop skills that move toward actions that achieve goals and objectives for macro-level community problems	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L

	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; importance of relationships; intervention strategies; strengths-based practice; effective oral and written communication. Values: Competence, Service, Commitment to client; self-determination. Skills: Application of theory to practice; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
10.9F	**Enhance client capacitates through prevention and intervention efforts**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Access and/or develop intra-personal, inter-personal and social system resources that promote healthy human functioning.	Learning Units: Units 9 &11 Exercises: Videos: *Advocating for Clients; Engaging in Research-informed Practice; Keeping up with Shifting Contexts; Building Alliances; Providing Leadership to Promote Change; Attending to Changes and Relevant Services; Participating in Policy Changes* Readings: Units 9 & 11 Assignments: Quizzes
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Access and/or develop intra-personal, inter-personal and social system resources that promote healthy human functioning.	Learning Units: Units 2-4 Exercises: Case study; Role play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	During D2L discussions based on case studies develop skills from social work theories that are preventative on the macro-level. Develop intervention skills that bring about change on the macro-level.	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Group theory, development	Learning Units: 1, 5 & 4 Exercises: N/A Readings: McRae & Short Assignments: Group Assessment

Appendix 2-7: Curriculum Content by Course

	Course	Course Objective(s)	Course Content (Knowledge, Values & Skills)	
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	<u>Knowledge:</u> Theories underpinning practice; importance of relationships; strengths-based practice; effective oral and written communication. <u>Values:</u> Competence, Service, Commitment to client. <u>Skills:</u> Application of theory to practice; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences- discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
10.10F	**Negotiate, Mediate, and advocate for clients.**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Facilitate positive choices and options for clients.	Learning Units: Units 8 & 11 Exercises: Case Study; Videos: *Advocating for the Client; Building Alliances; Participating in Policy Changes* Readings: Units 8 & 11 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Facilitate positive choices and options for clients.	Learning Units: Units 2-4 Exercises: Case Study; Role play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	During D2L discussions based on case studies develop negotiation, mediation and advocacy skills from social work theories that bring about change in macro-level problems	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
		4. Apply the change process to address the needs of a community organization	Students gain knowledge and skills in the area of engagement as they assist clients in problem solving.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Termination	Learning Units: Unit 5 Exercises: N/A Readings: McRae & Short Ch 10 Assignments:

Appendix 2-7: Curriculum Content by Course

	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; advocacy strategies; relationship-building; strengths-based practice. Values: Competence, Service, Commitment to client; Skills: Application of theory to practice; advocacy and empowerment; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
Competency 10: Change Process (D) Evaluation/Termination. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
10.11F	**Critically analyze, monitor, and evaluate interventions**			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Demonstrate skills to continuously and progressively determine how well interventions successfully resolve client challenges.	Learning Units: Units 9 & 11 Exercises: Role play; Videos: *Engaging in Research-Informed Practice; Keeping Up with Shifting Contexts; Attending to Changes and Relevant Services* Readings: Units 9 & 11 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Demonstrate skills to continuously and progressively determine how well interventions successfully resolve client challenges.	Learning Units: Units 2-4 Exercises: Role play; Case study Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	During D2L discussions based on case studies develop skills that determine if an intervention was effective. Develop and engage in critical analysis, monitoring and evaluation of macro-level intervention	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
		4. Apply the change process to address the needs of a community organization	Based on assessment of organization, student gain negotiation and mediation skills as they advocate for client needs within the organization in which they work or intern.	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 705: Macro Practice Skills	1. Students will utilize critical thinking in assessing social service delivery systems and identify appropriate practice intervention strategies as they apply to organizations and communities.	Summary and Evaluation	Learning Units: 6 Exercises: N/A Readings: N/A Assignments: Group Assessment
	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 3. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities. 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; advocacy strategies; relationship-building; strengths-based practice. Values: Competence, Service, Commitment to client; social justice. Skills: Application of theory to practice; advocacy and empowerment; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation
10.12F	**Facilitate transitions and endings**			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 702: Generalist Practice I	5. Integrate theoretical concepts and practice methods in applying the change process.	Reflect an understanding of the importance of successful navigation of transitions and endings, along with the skills to support both.	Learning Units: Units 11 & 15 Exercises: Case study; Role Play Readings: Units 11 & 15 Assignments: Quizzes; Diversity Project
	SOC WORK 703: Direct Practice Skills	3. Demonstrate mastery of interviewing skills to engage consumer strengths in problem-solving, solution- building and coping capacity.	Reflect an understanding of the importance of successful navigation of transitions and endings, along with the skills to support both, in order to maintain progress.	Learning Units: Units 2-4 Exercises: Case study; Role Play Readings: Readings for Unit 2 Assignments: Participation; Video Demonstration; Video Critique; Video Analysis Paper
	SOC WORK 704: Generalist Practice II	1. Apply the change process within macro-level practice	During D2L discussions based on case studies develop and engage in skills which transition changes due to interventions into the hands of community members. Develop and engage in skills regarding endings and goodbyes.	Learning Units: Case Studies Exercises: D2L discussions Readings: Fuari, Wenet, and Netting Assignments: D2L
		4. Apply the change process to address the needs of a community organization	Students gain skills in the area of termination by preparing clients and colleagues for the end of the field internship	Learning Units: Organizational Analysis Exercises: Study of field agency or place of employment Readings: Netting, Kettner, McMurtry and Thomas Assignments: Organizational Analysis Paper

Appendix 2-7: Curriculum Content by Course

	SOC WORK 713 & 715: Seminar I & II	1. Apply knowledge and skills learned throughout the curriculum to daily experiences as generalist practice social workers in the field 5. Develop skills in educating classroom peers and agency social workers on effective social work practice.	Knowledge: Theories underpinning practice; theories of grief and loss; empowerment approaches; resource options Values: Competence, Service, Commitment to client; social justice; self-determination. Skills: Application of theory to practice; advocacy and empowerment skills; effective oral and written communication.	Learning Units: All Spring Semester Exercises: Field Experiences-discussion in seminar/learning from other student processing. Readings: None Assignments: Case Presentation

	Competency 10 (Advanced): Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			
10.1A	Identify factors across systems levels that impact the development of helping relationships in area of emphasis.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 728: Advanced Policy	2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper and community engagement portfolio students gain macro and micro knowledge and skills in the area of policy implications.	Learning Units: Across the course Exercises: Policy Analysis paper Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment
		4. Demonstrate leadership skills through application of professional use of self within advocacy efforts	Students will gain leadership skills and knowledge as they identify factors within political and social systems that hinder or encourage helping relationships during D2L discussions and community engagement assignment	Learning Units: Throughout the course, all units Exercises: D2L discussions and community engagement assignment Readings: van Wormer, Kaplan and Juby (2012), Hoefer (2012) and Amidei (2010) Assignments: D2L facilitator and group member discussions and community engagement assignment
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	Through the UFE Plan assignment, students must identify an appropriate evaluation plan for their area of emphasis, including key holders and agency (or program) goals.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Chapters 10 and 11 Assignments: UFE Plan
	SOC WORK 738: Advanced Macro Community Empowerment	3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students will be able to apply conceptual knowledge of strategic planning, program development, and fundraising to the analysis of a past/ present policy victory or challenge.	Learning Units: Units I, II, and III Exercises: Classroom discussions, guest speakers, film re: Francis Perkins Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7 Assignments: Theory and Practice Paper

10.2A	Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 721: Multi-Level Family Interventions	6. Students will recognize the impact of the changing organizational, community and societal contexts in which families live.	Review and critique engagement strategies for working with families; apply strategies appropriate to client family diversity to two hypothetical cases	Learning Units: Units 2, 3, 4 & 5 Exercises: *What worked/works in your family?*; demonstration of first session Readings: Units 2, 3, 4 & 5 Assignments: Cultural and Spiritual Sensitivity paper; Role play & Reflexivity Journal; Family Group Presentation
	SOC WORK 728: Advanced Policy	2. Assume a leadership/advocacy role which influences either (a) a social problem, (b) a policy change, or (c) a program or an organizational change.	By completing the policy analysis paper and community engagement portfolio students gain macro and micro leadership knowledge and skills as they influence a social, programmatic or organizational problem.	Learning Units: Across the course Exercises: Policy Analysis paper and Community Engagement Assignment Readings: Amidei (2010) and Hoefer (2012) and other materials, van Wormer and other readings Assignments: Written assignment
10.3A	Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 717: Seminar III	5. Become effective educators both in the classroom and the agency.	Presenting a case to the class, including a process recording of a challenging interaction/ conversation, allows students to demonstrate their assessment skills and use of the strengths-based perspective.	Learning Units: Field IV Exercises: N/A Readings: N/A Assignments: Case Presentation & Process Recording
	SOC WORK 721: Multi-Level Family Interventions	6. Students will recognize the impact of the changing organizational, community and societal contexts in which families live.	Explore the dynamics of culture, ethnicity and spirituality as they impact family resiliency; acquire, review and apply family assessment strategies from a strengths & resiliency-based framework.	Learning Units: Units 3 & 4 Exercises: Assessment of family from *Over the Hump* video; role plays Readings: Units 3 & 4 Assignments: Cultural and Spiritual Sensitivity paper; Commercial Film Analysis; Role play and Reflexivity Journal; Family Group Presentation

Appendix 2-7: Curriculum Content by Course

10.4A	Critique assessment methods in area of emphasis using a process of continual modification and application.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 717: Seminar III	7. Integrate research findings and program evaluation studies into their field practicum.	The repeated nature of field logs allows for students to reflect on and modify their methods with clients. The MSW Portfolio will connect research and experiences across the curriculum related to the students' areas of emphasis.	Learning Units: Field IV Exercises: N/A Readings: N/A Assignments: Field Logs, MSW Portfolio
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	Within the UFE Plan, students must demonstrate their understanding of various approaches to program evaluation and how each may be used in their area of emphasis.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Ch. 10 and 11 Assignments: UFE Plan
10.5A	Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 720: Diversity, Social Justice, and Advocacy	4. Consider a broad range of intervention strategies, from work with individuals and families to intervention with communities and, on a statewide and national scale, with policy and legal changes, appropriate for working with diverse populations.	Review and critique intervention strategies for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Guest speaker on mental health treatment in First Nations communities; transgender panel Readings: Units 2 and 3 Assignments: Portion of Diversity In-Service Presentation & Practice Readings; Journal entries Unit 2
	SOC WORK 721: Multi-Level Family Interventions	6. Students will recognize the impact of the changing organizational, community and societal contexts in which families live.	Examine a range of models of family intervention; select several to apply to at least two hypothetical family situations, emphasizing the appropriateness of the intervention based on the stressor to the family and the family's diversity dynamics.	Learning Units: Units 5, 6, 7, 8, 9 Exercises: Videos and study guides: *A House Divided; No More Lectures; Narrative Family Therapy; Family Secrets; Role plays* Readings: Units 5,6,7,8, 9 Assignments: Cultural and Spiritual Sensitivity paper; Commercial Film Analysis; Family Group Presentation
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	Once an evaluation method is selected, students must provide a clear rationale for their selection; how and why it is the best approach for their area of emphasis.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Chapters 10 and 11 Assignments: UFE Plan

10.6A	Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 720: Diversity, Social Justice, and Advocacy	4. Consider a broad range of intervention strategies, from work with individuals and families to intervention with communities and, on a statewide and national scale, with policy and legal changes, appropriate for working with diverse populations.	Review and critique intervention strategies for ways in which practices perpetuate and challenge oppressions experienced by non-dominant groups.	Learning Units: Units 2 and 3 Exercises: Guest speaker on mental health treatment in First Nations communities; transgender panel Readings: Units 2 and 3 Assignments: Portion of Diversity In-Service Presentation & Practice Readings; Journal entries Unit 2
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	In their final assignment, students must apply the concepts of UFE and Appreciative Inquiry, which are founded in empowerment and strengths-based approaches to program evaluation.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Chapters 10 and 11 Assignments: UFE Plan
	SOC WORK 738: Advanced Macro Community Empowerment	3. Apply knowledge of strategic planning, program development, and fundraising to enhance the effectiveness of social work interventions.	Students will be able to apply conceptual knowledge of strategic planning, program development, and fundraising to the analysis of a past/ present policy victory or challenge. Similarly, they will apply these same areas of specific knowledge to the development of a fundraising plan in partnership with a community agency.	Learning Units: Units I, II, III, and IV Exercises: Classroom discussions Readings: Dumez, selected chapters; Brueggemann, Chapters 6, 7, 9, 10, 11, &12 Shepard, Chapters 3, 4, 5, 6, & 7; Smith, Bucklin & Associates, Chapter 5 (pp. 97-122) Assignments: Fundraising Plan; Theory and Practice Paper
10.7A	Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.			
	Course:	**Course Objective(s): (# in syllabus)**	**Course Content (Knowledge, Values & Skills)**	**Location in Syllabus**
	SOC WORK 717: Seminar III	7. Integrate research findings and program evaluation studies into their field practicum.	Sharing field experiences during class discussion intends to promote self-reflection, resulting in growth and improved practice. Presenting a challenging case, and a specific conversation, provides a structured opportunity for each student to evaluate her or his effectiveness.	Learning Units: Field IV Exercises: Classroom discussions Readings: N/A Assignments: Case Presentation & Process Recording

	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 721: Multi-Level Family Interventions	6. Students will recognize the impact of the changing organizational, community and societal contexts in which families live.	Reflect on techniques for the development of the therapeutic alliance, review strategies for intervention, and critique the intervention strategies, practices and counselor use of self-depicted in two videos and in the family role play sessions	Learning Units: Units 2, 3, & 11 Exercises: Video: *Over the Hump;* Role plays; Video and study guide: *Family Secrets* Readings: Readings for Unit 11 Assignments: Role play and Reflexivity Journal; Family Group Presentation
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	In their final assignment, students must apply the concepts of UFE and Appreciative Inquiry, which are founded in empowerment and strengths-based approaches to program evaluation.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Chapters 10 and 11 Assignments: UFE Plan
10.8A	**Demonstrate use of evaluation to inform the change process from micro to macro levels.**			
	Course:	Course Objective(s): (# in syllabus)	Course Content (Knowledge, Values & Skills)	Location in Syllabus
	SOC WORK 736: Advanced Program Evaluation	5. Develop a utilization-focused evaluation plan within a professional practice setting.	The final step for students in the development of their UFE Plan is to summarize how the outcome data could be used to inform programming, delivery of services, eligibility, access, and related policies in their area of emphasis.	Learning Units: Module 4 Exercises: Self-Directed Consultation and Plan Development Readings: Dudley, Chapters 10 and 11 Assignments: UFE Plan

Student:	**SW 716 & SW 718: Field III & IV**
Placement Site:	**Placement Period**:
Placement Supervisor:	**Date of Learning Contract**:

This learning contract outlines the activities the student will complete in the field placement setting in order to demonstrate mastery of the competency practice behaviors. Students identify activities affiliated with the practice behaviors. Self-assessment of progress toward competence is due <u>per course syllabus due date</u> and should outline activities that will occur the second semester of placement attain competence in those areas still requiring emphasis.

Competency	*Activities to be completed to attain competence*	*Self-Assessment*
COMPETENCY 1: PROFESSIONAL SELF		
1.1 Demonstrate ability to independently engage in activities that advance the core values of the social work profession.		
1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.		
1.3 Utilize self-reflection to identify and enhance own professional comportment.		
COMPETENCY 2: STANDARDS AND ETHICS		
2.1 Identify and critique ethical decision-making processes in practice.		
2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.		
2.3 Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.		
COMPETENCY 3: CRITICAL THINKING		
3.1 Differentially apply principles of logic and reasoning to inform professional decision making		
3.2 Engage in critical consumption of research and practice literature.		
3.3 Demonstrate effective written communication appropriate to contexts.		

3.4 Demonstrate effective oral communication appropriate to contexts.		
COMPETENCY 4: DIVERSITY		
4.1 Demonstrate cultural humility when working cross-culturally in practice and professional settings		
4.2 Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.		
4.3 Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).		
COMPETENCY 5: SOCIAL JUSTICE		
5.1 Analyze the congruence between social service delivery systems and social work values relative to social justice.		
5.2 Engage in macro-level advocacy on behalf of oppressed populations.		
COMPETENCY 6: RESEARCH		
6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.		
6.2 Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.		
COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE		
7.1 Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.		
7.2 Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels		
COMPETENCY 8: SOCIAL POLICY		

8.1 Critique social policy relevant to area of emphasis using a policy analysis model as a framework		
8.2 Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.		
COMPETENCY 9: SERVICE DELIVERY		
9.1 Demonstrate ability to work effectively within and across coalition groups.		
9.2 Identify and assess the role of political influences on social service delivery systems in area of emphasis.		
COMPETENCY 10: CHANGE PROCESS		
ENGAGEMENT		
10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.		
10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.		
ASSESSMENT		
10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.		
10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.		
INTERVENTION		
10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis		
10.6 Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.		
EVALUATION		

10.7 Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.		
10.8 Demonstrate use of evaluation to inform the change process from micro to macro levels.		

Date Received _____

University of Wisconsin-Green Bay
MSW Student Field Application Form

Name _____ Date _____

Local Address _____
　　　　　　　　(Street)

　　　　　　　　_____
　　　　　　　　(City)　　　　　　　　　　　　　　　　　(Zip Code)

Phone _____ Email _____

Program ☐ Foundation

　　　　　　☐ Advanced　Indicate: Individualized Area of Emphasis

Resume

Attach resume that highlights any current and previous volunteer activities, field placements, and/or paid work experiences in any social work or human services settings.

Selecting your Advanced Year Experience:

During the advanced year placement, the field experience will focus on a practice area (your area of emphasis) as well as a focus; within the foundation year, placements are generalist and not necessarily in practice area of emphasis. Your placement will provide you an opportunity to achieve all of the social work year competencies.

　　　　Advanced Placements Focus: ☐ Macro ☐ Direct ☐ Mixed

Applying for Child Welfare Stipend ☐ yes ☐ no

Practice areas/client populations which you would prefer to be considered for placement: Check area(s) in which you would prefer to be considered for placement.

　　　　Practice Areas:
　　　　Children and Families ☐　　　　　Child Welfare ☐
　　　　Aging ☐　　　　　　　　　　　　Corrections ☐
　　　　Criminal Justice ☐　　　　　　　Crisis Services ☐
　　　　Disabilities ☐　　　　　　　　　Domestic Violence ☐
　　　　Social Service Settings (resources) ☐　　Health ☐
　　　　Policy and Advocacy ☐　　　　　Housing/Homelessness Services ☐
　　　　Mental Health/Substance Abuse ☐　　Other (indicate):

Field Practicum Considerations

How do you anticipate using your MSW degree over the next five to ten years?

[ ]

Is there a potential Field Placement that you would like considered for your Advanced Placement? If yes, provide the contact information below. Please DO NOT make the initial contact.   ☐ yes   ☐ no

[ ]

Other Field Considerations:

Do you have limitations regarding the 16 weekday hour requirement?	☐ Yes	☐ No
Do you have regular use of an automobile? (placements are within a 60 mile radius of campus)	☐ Yes	☐ No
Are you available some evenings/weekends?	☐ Yes	☐ No
Do you have physical or medical considerations for placement? [Please indicate accommodations needed in a separate e-mail]	☐ Yes	☐ No
Are you seeking a placement in a specific geographical area?	☐ Yes	☐ No

   If yes, where and why? (Program attempts to honor any requests – but cannot make guarantees.)

Strengths and limitations:
Please describe your relevant strengths/limitations as they relate to your prospective field placement employment.

[ ]

I have reviewed and will abide by the NASW Code of Ethics in my field placement ☐
I have reviewed and will follow the policies identified in the MSW Field Manual, particularly related to expectations of field placement. ☐

Electronic Signature:

By typing my name below, I attest that all information included (form and attached resume) is accurate.

University of Wisconsin – Green Bay
Social Work Professional Programs

Student Placement and Agent Liability Coverage Confirmation Form

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
AS REPRESENTED BY:
UNIVERSITY OF WISCONSIN – GREEN BAY (UWGB)
SOCIAL WORK PROFESSIONAL PROGRAMS
CONFIRMATION OF:
AGENT LIABILITY COVERAGE CONFIRMATION
FOR:
STUDENT PARTICIPATION IN
FIELD PRACTICUM COURSES

Student's Name: _____

This agreement is to confirm that the Social Work Professional Program at the University of Wisconsin – Green Bay authorizes your participation in the field practicum courses and has placed you at:

Agency Name: _____

Your responsibilities will require you to:

1. Be present as scheduled with the above named agency for the required hours for field placement. You will be expected to schedule and complete _____ hours as required for your social work degree and remain in field until all social work core competencies have been mastered.

2. Receive no financial reimbursement for field placement without program approval.

3. Provide information on academic schedules, interest and background material as appropriate to enhance the learning experience during your field placement.

4. Be accountable for having knowledge of and agree to comply with and abide by all regulations and policies of the placement agency which directly apply to the scope of your training experience.

5. Develop (with your Field Instructor and your Social Work Field Liaison) a list of educational objectives and duties, (known as the learning contract), to be accomplished in your field placement. A special format for this purpose is available from your course Instructor. This contract must be completed by the end of the third week of the field experience.

Page 2: Placement Agreement

6.   Participate with the Field Instructor and Social Work Faculty Liaison in an evaluation of your performance and development of the learning objectives for the field experience at the conclusion of each semester.

7.   Keep a log of activities, dates and times for all field placement experiences to be submitted to your Field Instructor and your Social Work Faculty Liaison.

8.   Accept other responsibilities which are normally associated with this program or which may be agreed upon by you, the field instructor, and the faculty Instructor/Liaison. Other responsibilities and conditions of this agreement are:
     _____
     _____
     _____
     _____
     _____

9.   It is expected that your field placement at _____
     will commence on _____ and continue through _____.

All parties mutually agree that any subsequent changes in these expectations must be communicated in writing to the student, the agency, and the UW Green Bay Social Work Professional Programs.

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 agents of the State where there is a written agreement on file. Therefore, it is necessary that you sign and return a copy of this agreement to the Field Coordinator before you begin participation in the program thereby confirming your status as an agent of the State of Wisconsin with its liability protection.

Signatures   Date

Student _____   _____

Agency Field Instructor _____   _____

Field Coordinator _____   _____

Original: Field Coordinator
Copies: Student
          Agency

☐   Please forward a copy of this student's Caregiver Background Check to this agency

University of Wisconsin-Green Bay
Social Work Professional Programs

Evaluation of Mastery of the Competencies

Check one: _____ **SW 402 & SW 403 Field Practicum I & II**   _____ **SW 712 & SW 714: Field I & II**

The terms of this learning contract will begin on September 1, 2015 and will continue through December 15, 2015 for the fall semester. For the spring semester, the learning contract will begin on January 25, 2016, and will continue through May 13, 2016. Midterm progress checks will take place by phone or e-mail. The end of semester assessment meeting will be scheduled during the final weeks of the semester.

Student: _____   **Faculty Field Liaison:** _____

Field Practicum Agency: _____ **Phone:** _____
                         Name   Address   City   State   Zip

Planned Field Schedule (Days of week/Times): Fall_____ Spring_____

Primary Field Instructor: _____

1. Learning Contract was developed on: Fall: _____   Spring: _____

2. Midterm progress check occurred on: Fall: _____   Spring: _____

3. Final Assessment and Evaluation occurred on: Fall: _____   Spring: _____

4. Total number of field hours completed: Fall: _____   Spring: _____

Signatures Section:

I agree to abide by all field policies and procedures as I complete this field experience.

_____   _____   _____   _____
Student Signature/Fall End-of-Semester Evaluation   Date   Student Signature/Spring End-of-Semester Evaluation   Date

_____   _____   _____   _____
Field Instructor Signature/Fall End-of-Semester Evaluation   Date   Field Instructor Signature/Spring End-of-Semester Evaluation Date

_____   _____   _____   _____
Faculty Field Liaison Signature/Fall Semester   Date   Faculty Field Liaison Signature/Spring Semester   Date
End-of-Semester Evaluation   End-of-Semester Evaluation

Student Name:

The 10 competencies specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting organization. The student's learning contract identifies the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies.

Instructions for completing the learning contract sections of this document:

Students complete the "learning contract activities," in collaboration with agency supervisors and field faculty. "Learning contract activities" are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (maybe outside setting if need be) by which the practice behaviors can be achieved and measured. The learning contract is a critical document that can be revised over time when indicated. Professional development goals established during the junior transition meeting should be included in the learning contract as appropriate. It is recommended that students and supervisors keep an electronic copy of this document.

The learning contract, evaluation and grading of student performance:

Prior to the evaluation meeting with the field instructor and student at each semester's end, please complete the "Field Evaluation Rubric". Each competency has one or more practice behaviors that when accomplished, provide evidence that the competency has been adequately achieved. The field instructor rates the student's performance on the practice behavior based on review and feedback on the student's learning contract and other activities that address and measure this practice behavior. Ratings at the end of the fall semester are used as a foundation for additional learning in the spring semester. Students may score higher in the fall semester in any area based on the different performance expectations between semesters. To successfully pass field, *competency scores* must average the "meeting expectation" rating and no *practice behavior* may be rated lower than "somewhat below expectations".

Evidence that the practice behavior has been accomplished can include:

- Oral communication that addresses how student has accomplished the practice behavior (e.g., by accurately explaining or describing a concept, policy, method, principle)
- Direct observation of the student having accomplished the practice behavior ;
- Verification by social workers and other professionals who have observed the student accomplishing the practice behavior in accordance with agency standards; or
- Written documentation demonstrating accomplishment of a practice behavior (e.g., correctly completed agency forms, entries in practicum logs, etc.)

This evaluation is intended to give the student feedback about her or his performance. <u>**Field Instructors and Faculty Field Liaisons:**</u> **At the end of the fall semester, the rating is based on what the student has accomplished to-date and how well s/he has accomplished it in terms of expectations, at that time, for achievement of the practice behavior. At the completion of the spring semester, assess the student as if hiring criteria as an entry level generalist social work practitioner was based on the practice behavior.** <u>**Students:**</u> **Rate your perceived performances on the practice behaviors; use your peers as a reference group.**

Using the following rating scale, please indicate:

Rating	Fall	Spring
No opportunity (N/O): The student has not had the occasion to participate in this area's activities.	X	
The student is functioning somewhat **below expectations** for students in this area.	X	X
The student is **meeting expectations** for students in this area. [See note above]	X	X
The student is functioning **significantly below expectations** for students in this area.		X
The student is functioning **somewhat above expectations** for students in this area.		X
The student has **excelled** in this area.		X

Comments may be made under any competency statement, if desired, relative to areas in which you think the student is particularly strong and areas in which the student needs improvement. For the latter, please note specific strategies for making improvement or indicate that these will need to be identified during the three-way (agency supervisor, student and field faculty) evaluation appointment. The faculty field liaison holds the master copy of the evaluation and determines the final grade.

Student Name:

Fall Semester

Competency	Practice Behavior	Student Self-Rating			Field Instructor Rating			Faculty Field Liaison Rating		
		N/O-No Opportunity	Below expectations	Meeting expectations for fall	N/O-No Opportunity	Below expectations	Meeting expectations for fall	N/O-No Opportunity	Below expectations	Meeting expectations for fall
One	1.1									
	1.2									
	1.3									
	1.4									
	1.5									
Two	2.1									
	2.2									
	2.3									
	2.4									
Three	3.1									
	3.2									
	3.3									
	3.4									
Four	4.1									
	4.2									
	4.3									
Five	5.1									

Spring Semester

Competency	Practice Behavior	Student Self-Rating					Field Instructor Rating					Faculty Field Liaison Rating				
		Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled	Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled	Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled
One	1.1															
	1.2															
	1.3															
	1.4															
	1.5															
Two	2.1															
	2.2															
	2.3															
	2.4															
Three	3.1															
	3.2															
	3.3															
	3.4															
Four	4.1															
	4.2															
	4.3															
Five	5.1															

Student Name:

	Left Panel													Right Panel												

	5.2												
Six	6.1												
	6.2												
Seven	7.1												
	7.2												
Eight	8.1												
	8.2												
	9.1												
Nine	9.2												
	9.3												
	9.4												
	10.1												
	10.2												
	10.3												
	10.4												
	10.5												
Ten	10.6												
	10.7												
	10.8												
	10.9												
	10.10												
	10.11												
	10.12												

Right panel:

	5.2												
Six	6.1												
	6.2												
Seven	7.1												
	7.2												
Eight	8.1												
	8.2												
	9.1												
Nine	9.2												
	9.3												
	9.4												
	10.1												
	10.2												
	10.3												
	10.4												
	10.5												
Ten	10.6												
	10.7												
	10.8												
	10.9												
	10.10												
	10.1												
	10.1												

COMMENTS:

Student Name:

Competencies and Learning Contract

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

Required Practice Behaviors:	Learning Contract Activities:
Utilize personal reflection to evaluate strengths and learning needs related to professional development (1.1)	
Attend to professional roles and boundaries (1.2)	
Demonstrate professional demeanor in behavior, appearance, and communication (1.3)	
Use supervision and consultation appropriately (1.4)	
Contribute to and effectively participate in team discussions and activities (1.5)	

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	Learning Contract Activities:

Student Name:

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

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	**Learning Contract Activities:**
Critique and integrate multiple sources of knowledge, including research and practice wisdom (3.1)	
Analyze models of assessment, prevention, intervention, and evaluation (3.2)	
Demonstrate effective oral communication skills in professional settings (3.3)	
Demonstrate effective written communication skills in professional settings (3.4)	

Evaluation Comments

Fall	*Spring*

Student Name:

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

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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

Evaluation Comments

Fall	*Spring*

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

Each person, regardless of position in society, has basic human rights, such as freedoms, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Required Practice Behaviors:	Learning Contract Activities:
Understand the forms and mechanisms of privilege, oppression, and discrimination and their impacts on clients/systems (5.1)	

Student Name:

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

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	**Learning Contract Activities:**
Use practice experience to inform research (6.1)	
Use research evidence to inform practice (6.2)	

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	**Learning Contract Activities:**
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7.1)	
Critique and apply knowledge to understand person and environment (7.2)	

Student Name:

Evaluation Comments

Fall	*Spring*

Competency 8 – Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Required Practice Behaviors:	Learning Contract Activities:
Analyze social policies and identify opportunities for advancing social well-being (8.1)	
Collaborate with colleagues and clients for effective policy action (8.2)	

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	Learning Contract Activities:
Assess the strengths and limitations of social service delivery systems in the context of social and environmental change (9.1)	
Identify opportunities to improve the quality of social services (9.2)	
Advocate for client access to services (9.3)	
Articulate the role of local, state, federal policies in shaping service delivery systems (9.4)	

Student Name:

Evaluation Comments

Fall	*Spring*

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

Required Practice Behaviors:	Learning Contract Activities:
(a) Engagement	
Use professional and interpersonal skills to develop partnerships based on empowerment and collaboration (10.1)	
Strengthen alliances by conveying acceptance, empathy, and respect (10.2)	
Develop a mutually agreed-on focus of work and desired outcomes (10.3)	
(b) Assessment	
Collect, organize, and interpret client data (10.4)	
Assess client strengths and limitations (10.5)	
Develop mutually agreed-on intervention goals and objectives (10.6)	
Select appropriate intervention strategies (10.7)	
(c) Intervention	
Initiate actions to achieve agreed-on goals and objectives (10.8)	
Enhance client capacities through prevention and intervention efforts (10.9)	
Negotiate, mediate, and advocate for clients (10.10)	
(d) Evaluation/Termination	
Critically analyze, monitor, and evaluate interventions (10.11)	
Facilitate transitions and endings (10.12)	

Student Name:

Evaluation Comments

Fall	*Spring*

General Evaluation Comments

Fall	*Spring*

University of Wisconsin-Green Bay
Social Work Professional Programs

Evaluation of Mastery of the Competencies and Advanced Practice Behaviors: <u>SW 716 & SW 718 Field III and Field IV</u>

The terms of this learning contract will begin on September 1, 2015 and will continue through December 15, 2015 for the fall semester. For the spring semester, the learning contract will begin on January 25, 2016, and will continue through May 13, 2016. Midterm progress checks will take place by phone or e-mail. The end of semester assessment meeting will be scheduled during the final weeks of the semester.

Student: _____   **Faculty Field Liaison:** _____

Field Practicum Agency: _____ **Phone:** _____
                Name   Address   City   State   Zip

Planned Field Schedule (Days of week/Times): Fall_____ Spring_____

Primary Field Instructor: _____

Final Assessment and Evaluation occurred on: Fall: _____   Spring: _____

Total number of field hours completed: Fall: _____   Spring: _____

Signatures Section:

I agree to abide by all field policies and procedures as I complete this field experience.

_____   _____   _____   _____
Student Signature/Fall End-of-Semester Evaluation   Date   Student Signature/Spring End-of-Semester Evaluation   Date

_____   _____   _____   _____
Field Instructor Signature/Fall End-of-Semester Evaluation   Date   Field Instructor Signature/Spring End-of-Semester Evaluation Date

_____   _____   _____   _____
Faculty Field Liaison Signature/Fall Semester   Date   Faculty Field Liaison Signature/Spring Semester   Date
End-of-Semester Evaluation   End-of-Semester Evaluation

Student Name:

The 10 competencies specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting organization. The student's learning contract identifies the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies.

Instructions for completing the learning contract sections of this document:

Students complete the "learning contract activities," in collaboration with agency supervisors and field faculty. "Learning contract activities" are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (maybe outside setting if need be) by which the practice behaviors can be achieved and measured. The learning contract is a critical document that can be revised over time when indicated. Professional development goals established during the junior transition meeting should be included in the learning contract as appropriate. It is recommended that students and supervisors keep an electronic copy of this document.

The learning contract, evaluation and grading of student performance:

Prior to the evaluation meeting with the field instructor and student at each semester's end, please complete the "Field Evaluation Rubric". Each competency has one or more practice behaviors that when accomplished, provide evidence that the competency has been adequately achieved. The field instructor rates the student's performance on the practice behavior based on review and feedback on the student's learning contract and other activities that address and measure this practice behavior. Ratings at the end of the fall semester are used as a foundation for additional learning in the spring semester. Students may score higher in the fall semester in any area based on the different performance expectations between semesters. To successfully pass field, *competency scores* must average the "meeting expectation" rating and no *practice behavior* may be rated lower than "somewhat below expectations".

Evidence that the practice behavior has been accomplished can include:

- Oral communication that addresses how student has accomplished the practice behavior (e.g., by accurately explaining or describing a concept, policy, method, principle)
- Direct observation of the student having accomplished the practice behavior ;
- Verification by social workers and other professionals who have observed the student accomplishing the practice behavior in accordance with agency standards; or
- Written documentation demonstrating accomplishment of a practice behavior (e.g., correctly completed agency forms, entries in practicum logs, etc.)

This evaluation is intended to give the student feedback about her or his performance. **Field Instructors and Faculty Field Liaisons: At the end of the fall semester, the rating is based on what the student has accomplished to-date and how well s/he has accomplished it in terms of expectations, at that time, for achievement of the practice behavior. At the completion of the spring semester, assess the student as if hiring criteria as an entry level generalist social work practitioner was based on the practice behavior. Students: Rate your perceived performances on the practice behaviors; use your peers as a reference group.**

Using the following rating scale, please indicate:

Rating	Fall	Spring
No opportunity (N/O): The student has not had the occasion to participate in this area's activities.	X	
The student is functioning somewhat **below expectations** for students in this area.	X	X
The student is **meeting expectations** for students in this area. [See note above]	X	X
The student is functioning **significantly below expectations** for students in this area.		X
The student is functioning **somewhat above expectations** for students in this area.		X
The student has **excelled** in this area.		X

Student Name:

Comments may be made under any competency statement, if desired, relative to areas in which you think the student is particularly strong and areas in which the student needs improvement. For the latter, please note specific strategies for making improvement or indicate that these will need to be identified during the three-way (agency supervisor, student and field faculty) evaluation appointment. The faculty field liaison holds the master copy of the evaluation and determines the final grade.

Fall Semester

Competency	Practice Behavior	Student Self-Rating				Field Instructor Rating				Faculty Field Liaison Rating		
		N/O-No Opportunity	Below expectations	Meeting expectations for fall		N/O-No Opportunity	Below expectations	Meeting expectations for fall		N/O-No Opportunity	Below expectations	Meeting expectations for fall
One	1.1											
	1.2											
	1.3											
Two	2.1											
	2.2											
	2.3											
Three	3.1											
	3.2											
	3.3											
	3.4											
Four	4.1											
	4.2											
	4.3											
Five	5.1											
	5.2											

Spring Semester

Competency	Practice Behavior	Student Self-Rating					Field Instructor Rating					Faculty Field Liaison Rating				
		Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled	Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled	Significantly below expectations	Somewhat below expectations	Meeting expectations for spring	Somewhat above expectations	Excelled
One	1.1															
	1.2															
	1.3															
Two	2.1															
	2.2															
	2.3															
Three	3.1															
	3.2															
	3.3															
	3.4															
Four	4.1															
	4.2															
	4.3															
Five	5.1															
	5.2															

Student Name:

		Fall Semester			Spring Semester		
Six	6.1				Six	6.1	
	6.2					6.2	
Seven	7.1				Seven	7.1	
	7.2					7.2	
Eight	8.1				Eight	8.1	
	8.2					8.2	
Nine	9.1				Nine	9.1	
	9.2					9.2	
Ten	10.1				Ten	10.1	
	10.2					10.2	
	10.3					10.3	
	10.4					10.4	
	10.5					10.5	
	10.6					10.6	
	10.7					10.7	
	10.8					10.8	

COMMENTS:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
Competency 1 – Professional Self: Identify as a professional social worker and conduct oneself accordingly.						

Student Name:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.						
1.1 Demonstrate ability to independently engage in activities that advance the core values of the social work profession.						
1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.						
1.3 Utilize self-reflection to identify and enhance own professional comportment.						
Competency 2 – Standards and Ethics: Apply social work ethical principles to guide professional practice. *Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.*						
2.1 Identify and critique ethical decision-making processes in practice.						
2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.						
2.3 Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.						
Competency 3 – Critical Thinking: Apply critical thinking to inform and communicate professional judgments. *Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.*						
3.1 Differentially apply principles of logic and reasoning to inform professional decision making.						

Student Name:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
3.2 Engage in critical consumption of research and practice literature.						
3.3 Demonstrate effective written communication appropriate to contexts.						
3.4 Demonstrate effective oral communication appropriate to contexts.						
Competency 4 – Diversity: Engage diversity and difference in practice. *Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*						
4.1 Demonstrate cultural humility when working cross-culturally in practice and professional settings.						
4.2 Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.						
4.3 Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).						
Competency 5 – Social Justice: Advance human rights and social and economic justice. *Each person, regardless of position in society, has basic human rights, such as freedoms, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.*						
5.1 Analyze the congruence between social service delivery systems and social work values relative to social justice.						

Student Name:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
5.2 Engage in macro-level advocacy on behalf of oppressed populations.						
Competency 6 – Research: Engage in research-informed practice and practice-informed research. *Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.*						
6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.						
6.2 Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.						
Competency 7 – Interdisciplinary Knowledge: Apply knowledge of human behavior and the social environment. *Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live with an emphasis on rural and small communities; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.*						
7.1 Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.						
7.2 Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.						
Competency 8 – Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. *Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.*						

Student Name:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
8.1 Critique social policy relevant to area of emphasis using a policy analysis model as a framework.						
8.2 Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.						
Competency 9 – Service Delivery: Respond to contexts that shape practice. *Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.*						
9.1 Demonstrate ability to work effectively within and across coalition groups.						
9.2 Identify and assess the role of political influences on social service delivery systems in area of emphasis.						
Competency 10(a)-(d) – Change Process: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. *Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.*						
(a) Engagement						
10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.						
10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.						

Student Name:

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Student	Agency	Faculty	Student	Agency	Faculty
(b) Assessment						
10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.						
10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.						
(c) Intervention						
10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.						
10.6 Utilize empowerment principles to enhance the capacities of clients and social service delivery systems						
(d) Evaluation/Termination						
10.7 Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.						
10.8 Demonstrate use of evaluation to inform the change process from micro to macro levels.						

Evaluation Comments

Fall	*Spring*

Student Name:

General Evaluation Comments

Fall	*Spring*

Agency Field Evaluations

Agency Field Educator's Evaluation: Advanced

Respondents: **Status:**   Open

Launched Date: **Closed Date:**   N/A

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1.   Agency Name

Total Respondents

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2.   Field Agency Educator

Total Respondents

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3.   Purpose of Agency

Total Respondents

(skipped this question)

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4.   Student

Total Respondents

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5.   Overall Experience

	Response Total	Response Percent
The student was an asset to the agency		
The student offered valuable services to the agency		
The student eventually was able to support agency services		
It was a burden to supervise this student		

Total Respondents

(skipped this question)

Agency Field Evaluations

6. Comments

Total Respondents

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7. Were you given assistance from the Program to meet the needs of the experience?

	Response Total	Response Percent
Always		
Usually		
Sometimes		
Rarely		

Total Respondents

(skipped this question)

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8. Were program staff and faculty accessible to you to meet the needs of this experience?

	Response Total	Response Percent
Always		
Usually		
Sometimes		
Rarely		

Total Respondents

(skipped this question)

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9. Comments

Total Respondents

---

10. Competency

	Did not prepare (1)	Did not Prepare (2)	Prepared very well. (3)	Prepared very well (4)	Response Total
1. Applies an interdisciplinary orientation in the systemic change process (e.g. intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.					
2. Utilizes the strengths perspective and a capacity building approach in the systemic change process with multi-level systems.					

Agency Field Evaluations

	Did not prepare (1)	Did not Prepare (2)	Prepared very well. (3)	Prepared very well (4)	Response Total
3. Competently employs interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective. The MSW student appropriately applies such interventions relative to his/her practice methodology (Administration/Management or Advanced Direct Practice). Students apply a three-step process: a. Student researches and assesses best-practice interventions using an empowerment and strengths perspective framework. b. Student integrates best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework. c. Student evaluates impact of best-practice interventions within the community-based agency structure using an empowerment and strengths perspective framework.					
4. Provides leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices and provide supporting data for policy changes that enhance family well-being. These activities may include qualitative or quantitative methodologies directed at needs assessment, process or summative program evaluation activities, surveys, or analyzing existing data. .					
5. Demonstrates leadership in both collaborative and team building activities.					
6. Demonstrates an understanding of resource gaps and effectively utilizes current resources, encourages resource enhancement, and/or develops new resources.					
7. Demonstrates cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems..					
8. Articulates a vision for his/her leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.					
9. Articulates program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.					
10. Demonstrates knowledge of the Field Placement agency mission, goals and objectives, and critically assesses the congruence of the mission and goals with ethical social work principles of practice. MSW students engage in activities that support Field Placement agency goals and ethical practice.					
11. Demonstrates an ongoing commitment to improving individual professional practice with and on behalf of client systems through systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.					
12. Effectively uses social work roles with vulnerable and oppressed client systems.					
13. Possesses a working knowledge of the elements of ethical professional social work practice and uses this knowledge to successfully resolve ethical dilemmas in practice.					
14. Demonstrates leadership and professionalism in practice, including contributing to the professional growth and development of colleagues.					

Agency Field Evaluations

11. In general, how well did the Collaborative MSW Program prepare students for this placement?

	Response Total	Response Percent
The student was well prepared		
The student was generally prepared		
The student was somewhat prepared		
The student was not prepared		
Total Respondents		
(skipped this question)		

12. Problems with Survey

Total Respondents

13. Any final comments

Total Respondents

Agency Field Educator's Evaluation: Foundation

Respondents:		Status:	Open
Launched Date:		Closed Date:	N/A

1. Agency Name

Total Respondents

2. Field Agency Educator

Total Respondents

3. Purpose of Agency

Total Respondents

4. Student

Total Respondents

5. Overall Experience

	Response Total	Response Percent
The student was an asset to the agency		
The student offered valuable services to the		
The student eventually was able to support agency services		
It was a burden to supervise this student		
	Total Respondents	

6. Comments

Total Respondents

(skipped this question)

7. Were you given assistance from the Program to meet the needs of the experience?

	Response Total	Response Percent
Always		
Usually		
Sometimes		
Rarely		
Total Respondents		

8. Were program staff and faculty accessible to you to meet the needs of this experience?

	Response Total	Response Percent
Always		
Usually		
Sometimes		
Rarely		
Total Respondents		

9. Comments

Total Respondents

(skipped this question)

10. Competency

	Did not prepare (1)	Did not Prepare (2)	Prepared very well. (3)	Prepared very well (4)	Response Total
1. Link interdisciplinary knowledge including that developed in prior practice, to emerging assessment, intervention and evaluation skills.					
2. Recognize and utilize social work values, understanding their implications for generalist practice.					

3. Carry out assessment, planning and intervention activities that reflect generalist social work practice principles and approaches.

4. Seek out and evaluate "best practice" models in generalist social work practice.

5. Develop and strengthen relationship and enabling skills in generalist practice contexts.

6. Recognize resource gaps and participate in activities designed to redress these gaps.

7. Create alliances and collaborations with diverse clientele.

8. Articulate an understanding of the role of the generalist practitioner in organizational program planning and policy development.

9. Engage in activities designed to improve services and make them more congruent with client needs.

10. Function effectively in one's role as a generalist practioner in a particular social service organizational setting.

11. Develop skills in program evaluation and evaluation of practice methodologies.

12. Recognize the impact of oppression on the lives of clients and challenge oppressive thinking and practices. Apply strengths and empowerment perspectives in work with diverse clientele.

13. Understand the elements of ethical professional practice and recognize and evaluate ethical dilemmas in practice.

14. Use peer and supervisory support effectively in an effort to improve one's practice.

Total Respondents

11. In general, how well did the Collaborative MSW Program prepare students for this placement?

	Response Total	**Response Percent**
The student was well prepared		
The student was generally prepared		
The student was somewhat prepared		
The student was not prepared		
Total Respondents		

(skipped this question)

12. Problems with Survey

Total Respondents

(skipped this question)

13. Any final comments

Total Respondents

(skipped this question)

COLLABORATIVE MSW PROGRAM
UNIVERSITY OF WISCONSIN GREEN BAY AND OSHKOSH

STUDENT EVALUATION OF THE ADVANCED FIELD LEARNING EXPERIENCE

Student Name:_____Advanced_____ Date:_____

Field Agency: _____

Agency Practice Focus: _____

Primary Field Educator: _____

Secondary/Additional Field Educator: _____

Please circle the best response:

My Field Educator was available when needed.	Usually	Sometimes	Rarely
My Field Educator assigned interesting and relevant tasks.	Usually	Sometimes	Rarely
I met with my Field Educator weekly.	Usually	Sometimes	Rarely
Supervision meetings were rescheduled when needed.	Usually	Sometimes	Rarely
My Field experience was:	Excellent	Adequate	Disappointing
I would recommend this Field site to a fellow student.	Enthusiastically	With reservations	Not at all

Please check all that apply:

	Field Educator Strengths
	Met my educational needs and/or responded to my learning style
	Modeled a strengths-based perspective during supervision
	Was knowledgeable about the agency/specialty practices
	Provided a wide variety of learning opportunities and experiences
	Encouraged critical thinking and problem-solving
	Allowed me to work independently/carry a case load
	Demonstrated cultural competence
	Was realistic about my skills and abilities with regard to practice expectations

Please check all that apply:

	Field Agency Strengths
	A variety of practice experiences were available
	I was treated like a professional by agency staff
	Clients represented a variety of diverse groups
	Office space/equipment/supplies were adequate
	Clients were receptive to working with a student
	The agency was conveniently located

Please check all that apply:

	Student Disappointment(s) with Field Educator
	Did not have regular/reliable opportunities for communication
	Did not have opportunities for involvement in significant practice tasks
	Field Educator did not hold an MSW degree
	I did not receive an adequate orientation to the agency

Please check all that apply:

	Student Disappointment(s) with Field Agency
	Agency does not function from a SW perspective
	Agency did not provide access to necessary resources and technology
	Agency was not prepared to mentor an MSW student
	Travel to the Field Agency was a hardship
	Agency provided limited opportunities for involvement in macro SW practice
	Agency provided limited opportunities for involvement in micro SW practice
	The practice focus of the agency was not a good fit for student interests and learning goals
	Agency work load expectations were not compatible with my expectations
	Agency culture was not supportive

Return to MSW Field Coordinator
UW Green Bay, Social Work Program
2410 Nicolet Drive, CL 710, Green Bay, WI 54311

COLLABORATIVE MSW PROGRAM

UNIVERSITY OF WISCONSIN GREEN BAY AND OSHKOSH

STUDENT EVALUATION OF THE FOUNDATION FIELD LEARNING EXPERIENCE

My Field Educator was available when needed.

Usually   Sometimes   Rarely

My Field Educator assigned interesting and relevant tasks.

Usually   Sometimes   Rarely

I met with my Field Educator weekly.

Usually   Sometimes   Rarely

Supervision meetings were rescheduled when needed.

Usually   Sometimes   Rarely

My Field experience was:

Excellent   Adequate   Disappointing

I would recommend this Field site to a fellow student.

Enthusiastically   With reservations   Not at all

Field Educator Strengths

Met my educational needs and/or responded to my learning style

Modeled a strengths-based perspective during supervision

Was knowledgeable about the agency/specialty practices

Provided a wide variety of learning opportunities and experiences

Encouraged critical thinking and problem-solving

Allowed me to work independently/carry a case load

Demonstrated cultural competence

Was realistic about my skills and abilities with regard to practice expectations

Field Agency Strengths

A variety of practice experiences were available

I was treated like a professional by agency staff

Clients represented a variety of diverse groups

Office space/equipment/supplies were adequate

Clients were receptive to working with a student

The agency was conveniently located

Student Disappointment(s) with Field Educator

Did not have regular/reliable opportunities for communication

Did not have opportunities for involvement in significant practice tasks

Field Educator did not hold an MSW degree

I did not receive an adequate orientation to the agency

Student Disappointment(s) with Field Agency

Agency does not function from a SW perspective

Agency did not provide access to necessary resources and technology

Agency was not prepared to mentor an MSW student

Travel to the Field Agency was a hardship

Agency provided limited opportunities for involvement in macro SW practice

Agency provided limited opportunities for involvement in micro SW practice

The practice focus of the agency was not a good fit for student interests and learning goals

Agency work load expectations were not compatible with my expectations

Agency culture was not supportive

WORK SITE FIELD PLACEMENT REQUEST

Instructions for Students: *Complete the information and submit to your agency director with your application for a field placement. Your director should assess your application materials, review this request for a work site placement, and sign this form to indicate willingness to provide you with a learning experience in the agency in which you work. All materials need to be given to Field Coordinator who will review and in consultation with other faculty make a placement decision that supports the philosophy and policies of the Social Work Professional Programs.*

Student Information:

Student Name: Student Number:

Agency Name:

Address:

City: State: Zip:

Telephone:

Work Supervisor:

Agency Director:

Work Site Request For:

☐ BSW Senior   ☐ Foundation Year   ☐ Advanced Year

Field Related Information:

Current job description/duties:

General description of proposed field placement:

Specify how placement activities will differ from job responsibilities:

Student must complete 16 hours per week as an intern in their field practicum experience. Field Placement Hours will be:

☐ Paid by the agency

☐ Over and above paid hours

☐ A combination of paid and unpaid time

Specify the details of arrangement:

Field Placement Supervision:

CSWE Accreditation requires that work-site placements have supervision that is distinct form employment supervision; this is best served when the Agency Field Instructor is different from student's work supervisor. In addition, the Agency Field Educator must have minimum of a BSW degree for senior social work students and MSW degree from an accredited school and two years of work experience for MSW students unless other arrangements have been sought from and granted by the respective Field Coordinator in accordance with the policies that govern field site supervision. Please complete the following information regarding supervision planned for field placement:

Proposed Agency Field Instructor: (supervisor)

Title:

School, Degree, and Year earned:

Phone: _   E-mail:

The Agency Field Instructor will be available to attend an orientation: ☐Yes ☐No

The Agency Field Instructor will be provided with time to review student assignments, meet with Field Coordinator and MSW Field Liaison (faculty teaching the seminar course) as needed and for evaluation purposes: ☐ Yes ☐ No

Preliminary Application – Contact Information:

We (MSW student and agency director) have discussed the use of   (Agency) for (Student) as a field placement site and agree this is feasible.

Agency representative for further coordination of this work-site placement:
Name: Phone: E-mail address:

Signatures:

_____   _____

Student   Date   Proposed Agency Field Educator   Date

_____   _____

Work Supervisor   Date   Agency Director   Date

1. Abbreviated Vitae for:

Tohoro Akakpo, PhD, MSW, MPA, LMSW

2. Degree Information:

- Doctor of Philosophy
- Michigan State University, School of School of Social Work, East Lansing, Michigan
- Social Work
- May, 2008

- Master of Social Work
- University of Michigan, School of Social Work, Ann Arbor, Michigan
- Social work
- December, 2002

- Master of Public Administration
- University of Michigan, Rackham Graduate School, Flint, Michigan
- Public Administration
- 1994

- Bachelors of Arts
- University of Benin, Lomé, Togo, West Africa
- English
- 1986

3. Academic Appointments:

- University of Wisconsin, Green Bay
- Assistant Professor
- Green Bay, Wisconsin
- August, 2009
- Current

- Michigan State University, School of Social Work
- Clinical Assistant Professor
- East Lansing, Michigan
- August, 2008
- May, 2009

- Davenport University, (Detroit college of business), Flint Campus
- Adjunct Instructor
- Flint, Michigan
- August, 1995
- December, 1997

4. Professional Post–Baccalaureate and Post–Master's Social Work Experience:

- Genesee County, State of Michigan Department of Human Services
- Social Services Specialist
- Flint, Michigan
- April 2008
- August, 2009

- W.J. Maxey Boys Training School, Bureau of Juvenile Justice, State of Michigan
- Clinical Social Worker
- Whitmore Lake, Michigan
- January, 2005
- April, 2008

- W.J. Maxey Boys Training School, Bureau of Juvenile Justice, State of Michigan
- Youth Specialist
- Whitmore Lake, Michigan
- November, 1997
- December, 2005

- Beecher Community School District
- Title I Family Services Project Coordinator
- Flint, Michigan
- March, 1995
- October, 1997

5.   Current Memberships (professional, academic, community-related, scientific):

- National Association of Social Workers- Michigan Chapter
- The Association of Baccalaureate Social Work program Directors
- National Association of Social Workers
- The National Adolescent Perpetration Network
- BSW Faculty
- MSW Admission committee
- Learning Technology Collaborative Committee
- Legislative Affairs Committee
- Global Studies Minor Committee
- Classroom and Laboratory Modernization Committee

6.   Current Community Service Responsibilities and Activities (last 3 years):

Board Member, Family and Childcare Resources of Northeast Wisconsin, Inc

Member, Brown County Martin Luther, Jr. Celebration Committee

UW-Green Bay Cultural Cuisine-Ghana Luncheon Speaker (April, 2014)

Kwanza Keynote Speaker, (December 2013). Featured speaker at the Kwanzaa

Dissertation Committee Member, Methodologist:

Groessl, J. (2013) *Moral development and social worker ethical decision making,* Marian University

     School of Education, Fond du Lac, WI

External Evaluator MSW Master Thesis:

Julia Jackson (2013). *An examination of the relationships between exposure to violence in the home and*

     attachment characteristics among youth with sexually harmful behaviors (master's these). Smith

     College School for Social Work, Northampton, MA

Expert of Review of Research Instrument:

Ukochovwera, L.U. (n.d.). *Exploring the experience of Nigerian immigrants to North Carolina: Adjustment*

     and settlement issues. Capella University, Minneapolis, MN

Surowiec, S. (n.d.). *User acceptance of as state-mandated Child welfare information system survey.*

     Capella University, Minneapolis, MN

Boys and Girls Club, Teen to Work (T2W) Program, Trainer

YMCA Enrichment Program, Speaker

Celebration sponsored by the American Intercultural Center.

Annual Presenter, Phuture Phoenix Program

7.   Current Awards, Fellowships, Grants, or Recognition (last 3 years):

- UW-Green Bay Teaching Scholar 2014-2015. Project: The Use Culturally Sensitive Activity to Increase the Level of Cultural Competence among Generalist Undergraduate Social Work Students
- UW-Green Bay Grants in Aid of Research (GIAR) Award. Project: Integration into mainstream society: A Community study of Somali Refugees in a Mid-Western City

8.   Current Professional Presentations (last 5 years):

Akakpo, T. F. (2014, October). Using social learning activity to understand family system in African immigrant community and diaspora. The 2014 Annual Conference of National Association of Social Workers, Wisconsin Chapter, Waukesha, WI

Akakpo, T. (March 2014) Oware: Empowerment practice in African immigrant community and the diaspora. The 2014 Annual Baccalaureate Social Work Program Directors' (BPD) Conference, Louisville, KY

Sallmann, J. & Akakpo, T. F. (November, 2013) The Impact of a Diversity Course on MSW Students' Levels of Cultural Competency University of Wisconsin-Green Bay Deans' Lecture Series. Green Bay, WI

Burton, D.L. & Akakpo, T.F. (2013). Relationships and resolution of deviant sexual arousal for adolescent sexual abusers. 28th National Adolescent Perpetration Network Conference, Portland, OR.

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

Akakpo, T F. & Burton, D.L. (May, 2012). A comparison non-sexual crimes committed by incarcerated sexual abuse youth and incarcerated nonsexual juvenile delinquents. 27th National Adolescent Perpetration Network Conference, Atlantic City, NJ

Brown, J. & Akakpo, T. F. (March, 2012) Primos and Segondons: A classroom simulation of two cultural groups coming together. This will take place during the 29th Annual Baccalaureate Social Work Program Directors' BPD Conference (March, 2012).

Akakpo, T.F (October, 2011). Building therapeutic relationship with youth who are in conflict with the law. Green Bay, WI: UWGB *Ally Conference* of November, 2011

Akakpo, T.F. (October, 2011). Juvenile sexual offenders who committed nonsexual related offenses. The 2011 Annual Conference of National Association Social Workers, Wisconsin (Chapter).

Akakpo, T.F., Asres, A., Fonkem, M., Kisubi, A., Masekura, C. (February, 2011). Panel Presentation: The state of the African continent, moderated by Dr. Omobolade Delano-Oriaran, St. Norbert College, Green Bay, WI

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

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

9.   Current Professional Publications (last 5 years):

Akakpo, T. F. (2014) Book Chapter: Empowering clinicians to work with African immigrants through game playing. In (Eds.). Bean, R.A., Davis, S., & Davey, M.P. *Clinical Supervision Activities for Increasing Competence and Self-Awareness.* Wiley Publishing, Chapter 32, pp. 219-224

Akakpo, T. (2013) Book Review: Choudhuri, D.D., Santiago-Rivera, A, L., & Garrett, M.T. (2012). *Counseling & diversity* Belmont, CA: Brooks/Cole, Cengage Learning in *Smith College Studies in Social Work.*

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

Akakpo T. F., & Burton, D.L. (2014). Emergence of non-sexual crimes and their relationship to sexual crimes characteristics and the deviant arousal of male adolescent sexual offenders *Journal of Child Sexual Abusive* 25(5), 595-613

Brown, J. R., Holloway, E., Akakpo, T. F. & Aalsma, M.C. (2013). "Straight up": Enhancing rapport and therapeutic alliance with previously-detained youth in the delivery of mental health services. *Community Mental Health Journal,* 49(2), 141-248

Leibotwitz, G. S., Akakpo, T.F. & Burton, D.L. (accepted with minor revisions). Comparison of

nonsexual crimes committed by male juvenile sexual offenders and delinquent youth in residential

treatment in the United States. *Journal of Sexual Aggression.*

Akakpo, T. F., Brown, J. R. & Sheikh, I. S. (under review) Impact of acculturation and integration into

mainstream society on welfare dependency: A community study of Somali refugees in Mid-

western city.

10. Additional Relevant Information:

Leibotwitz, G. & Akakpo, T.F. Youth self-report scores and the relationship to criminal behavior

among adolescent sex offenders.

Burton, D. L. & Akakpo, T.F Correlates of Self-reported deviant sexual arousal of a large Sample

of Adolescent Male Sexual Offenders.

1.	**Abbreviated Vitae for:**

Adrianne Crawford Fletcher, MSSA, LCSW, LISW

2.	**Degree Information:**

- Doctorate of Social Work candidate
- School of Social Work Loyola University Chicago
- Social Work
- Anticipated Graduation December 2015

- Master of Science in Social Administration
- Case Western Reserve University, Cleveland, OH
- Social Administration
- May 2005

- Bachelor of Arts in Psychology
- Cleveland State University, Cleveland, OH
- Psychology
- December 1985

3.	**Academic Appointments:**

- University of Wisconsin-Green Bay
- Lecturer and MSW Field Coordinator
- Green Bay, WI
- January 2014
- Ongoing

- Loyola University Chicago
- Graduate Student Lecturer
- Chicago, IL
- September 2012
- May 2013

4.	**Professional Post–Baccalaureate and Post–Master's Social Work Experience:**

Court Appointed Special Advocates of Brown, Inc. (CASA)

Advocate Supervisor

Green Bay, WI

Begin Date: March 2012-End Date: January 2014

William S. Middleton Memorial Veterans Hospital

Homeless Program Outreach Social Worker

Madison, WI

Begin Date: May 2011—End Date: September 2011

Community Memorial Hospital

Social Services Manager/Therapist

Oconto Falls, WI

Begin Date: November 2008—End Date: May 2011

Stockbridge-Munsee Health & Wellness Center

Behavioral Health Manager/Therapist

Bowler, WI

Begin Date: January 2008—End Date: October

Hannah Perkins Center for Child Development

Therapist/Analytic Trainee

Shaker Heights, OH

Begin Date: May 2005—End Date: October 2007

| 5. | **Current Memberships (professional, academic, community-related, scientific):** |

National Association of Social Work (NASW)

Praxis Editorial Committee, Loyola University Chicago

MSW Full Faculty Committee, UW-Green Bay

BSW Full Faculty Committee, UW-Green Bay

MSW Admissions Committee, UW-Green Bay

| 6. | **Current Community Service Responsibilities and Activities (last 3 years):** |

Guest, Mental Health Talk on WRVM Radio *The Outlook*

Panelist, Child Abuse. Wisconsin Public Television *Teen Connection*

| 7. | **Current Awards, Fellowships, Grants, or Recognition (last 3 years):** |

Recipient, Merit Award (Loyola University Chicago)

| 8. | **Current Professional Presentations (last 5 years):** |

Presenter, *Diversity Issues*
National Association of Social Workers-Wisconsin Chapter State Conference. Waukesha, WI

Presenter, *Disproportionality in Education*
Cooperative Education Services Agency 9 Summit on Disproportionality in Education. Green Bay, WI

Presenter and Panelist, *African-American Race/Ethnicity*
University of Wisconsin-Green Bay Institute for Learning Fall Conference. Green Bay, WI

Presenter, *Knowing Your Lens*
Brown County Department of Children and Family Services. Green Bay, WI

Presenter, *Knowing Your Lens* and *Diversity*
Court Appointed Special Advocates State Conference. Madison, WI

Presenter, *Do No Harm*
Court Appointed Special Advocates National Conference. Anaheim, CA

Trainer, *Knowing Your Lens*
Court Appointed Special Advocates of the Fox Cities, Appleton, WI

Trainer, *Knowing Your Lens*
Northeast Wisconsin Technical College Police Cadets. Green Bay, WI

Trainer, *Diversity, Disproportionality, Families and Mental Health*
Court Appointed Special Advocates of Brown County. Green Bay, WI

Presenter, *Disproportionality*
National Association of Social Workers-Wisconsin Chapter State Conference. Brookfield, WI

9.   Current Professional Publications (last 5 years):

Fletcher, A. (2013). The Continued Journey of Race Work in Social Work from the Theoretical

Perspective of Foucault. *Praxis, 12,* 20-27

Fletcher, A. (2013). Mindfulness in Social Justice. Manuscript submitted for publication.

10.   Additional Relevant Information:

1.	**Abbreviated Vitae for:**

Joan Groessl, MSW, PhD, LCSW

2.	**Degree Information:**

- PhD
  Marian University

  Leadership Studies

  Anticipated matriculation 5/2013

- MSW
  University of Wisconsin-Milwaukee

  Social work, concentration health and families

  5/1989

- BSW
  University of Wisconsin-Green Bay

  Social Work

  5/1984

3.	**Academic Appointments:**

- University of Wisconsin-Green Bay
  Assistant Professor

  Green Bay, WI

  07/2014 - ongoing

- University of Wisconsin-Green Bay
  Lecturer and Field Coordinator

  Green Bay, WI

  07/2008 – 07/2014

4.	**Professional Post–Baccalaureate and Post–Master's Social Work Experience:**

- N.E.W. Partnership for Children and Families
  Curriculum Development (Contract)

  5/2012 – 11/2012 and 5/2014 to present

- Forest County Long Term Care Services
  Ethics Consultant

  Fall 2014.

- Kewaunee County Human Services

Evaluation Consultant DOJ Grant (Contract)

10/2011 – 10/2012

- Brown County Human Services
Clinical Supervisor

Green Bay, WI

03/2005 - 7/2008

- Brown County Human Services
Psychiatric Social Worker
Green Bay, WI
03/2003 - 7/2008

- Kewaunee County Community Programs
Mental Health Coordinator
Algoma, WI
7/1989 – 3/2003

- Villa Hope CSP
Consultant (Contract)
Green Bay, WI
2/1999 – 8/2000, 1/1995 – 1/1998

- Kewaunee Health Care Center/Dorchester Nursing Center
Social Worker
Kewaunee and Sturgeon Bay, WI
7/1984 – 7/1989

5. Current Memberships (professional, academic, community-related, scientific):

National Association of Social Workers- WI Chapter (Chair of continuing Education Committee)

International Society for Ethics across the Curriculum, member

Council on Social Worker Education, Wisconsin Chapter, member

Association of Baccalaureate Program Directors, member

6. Current Community Service Responsibilities and Activities (last 3 years):

Chair Algoma Families First Action Team

Volunteer guardian for two individuals with disabilities

Board President Algoma Medical Center

Advisory Board, Advocates for Healthy Transitional Living

7. Current Awards, Fellowships, Grants, or Recognition (last 3 years):

Advanced On-line Teaching Fellow 1/2015

Grants in Aid in Research 2/2013: Dissertation Support

Center for Advancement of Teaching and Learning Grant 6/2010: Service Learning

Center for Advancement of Teaching and Learning Grant: 11/2011: On-Line Education

8. Current Professional Presentations (last 5 years):

Ethics, Boundaries, and Decision Making in Practice. White Pine Consulting for Regional Consortium, Mauston, WI. [4 hours]. December 2014.

The Balancing Act: Ethics and Boundaries in Clinical Practice. Washington County HSD. [4 hours]. November 2014.

Ethics and Boundaries in Interdisciplinary Practice. ADRC of the Lakeshore, Manitowoc, WI. [8 hours]. November 2014.

Ethics and Boundaries in the Workplace. Forest County Long Term Care Services. Crandon, WI [4 hours], October 2014.

Ethics and Boundaries: Technology, Workplace Issues and You, Agnesian Health Care, Fond du lac. [4 hours]. October 2014.

Problem- based learning: Exploratory studies on the effects on moral development levels, learning and development of social work ethics. International Society for Ethics across the Curriculum Annual Conference, Phoenix, AZ. [90 minutes], October 2014.

Boundaries and Ethics: Identifying and Responding to Regional Concerns (co-developer Gail Trimberger). [4 hours] September 2014

Keeping Afloat: Ethics and Boundaries in the Workplace. Brown County Housing and Homeless Coalition. [4 hours]. July 2014

Nursing Homes: Ethics and Boundaries and You. Kings Veteran's Home, Waupaca, WI. [4 hours]. June, 2014

Moral Development levels and Social Worker Ethical Decision Making. WI Council on Social Work Education Spring Conference, Wisconsin Dells, WI. [60 minutes]. April 2014.

Moral Development levels and Social Worker Ethical Decision Making. [Doctoral Showcase]. Baccalaureate Program Directors Annual Conference, Louisville, KY. [30 min.] March 2014

Moral Development levels and Social Worker Ethical Decision Making. [Poster Presentation]. Council on Social Work Education Annual Conference, Dallas, TX. November 2013.

Ethics and Boundaries 2013-2015: Technology and the Professional Self. NEW Partnership of Children and Families. [4 hours] March 2013 (Administrator's Conference, Green Bay); July 2013 (Portage County, Winnebago County), August 2013 (Waushara County, Winnebago County), July 2014 (Shawano County and Forest County), August 2014 (Wood County, Marathon County)

Ethics and Boundaries and Technology, Outagamie County Human Services, [4 hour], November 2012

Borderline Personality Disorder: Strengths Based Approaches to Assessment and Treatment, National Association of Social Workers- Wisconsin Chapter Annual Conference, [4 hours], October, 2012

Office to Court: Forensic versus Clinical Interviewing of Children and Adolescents, National Association of Social Workers- Wisconsin Chapter Annual Conference [90 minutes], October, 2012

Ethics and Boundaries for Medical Social Workers, Agnesian Health Care, [4 hour], January 2012

Learning Together: An Interprofessional Ethics Assignment for RN to BSN and MSW Students, Society for Ethics across the Curriculum International Conference, St. Louis, MO November 4, 2011

Panel Presenter: Can Ethics be Taught? Society for Ethics across the Curriculum International Conference, St. Louis, MO November 2, 2011

Ethics and Boundaries for Homeless Services Providers, Brown County Housing and Homeless Coalition [4 hour] October 24, 2011

Social Work Ethics and Technology, Collaborative MSW Program Field Educators workshop [2 hour], September 30, 2011

Developing Social Work Leaders in a Changing World, NASW-WI State Conference [3 hour], co-presenter, Gail Trimberger, September 14, 2011

9.   Current Professional Publications (last 5 years):

Groessl, J., Heil, J., Snortum, T., and Surowiec, S. (May, 2015). *Ethics and Boundaries 2015-2017: Moral Courage in the Workplace.* [Curriculum manual and training materials]. NEW Partnership for Children and Families.

Groessl, J. & Bugenhagen, M. [submitted for publication] Moral Development Levels, Ethical Decision-Making and Social Workers. *Advances in Social Work.*

Groessl, J. [accepted for publication]. Teaching Note: Conceptualization of a contemporary social work ethics course. *Journal of Social Work Education.*

Vandenhouten, C. & Groessl, J. (2014). My Sisters Keeper: An Innovative Interprofessional Ethics Teaching Learning Strategy for RN to BSN & MSW Students. *Health and Interprofessional Practice*, 2 (2): eP1055, 1-12.

Groessl, J. (2013). An interdisciplinary ethics module for MSW and nursing students. *Social Work Education*, *32*(5) 639-649. DOI:10.1080/02615479.2012.695342

Conard, C., Groessl, J., Heil, J., Snortum, T., and Surowiec, S. (October, 2012). *Ethics and Boundaries 2013-2015: Technology and the Professional Self.* [Curriculum manual and training materials]. NEW Partnership for Children and Families.

10.   Additional Relevant Information:

Independent Clinical Social Worker, Wisconsin License # 828

Charter member Phi Delta Chapter of Phi Alpha Honor Society (5/7/2015)

1.   Abbreviated Vitae for:

Doreen Higgins, PhD, MSSW

2.   Degree Information:

PhD, Social Work

Dissertation Honors

The University of Kansas

The School of Social Welfare

2008

Master of Science, Social Work (MSSW)

The University of Wisconsin-Madison

The School of Social Work

1991

Bachelor of Science, Social Work (BSW)

The University of Wisconsin-Green Bay

Social Work Professional Program

1990

3.   Academic Appointments:

University of Wisconsin-Green Bay

Associate Professor, 2008-present

Collaborative MSW Program Coordinator 2012-15
MSW Program Chair & Coordinator, UW-Green Bay MSW Program 2015 to Present

Green Bay, WI

University of Wisconsin-Green Bay

Lecturer and Adjunct Instructor

Green Bay, WI

1996-2003

4. Professional Post-Baccalaureate and Post-Master's Social Work Experience:

St. Vincent Hospital, Home Health Care

Medical Social Worker

Green Bay, WI

1994-2003

St. Vincent Hospital

Instructor, Physician Continuing Medical Education (CME)

Green Bay, WI

1998

St. Vincent Hospital, Out-patient Mental Health Clinic

Psychotherapist

Green Bay, WI

1996-2003

St. Vincent Hospital, Bellin Hospital Health Systems & Alzheimer's Association of NE Wisconsin;
Instructor and Facilitator, "Coping with Frustration: A Class for Caregivers"

Green Bay, WI

1995-1998

Brown County Commission on Aging

Supportive Services Coordinator

Green Bay, WI

1991-1994

St. Vincent Hospital

Medical Social Worker/Emergency On-Call

Green Bay, WI

1990-1991

5. Current Memberships (professional, academic, community-related, scientific):

American Society on Aging

UW Green Bay Chapter of AFT-Wisconsin

6. Current Community Service Responsibilities and Activities (last 3 years):

American Society on Aging/National Council on Aging conference abstract reviewer, June 2009 to present

Brown County Elder Watch Committee, August 2010-2014

Green Bay Multi-cultural Center Health Care Disparities Council, July 2010-2013

NEW Curative Connections, Corporate Board of Directors, 2015 to present

US Administration on Aging, Affordable Care Act/Options Counseling grant consultant, 2010-2012

7. Current Awards, Fellowships, Grants, or Recognition (last 3 years):

Partnerships for Person-Centered and Participant-Directed Long-Term Services & Supports Grant (2013-16) in conjunction with CSWE Gero-Ed Center and National Resource Center for Participant-Directed Services (NRCPD) to prepare students in aging and disability practice. Funded by New York Community Trust. In collaboration with Dr. Gail Trimberger, Assistant Professor of Social Work. Award period: 2013-16.

College of Professional Studies (CPS) Values Award, April 2014 and April 2015 in recognition of colleagues who exemplify principles of integrity and espouse the values of "Creativity, dedication, inclusivity and support."

UW Green Bay College of Professional Studies Development Funds 2013. Supported travel for Multi-cultural Center research with Dr. Eunjeong Ko, San Diego State University.

UW-Green Bay, Online Teaching Fellow Award, 2013

UW-Green Bay, Nominee; Student Nominated Teaching Award, 2011

8. Current Professional Presentations (last 5 years):

Higgins, D., & Mahoney, K. (2015). *Training Future Professionals on Person-centered Planning and Participant Direction.* InControl Wisconsin annual conference, June 2, 2015.

Higgins, D., Hooyman, N., Rogers, A., & Sciegaj, M. (2015) *Infusing Person-centered/Participant-directed Competencies into Required Generalist Curriculum.* Webinar sponsored by the Gero-Ed Center of the Council on Social Work Education, May 7, 2015.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (2014). *Preparing Social Workers with Person-centered/person-directed Competencies.* Faculty Development Institute presentation. Council on Social Work Education APM annual conference, Tampa, FL, October 23, 2014.

Higgins, D., Hooyman, N., Rogers, A., & Sciegac, M. (2014). *Infusing PC/PD Competencies into Required Generalist Curriculum.* Panel presentation. Council on Social Work Education APM annual conference, Tampa, FL, October 23, 2014.

Higgins, D., & Trimberger, G. (2012). *Reframing Grief: Alternate Paradigms for Addressing the Many Contexts of Loss.* American Society on Aging/National Council on Aging (ASA/NCOA) annual conference. Washington, DC.

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

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

Higgins, D. (2011). *Improving Student Writing with Grammar Instruction.* Northeast Wisconsin Technical College/UW-Green Bay Study Circle and Teaching Strategies Collaborative. Green Bay, WI.

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

Higgins D. (2010). *Aging Stereotypes and Aging Avatars*. University of Wisconsin-System Conference on Second Life Virtual Reality. Green Bay, WI.

9. Current Professional Publications (last 5 years):

Ko, E., Roh, S., Higgins, D. (2013). Do Older Korean Immigrants Engage in End-of-Life Communication? *Educational Gerontology, 39,* 613-622

Higgins, D. (2013). Revise and resubmit. Older Adult Homeowners and Medicaid Estate Recovery: Disparities and Diverse Perspectives. *Journal of Gerontological Social Work.*

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

10. Additional Relevant Information:

Certified Advanced Practice Social Worker, State of Wisconsin, License #92; 1991 to present.

Certified (3,000 hours' post-masters) Psychotherapy Provider, State of Wisconsin, 1995 to present.

1.   Abbreviated Vitae for:

Sarah Ann Himmelheber, MSW, LCSW, PhD

2.   Degree Information:

- PhD
- University of Georgia
- Social Work
- May, 2012

- MSW
- University of Georgia
- Social Work
- May, 2004

- BS
- New College of Florida
- Political Science and Sociology
- May, 2000

3.   Academic Appointments:

- University of Wisconsin at Green Bay
- Assistant Professor of Social Work
- Green Bay, Wisconsin
- August 2012- present

- University of Georgia
- Teaching Assistant/ Instructor of Record
- Athens, Georgia
- August 2009- May 2012

4.   Professional Post–Baccalaureate and Post–Master's Social Work Experience:

- Advantage Behavioral Health Systems
- Counselor II
- Athens, Georgia
- Start Date (6/2005)
- End Date (6/ 2009)

- Northeast Georgia Homeless Coalition
- Resource Coordinator
- Athens, GA
- Start Date (7/ 2004)
- End Date (5/2005)
- Salvation Army
- Case Manager, Families in Transitional Housing Program
- Sarasota, Florida
- Start Date (8/2000)
- End Date (12/2001)

5.   Current Memberships (professional, academic, community-related, scientific):

* Society for Social Work and Research

* Social Work Baccalaureate Program Directors (BPD)

* Southeastern Women's Studies Association

* American Civil Liberties Union

* Amnesty International

* National Organization for Women

* Food Studies

6.   Current Community Service Responsibilities and Activities (last 3 years):

- 2013-Present—Faculty Advisor, Feeding the Hungry and Reducing Waste, Student Organization, UW-Green Bay, Green Bay, WI
- 2012-Present—Faculty Member, Center for Food and Community and Culture, UW-Green Bay
- November 2012- Present—Vice President, New Leaf Food, Inc. Board of Directors, Green Bay, WI
- October, 2012- Present—Member, Food Pantry Improvement Subcommittee, Community Health Improvement Program (CHIP), Green Bay, WI
- July, 2012- Present—Member of the Education and Events Committee, New Leaf Foods, Green Bay, WI
- January, 2010- January 2012—President of UGA Campus Kitchen Task Force, Athens, GA
- June 2003- June 2012—Counselor (one week/ year), GA Firefighters Burn Foundation Camp Oo-U-La, Atlanta, GA

7.   Current Awards, Fellowships, Grants, or Recognition (last 3 years):

2015   **Community Food Projects Grant Proposal**

United States Department of Agriculture

2012	**Teaching Scholar**
	University of Wisconsin- Green Bay

2012	**Library Research Fellow**
	University of Wisconsin- Green Bay

2012	**Qualitative Research Certificate**
	University of Georgia

2011-2012	**Dissertation Completion Award**
	University of Georgia Graduate School

8.   Current Professional Presentations (last 5 years):

Himmelheber, S.A., Zhu, L. & Early, K. (March, 2015). *Creating Healthier Food Pantries: First Steps in a Community-Advocacy Effort.* Paper Presented at the Annual Conference of Social Work Baccalauareate Program Directors (BPD).

Zhu, L., Himmelheber, S.A., & Early, K. (October, 2014). *Understanding Public Food Donations: A First Step in Improving Healthy Food Pantry Options.* Poster presented at the Annual Conference of the Academy of Nutrition and Dietitics.

Himmelheber, S. A. (March, 2014). *Building Understanding of Charitable and Change Paradigms in Service Learning.* Paper presented at the Annual Conference of Social Work Baccalaureate Program Directors (BPD).

Kaiser, M., Himmelheber, S. A., Miller, S. E., & Hayward, A. (November, 2013). *Cultivators of Change: Food Justice in Social Work Education.* Panel presented at the Annual Program Meeting of the Council on Social Work Education.

Lee, J. & Himmelheber, S.A. (November, 2013). *Field Education in the Present Moment: Evaluating a Pilot Mindfulness-Based Pedagogical Model.* Poster presented at the Annual Program Meeting of the Council on Social Work Education.

Lee, J. & Himmelheber, S.A. (October, 2013). *The Power of Presence in the 21ˢᵗ Century Classroom: Integrating Mindfulness Pedagogy to Cultivate Attention, Curiosity, Compassion, and Intention Among Students and Educators.* Poster presented at the International Society for the Scholarship of Teaching and Learning.

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

Himmelheber, S.A. (October, 2012). *An Ethnographic Case Study of the Campus Kitchens Project.* Paper presented at the 2ⁿᵈ Annual International Food Studies Conference.

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

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

Himmelheber, S. A. (October, 2011). *Food Security, Service-Learning, and the Natural Environment: Ideas for Social Work Education.* Paper presented at the Annual Program Meeting of the Council on Social Work Education.

Himmelheber, S. A. (March, 2011). *Exploring the Campus Kitchens Project.* Paper presented at the Gulf South Summit Annual Conference for Service Learning in Higher Education.

Kolomer, S., Williams, N.R., Himmelheber, S.A., & Dillard, D.R. (October, 2010). *Service as Self-Care: Social Workers Return to Burn Camp.* Poster presented at the Annual Program Meeting of the Council on Social Work Education.

Himmelheber, S. A. (June, 2010). *Community Gardening and Cultural Creativity: A Social Work Opportunity.* Paper presented at the "Food In Bloom" joint Annual Meeting of Agriculture, Food, and Human Values Society and the Association for the Study of Food and Society.

9. Current Professional Publications (last 5 years):

Himmelheber, S. A. & Reeves, P. L. (in progress). Relationship depth in university-community

partnerships: Lessons from a case study of the Campus Kitchens Project. *Gateways: International Journal of Community Research and Engagement.*

Lee, J. & Himmelheber, S. A. (accepted). Cultivating presence: Evaluating a 14-week pedagogical model to increase mindfulness among BSW and MSW field students. *Journal of Social Work Education.*

Kaiser, M., Himmelheber, S. A., Miller, S.E., & Haywood, A. (under review). Utilizing the food system as an entry point for incorporating the natural environment into social work education. *Social Work Education: The International Journal.*

Himmelheber, S.A. (2014). Examining the Underlying Values in Food Assistance Programming: Implications for the Social Work Profession. *Journal of Progressive Human Services, 25(2)* 116-132.

Himmelheber, S.A. (2013). [Review of the book American Wasteland: How America Throws Away Nearly Half its Food (and What We Can Do About It)]. *Journal of Progressive Human Services.*

Kolomer, S., Himmelheber, S. A., & Murray, C. (2012). Mutual exchange within skipped generation households: How grandfamilies support one another, in Hayslip, B. & Smith, G., *Resilient Grandparent Caregivers: A Strengths Based Perspective.* New York: Routledge.

Himmelheber, S. A. (2010). [Review of the book Lost in Space: The Criminalization, Globalization,   and Urban Ecology of Homelessness]. *Human Geography, 3* (3).

10.   Additional Relevant Information:

Invited Presentations:

March-June 2012 Mindfulness and Practical Skills Training (four-part training over four months)

Advantage Behavioral Health Systems

Community Presentation: *Building Understanding Around Mindfulness, Interpersonal Effectiveness, Emotion Regulation, and Distress Tolerance*

September 2011   Social Work and Health

University of Georgia School of Social Work

Presentation to Students: *Food Security and Health: Exploring Community-Level Interventions*

August 2011   Specialty Seminar

University of Georgia School of Social Work

Presentation to Students: *Preparing for an Internship in the Mental Health Field: Group Work, Challenges, and the Student Role*

July 2011   Masters in Marketing Research

University of Georgia

Presentation to Students: *Introduction to Atlas.ti and Computer Assisted Qualitative Data Analysis Software*

March 2011   Life of the Mind Enrichment Series

Augusta State University

Presentation to Students: *The Food Rescue and Redistribution Movement: Radical Activism and the Non-Profit Sector*

February 2011   Bringing It Back to Campus:

Southeast Youth Food Activism Summit

Presentation to Students: *Student Contributions in Food Activism*

August 2010   Specialty Seminar

University of Georgia School of Social Work

Presentation to Students: *Group Work with People with Severe and Persistent Mental Illness*

July 2010   Building Communities that Grow Local Economies

Area Committee to Improve Opportunities Now, Inc.

Community Presentation: *Case Management Strategies and Techniques*

November 2009   Social Work with Diverse Populations

BSW course, University of Georgia

Presentation to Students: *Working with People with Severe and Persistent Mental Illness*

1.   Abbreviated Vitae for:

Karen A. Jick, LCSW, ACSW

2.   Degree Information:

- Master of Science of Social Work (MSSW)
- University of Wisconsin-Madison
- Social Work
- May 1974

3.   Academic Appointments:

- University of Wisconsin-Green Bay
- Senior Lecturer (appointment as of 2013)
- Green Bay, WI
- August 2008
- Current

- University of Wisconsin-Milwaukee
- Clinical Assistant Professor
- Milwaukee, WI
- June 1994
- December 1999

4.   Professional Post–Baccalaureate and Post–Master's Social Work Experience:

- University of Wisconsin-Green Bay
- Lecturer
- Green Bay, WI
- 2008
- Current

- ICF Consultants, Inc.
- Psychotherapist
- Milwaukee, WI
- 2009
- Current

- HOPES Center of Racine, Inc.

- Consultant
- Racine, WI
- 20010-12

- Sunshine Adoption, Inc.
- Director
- Elm Grove, WI
- 2005
- 2008

- Kids Matter, Inc.
- Co-Director
- Milwaukee, WI
- 2000
- 2005

- University of Wisconsin-Green Bay (NEW Partnership for Children and Families)
- Curriculum Developer/Trainer
- Green Bay, WI
- 1999
- 2005

- University of Wisconsin-Milwaukee
- Clinical Assistant Professor & Adjunct Faculty
- Milwaukee, WI
- 1994
- 2006

- Therapy Associates of Racine, Inc.
- Co-owner; Psychotherapist
- Racine, WI
- 1991
- 1994

- Southeastern Wisconsin Medical and Social Services, Inc.
- Psychotherapist
- Racine, WI
- 1986
- 1991

_____

- Family Services of Racine, Inc.
- Psychotherapist
- Racine, WI
- 1981
- 1986

_____

- Brown County Human Services Dept.
- Caseworker
- Green Bay, WI
- 1976
- 1981

- Milwaukee Counseling Services, Inc.
- Caseworker
- Milwaukee, WI
- 1974
- 1976

5. Current Memberships (professional, academic, community-related, scientific):

- National Association of Social Workers (former WI Chapter President)
- Academy of Certified Social Workers

6. Current Community Service Responsibilities and Activities (last 3 years):

- Kenya Works, Inc. (Board of Directors) seven-year term ended 6/2013
- Child Abuse and Neglect Task Force of Brown County: Community Training and Tools Team (2014-present)
- National Association of Social Workers, Chair: Task Force on Children's Issues (WI Chapter) 2004-current

7. Current Awards, Fellowships, Grants, or Recognition (last 3 years):

- Founders Association Award for Excellence in a Collaborative Achievement (2014). Recognition of the collaboration of four campus disciplines in developing and delivering a three-week Spanish immersion travel course in Cuernavaca, MX.

8. Current Professional Presentations (last 5 years):

- 2012 Ethics Workshop: Collaborative MSW Program of UWGB and UW-Oshkosh
- 2012 Ethics Workshop: Affiliated Professional Group; West Bend, WI.
- 2011 Ethics Webinar. National Association of Social Workers-WI Chapter
- 2010 Ethics Workshop. Annual Conference. National Association of Social Workers-WI Chapter
- 2009 Ethics Workshop. Moorings Program in Recovery, Inc.
- 2008 Ethics Workshop. UW Green Bay Social Work Professional Programs.

9. Current Professional Publications (last 5 years):

All articles were published in the Child Welfare Specialty Practice Section Newsletter of the National Association of Social Workers:

- (2010, Issue One). Three women, two mothers, one adoption: Reflections upon reunion. *Child Welfare Section Connection,* 2 & 6-10.
- (2009, Issue One). Challenges in mandated reporter training. *Child Welfare Section Connection,* 1 & 3-7.
- (2009, Issue One). Infant deaths while co-sleeping: A crime, a public health issue or both? *Child Welfare Section Connection,* 1 & 3-5.
- (2008, Issue Two). Hague Convention on protection of children: Implications for intercountry adoption-Part 1. *Child Welfare Section Connection,* 1 & 3-5.
- (2008, Issue One). Hague Convention on protection of children: Implications for intercountry adoption-Part II. *Child Welfare Section Connection,* 8-11.
- (2008, Issue Two). Paternal resources available in child in need of protection and services (CHIPS) cases. *Child Welfare Section Connection,* 6-7.

10.   Additional Relevant Information:

1. Abbreviated Vitae for:

Matthew Mattila, ACSW, CISW

3390 Davies Ave.

Green Bay, Wisconsin   54311-7200

Cell: (920) 562-5881

Office: (920) 465-2867

E-Mail: mattilam@uwgb.edu

2. Degree Information:

Master's of Social Work, Portland State University, Graduate School of Social Work,

Portland, Oregon, 1985.

Bachelor of Arts – Social Welfare (Cum Laude), Pacific Lutheran University,

Tacoma, Washington, 1977.

3. Academic Appointments:

Instructional Program Manager (Child Welfare Coordinator) – University of Wisconsin - Green Bay, Social Work Professional Program, August 2005 – present.

Administration and coordination of the BSW and Collaborative MSW child welfare education programs. Classroom teaching in the BSW and MSW programs.

Lecturer in Social Work – Eastern Washington University, School of Social Work, 1998 – 2005.

Classroom teaching, field instruction and training with emphasis upon child welfare.

4. Professional Experience:

Marriage and Family Counselor – Multnomah County Family Court Services,

Portland, Oregon. 1992 – 1998.

Domestic relations mediation, child custody evaluation and expert witness testimony.

Clinician – Affiliated Psychological Associates, Portland, Oregon. 1991 – 1992.

Clinical social work with children, adolescents and adults.

Marriage and Family Counselor – Marion County Family Court Services, Salem, Oregon, 1988 – 1991.

Domestic relations mediation, child custody evaluation, counseling and education.

Social Worker / Supervisor – Cayman Islands Department of Social Services, 1986 –1988.

Direct social work practice with children and families in public social service agency. Supervised social work and children's home staff.

Social Worker – Oregon Children's Services Division, Portland, Oregon. 1981 –1986.

Direct social work practice with children and families in public child welfare agency. Provided child protection, family preservation and placement services.

Educational Social Worker – Salem Public Schools, Salem, Oregon. 1978 – 1980.

Direct social work practice with children and families in public school setting.

5. Professional Memberships:

National Association of Social Workers – Wisconsin Chapter.

6. Community Service:

Facilitator, NE Wisconsin (Brown, Door & Oconto Counties) Child Fatality Review Team, since 2007.

7. Professional Presentations:

"Nuts and Bolts of Child Welfare Education Programs", Council on Social Work Education, Child Welfare Track Annual Meeting, Tampa, FL, October, 2014.

"Social Work Licensure Exam Preparation Course", NASW – Wisconsin Chapter, 2012-14 (one Webinar and one live session each year).

"Faculty Roundtable: Integrating Child Welfare and CSWE Competencies", National IV-E Conference, University of Houston, Galveston, TX, May 2013.

"Integrating CFSR Principles into the MSW Child Welfare Curriculum", National IV-E Roundtable, University of Houston, Galveston, TX, May 2011.

"Racial Disproportionality in Wisconsin's Child Welfare System", Midwest IV-E Roundtable, University of Minnesota, June 2010.

9. Other Relevant Information:

<u>Certification</u>

Academy of Certified Social Workers (ACSW), since 1990.

Certified Independent Social Worker (CISW), Wisconsin, since 2005.

1.   Abbreviated Vitae for:

JOLANDA M. SALLMANN, CSW, MSW, Ph.D.

2.   Degree Information:

Ph.D.
University of Wisconsin-Madison
Social Welfare with a minor in Sociology

December 2005

Dissertation: *Being in the World of Prostitution: An Interpretive Phenomenological Study of Women's Lived Experience and Their Relation to Service Providers*

MSW
University of Wisconsin-Milwaukee
Social Work with a concentration in children, youth and families
August 1996

BSW
University of Wisconsin-Milwaukee
Social Work with a minor in Psychology
Cum Laude
December 1992

3.   Academic Appointments:

University of Wisconsin-Green Bay
Chair, Social Work Professional Programs
Green Bay, Wisconsin
July 2010-present

Associate Professor, Social Work Professional Programs
May 2009-present

Collaborative MSW Program Field Coordinator, Social Work Professional Programs
July 2006-June 2008

Assistant Professor, Social Work Professional Programs
August 2004-May 2009

University of Wisconsin-Madison
Teaching Assistant, School of Social Work
Madison, Wisconsin

September 1996-December 1998; September 2003-May 2004

4.   Professional Experience:

Dane County Department of Human Services, Area Agency on Aging
Social Worker, LTE—Elder Abuse Investigator
Madison, Wisconsin
November 2002-January 2003

YWCA of Madison
Community Organizer/Curriculum & Training Coordinator
Madison, Wisconsin

February 2001-2002

St. Aemilian-Lakeside
Youth Counselor, On-call
October 1994-December 1994

Ethan Allen School for Boys – State Department of Health and Social Services, Division of Youth Services
Youth Counselor 1
March 1993-May 1993.

5.   Current Memberships:

Association of Baccalaureate Social Work Program Directors
Council on Social Work Education

6.   Community Service (past 3 years):

Brown County Annual Martin Luther King, Jr. Community Celebration Committee; Green Bay, WI
- *Steering Committee Member,* 2005-present
- *Poster/Essay Subcommittee Member,* 2005-present

Goodwill Industries, Inc., Green Bay, WI
- *GLBT Partnership Steering Committee,* 2011-present

7.   Awards and Recognitions (past 3 years):

2014-2015 Academic Year Sabbatical. Title of proposal: Cultural competence in Social Work education: Assessing impact and developing regionally responsive, culturally specific curriculum content.

8.   Professional Presentations (past 5 years):

Sallmann, J., & Akakpo, T. (2013). *Impact of instructor's race and gender on students' development of cultural competence.* UW Green Bay Deans' Lecture Series. Green Bay, WI.

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

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

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

9.   Professional Publications (past 5 years):

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

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

10:   Additional Experience:

Principal Investigator, *Title IV-E Long Term Child Welfare Training Program (2010-2014)*, Average annual award approximately $690,000.00. Wisconsin Division of Children and Family Services (from federal funds made available through Title IV-E of the Social Security Act.

> The Long Term Child Welfare Training Program at the University of Wisconsin–Green Bay Social Work Professional Programs provides education and training for undergraduate (BSW) and graduate (MSW) social work students committed to pursuing careers in public or tribal child welfare.

Steering Committee, UW Green Bay Pride Center (2011-present).

Keynote Speaker, UW Green Bay Pride Center Lavender Graduation (April, 2014).

Conference Organizer, Building Communities and Engaging Voices: UW Green Bay Shared Governance Conference (April, 2014).

Committee Member, Best Practices for Diverse Classroom Environment (subcommittee of UW Green Bay's Chancellor's Council on Diversity and Inclusive Excellence) (2013-2014).

1.   Abbreviated Vitae for:

Gail Trimberger, MSSW, PhD, LCSW

2.   Degree Information:

Doctorate of Philosophy

Marian University

Leadership Studies

May/2013

Master of Science in Social Work

University of Wisconsin-Madison

Social Work

May/1982

Bachelor of Arts in Comprehensive Social Work

University of Wisconsin-Eau Claire

Social Work

Cum Laude

May/1981

3.   Academic Appointments:

University of Wisconsin-Green Bay

Associate Professor of Social Work

January/2015-current

Interim Chair, Social Work Professional Programs

July/2014-current

Assistant Professor of Social Work

Green Bay, Wisconsin

August/2008-December/2014

4. Professional Post–Baccalaureate and Post–Master's Social Work Experience:

Unity Hospice and Palliative Care

Medical Social Worker/Director of Patient Services/Director of Quality Improvement

DePere, WI

August/1994-August/2008

St. Vincent Hospital

Medical Social Worker

Green Bay, Wisconsin

August/1993-October/1995

Heritage Nursing Center

Director of Social Services/Consultant

Sheboygan, Wisconsin

Fall/1988-December 1993

Texas Department of Health

Medical Social Worker

Tyler, Texas

Fall/1984-February/1987

5. Current Memberships (professional, academic, community-related, scientific):

Association of Baccalaureate Social Work Program Directors

National Association of Social Workers

UW-Green Bay Chapter of AFT-Wisconsin

6. Current Community Service Responsibilities and Activities (last 3 years):

Camp Lloyd

Co-Director and Head Bereavement Counselor

2008-current

NE Wisconsin Alliance for Social Work Continuing Education

UW-Green Bay Representative

2009-current

Oral Health Partnership of Brown County

Executive Board Member

January/2015-current

Sharon S. Richardson Community Hospice

Volunteer Trainer

August/2013-current

St. John the Baptist Catholic Church-Bereavement Ministry

Co-facilitator and Trainer

July/2014-current

7. Current Awards, Fellowships, Grants, or Recognition (last 3 years):

UW-Green Bay On-Line Starter Teaching Fellow (May-June, 2014). *Advanced Program Evaluation.*

UW-Green Bay Teaching Scholar (2013-2014). *BSW BLOG Pilot Project.*

UW-Green Bay College of Professional Studies Professional Development Funds (Spring 2013). *Used to purchase grief-related teaching materials.*

National Resource Center for Participant-Directed Services Partnerships Project (2013-2016). *Projected $50,000 awarded over course of three years. Grant focuses on preparing BSW and MSW students with aging competencies. Year two of the grant cycle will include stipends for students interesting in aging practice. In collaboration with Principal Investigator UW-Green Bay Social Work Associate Professor, Dr. Doreen Higgins.*

UW-Green Bay Grants in Aid of Research (2012). *An Exploration of Social Work Boundaries.*

UW-Green Bay Student-Nominated New Faculty Teaching Award. *Nominated in 2010, 2012, 2013. Finalist in 2010 and 2013.*

8. Current Professional Presentations (last 5 years):

Using a BLOG to foster student development (Scheduled for March 7, 2015).

> Baccalaureate Program Directors Annual Conference. Kansas City, MO.

*Ethics and boundaries: Identifying and responding to regional concerns (*January 15, 2015).

> UW-Green Bay Continuing Professional Education, Oneida, WI. Co-authored and co-presented with Dr. Joan Groessl.

Ethics and boundaries: Identifying and responding to regional concerns (November 14, 2014).
> UW-Green Bay Continuing Professional Education, Wausau, WI. Co-authored with Dr.
> Joan Groessl.

A new look at an old issue: The development of professional boundaries (July 24, 2014).

> National Association of Social Workers Annual Conference. Washington, D.C.

Ethics and boundaries in rural settings (June 17, 2014). Barron County Department of Health
> and Human Services agency-wide training, Barron, WI.

The interface between ethics, boundaries, and end-of-life care (April 25, 2014). Hospice
> Organization and Palliative Experts of Wisconsin (HOPE) Statewide Spring Social Work Meeting, Wausau, WI.

Social work boundaries in a complex world: A constructive-development exploration (March 21, 2014). Baccalaureate Program Directors Annual Conference. Louisville, KY.

The Relationship between student development and the social work field experience (December 6, 2013). UW-Eau Claire, UW-Madison, UW-River Falls Field Educators Workshop, Eau Claire, WI.

Ethics and boundaries: Identifying and responding to regional concerns (November 15, 2013). UW-Green Bay Continuing Professional Education, Port Washington, WI. Co-authored with Dr. Joan Groessl.

*Ethics and boundaries: Identifying and responding to regional concerns (*October 18, 2013). UW-Green Bay Continuing Professional Education, Wausau, WI. Co-authored with Dr. Joan Groessl.

A university-based camp for grieving children (October 11, 2013). National Bereavement Camp Conference. Philadelphia, PA. Co-authored with Dr. Illene Cupit and Dr. Deirdre Radosevich.

The gap between teaching and learning professional boundaries. (October 4, 2013). Wisconsin Council on Social Work Education Fall Conference. Wisconsin Dells, WI.

Ethics and boundaries: Identifying and responding to regional concerns (September 27, 2013). UW-Green Bay Continuing Professional Education, Green Bay, WI. Co-authored and co-presented with Dr. Joan Groessl.

Boundary issues in practice (February, 2013). Libertas Treatment Programs, Green Bay, WI.

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

Developing leaders: Empowering human service practitioners (January, 2013). UW-Green Bay Continuing Education Office, Wausau, Wisconsin.

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

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

Confidentiality in social work (October, 2012). Brown County Department of Human Services-Long Term Care Unit, Green Bay, WI.

Ethics and boundaries: World Café Style (March, 2012). UW-Green Bay Social Work Professional Programs Field Educators Workshop. Co-authored and presented with Dr.   Joan Groessl.

Reframing grief: Alternative paradigms for addressing the many contexts of loss. (March, 2012). Co-presented with D. Higgins. American Society on Aging in America Conference, Washington D.C.

Developing social work leaders in a changing world. (September, 2011). Co-presented with J. Groessl. Wisconsin National Association of Social Workers Annual Conference, Madison, Wisconsin.

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

Using research to improve local food security (October, 2010). Co-presented with K. Early. National Outreach Scholarship Conference, Raleigh, NC.

9.   Current Professional Publications (last 5 years):

Trimberger, G. (2015). A new look at an old issue: A constructive-development approach to professional boundaries. *The Journal of Social Work Values and Ethics, 12*(1).

Martin, J. & Trimberger, G. (2012). Adoptive mothering: A trans-racial adoptee's viewpoint. In F. Latchford, (Ed.) *Adoption and mothering*. Bradford, ONT: Demeter Press.

Trimberger, G. (2012). An exploration of the development of professional boundaries. *The Journal of Social Work Values & Ethics*, *9*(2).

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

10.   Additional Relevant Information:

University of Wisconsin-Green Bay
Social Work Professional Programs

Faculty Merit and Promotion Policies and Procedures
August 4, 2009

I. Integrate PAR and Merit/Promotion materials in the Following Way:

   A. PAR
       1. Each September faculty completes the Professional Activities Report
       (PAR) using the attached criteria for teaching, service and scholarship (pp.
       2-14). The PAR includes the general presentation of evidence and
       evaluation of how criteria were met in each area. The completed form is
       submitted to the Secretary of the Faculty and Academic Staff Office.
   B. MERIT REVIEW PROGRESS REPORT
       1. Using the attached outline (pp. 15-16), faculty develops a separate page
       document indicating progress toward meeting professional development
       goals and benchmarks/new goals for the next year (non-tenured faculty) or
       two years (tenured faculty).
   C. EXECUTIVE COMMITTEE MEETING
       1. One week prior to the scheduled review, faculty provides the ADA
       with copies of the PAR, supporting documentation, and Merit Review
       Progress Report for the Executive Committee members to examine prior
       to the review.
       2. NOTE: Each fall non-tenure faculty members are reviewed for merit;
       tenured faculty members have the choice of an annual review or bi-annual
       review. Annual merit scores are based on the previous year's review for
       those participating annually, and on the review of the previous two years
       for those who participate biannually.
       3. At the time of the merit review, each faculty member can determine the
       weight for each of three areas: teaching between 40%-60%; scholarship
       between 20%-40%; and service between 20%-40%.
       4. Additional Procedures for Promotion to Associate or Full Professor:
              a. Faculty presents a summary of all merit materials since last
              promotion with consideration of university criteria for promotion.
              b. All material must be carefully and thoroughly organized.
              c. Material must include external letters of support.

PAR REPORT CRITERIA
FOR TEACHING, SCHOLARSHIP AND SERVICE

I. ASSESSMENT OF TEACHING

A. General Notes on Presentation of Evidence:

1. List all courses taught each semester. Indicate credit load for each course, number of students in the course, and if the course is a graduate or undergraduate level course. Indicate any new course preparations.

2. List independent studies/internships/honors projects or other special teaching projects for each semester covered by the review period. Include project titles and credit load.

3. Indicate teaching advancement opportunities.

B. Teaching Benchmarks

1. Teaching rating is comprised of 5 areas:

    1. Conceptualization and design: competencies (5 points)

    2. Teaching methodologies: student evaluation   (5 points)

    3. Teaching methodologies: peer evaluation   (2 points)

    4. Conceptualization and design: breadth, relevance, integration, collaboration   (8 points)

    5. Unique achievements: (5 points)

2. Overall scores range from 1-25
    1-5: poor: translate into final rating: 1-1.99
    6-10 minimal: translate into final rating: 2-2.99
    11-15 average: translate into final rating: 3-3.99
    16-20 strong: translate into final rating: 4-4.99
    21-25 excellent: final rating 5

C. Benchmark 1: Conceptualization and Design

TABLE 1: TEACHING BENCHMARK 1

High Quality Work	Criteria	Evidence
Strong course conceptualization and design	Course syllabus, assignments, readings and activities:	End-of-semester student evaluations of course objectives.
	1. reflect student learning outcomes;	

TEACHING SCALE 1: CONCEPTUALIZATION AND DESIGN: competencies (5 points);

Scale Uses End-of-semester student evaluations of course achievement of competencies; scores are averaged over all courses taught during the year.

Rating	Definitions
1.0-1.99	Conceptualization & Design: rating of less than 2.5 on Achievement of Competencies
2.0-2.99	Conceptualization & Design: rating of 2.5-3 on Achievement of Competencies
3.0-3.99	Conceptualization & Design: rating of 3.1-3.75 on Achievement of Competencies
4.0-4.99	Conceptualization & Design: rating of 3.8-4.4 on Achievement of Competencies
5.0	Conceptualization & Design: rating of 4.5 + on Achievement of Competencies

D. Benchmark 2: Teaching Methodologies

Exemplary Teaching Methodologies	Course syllabus, assignments, readings and activities:	
	1. maintain student interest;	End of semester student evaluations items number
	2. pique student curiosity;	End of semester student evaluations items number
	3. encourage students to become self-directed learners;	End of semester student evaluations items number
	4. help students examine their own values and perspectives;	End of semester student evaluations items number
	5. responds to student inquiries in a timely manner	End of semester student evaluation items number

TEACHING SCALE 2: TEACHING METHODOLOGIES: student evaluation (5 points)

Use scores from all classes taught during the year; use 6 student evaluation items to obtain ratings.

Rating	Definitions
1.0-1.99	Exemplary Teaching Methodologies: Rating of less than 2.5 on student evaluation items
2.0-2.99	Exemplary Teaching Methodologies: Rating of 2.5-3 on student evaluation items
3.0-3.99	Exemplary Teaching Methodologies: Rating of 3.1-3.75 on student evaluation items
4.0-4.99	Exemplary Teaching Methodologies: Rating of 3.8-4.4 on student evaluation items
5.0	Exemplary Teaching Methodologies: Rating 4.5 + on student evaluation items

E. Benchmark 3: Peer Evaluation

The peer reviewer uses questions on the following instrument to complete Teaching Scale 3:

Rating Scale
1 = Not at all; 2 = Less than satisfactory; 3 = Satisfactory; 4 = Good; 5 = Excellent

Teaching Methodologies

1. How well does instructor maintain student interest?

2. How well does instructor pique student curiosity?

3. How well does the instructor encourage students to become self-directed learners?

4. How well does the instructor help students examine their own values and perspectives?

5. How well does the instructor help students effectively learn the course content?

6. How well does the instructor respond to student inquiries?

Course Conceptualization and Design

7. How well does the course reflect the Program's purposes and student learning goals?

8. How well does the course offer breadth and depth in the subject area?

9. How well does the course provide relevant and updated course materials?

10. How well does the course integrate teaching, scholarship, service?

Teaching Outcomes

11. How appropriate and helpful were the instructor's comments on an example of a student's work?

TEACHING SCALE 3: TEACHING METHODOLOGIES: peer evaluation (2 points)

Note: Peer completes this rating

Rating	Definitions
0-.5	Exemplary Teaching Methodologies: poor
.51-1.0	Exemplary Teaching Methodologies: poor but improving
1.1-1.25	Exemplary Teaching Methodologies: average
1.26-1.75	Exemplary Teaching Methodologies: above average
1.76-2.0	Exemplary Teaching Methodologies: excellent

F. Benchmark 4: Conceptualization and Design: Breadth, Relevance, Integration, Collaboration

Strong course conceptualization and design	Course syllabus, assignments, readings and activities:	
	1. offer breadth and depth in the subject area;	Relevant portions of syllabus;
	2. Provide relevant and updated course materials that address emergent needs in the field;	Relevant portions of the syllabus; references to published materials and other documents used to identify emergent needs;
	3. scholarship; service impact teaching	Relevant portions of the syllabus; references to scholarship and teaching;
	4. reflect collaborative and supportive efforts among faculty.	Relevant portions of the syllabus; written statements from collaborators describing these efforts.

TEACHING SCALE 4: CONCEPTUALIZATION AND DESIGN: BREADTH, RELEVANCE,
INTEGRATION, COLLABORATION (8 points)

Breadth And Depth:0-2	Evaluation made by faculty 0=little evidence 1=some breadth and depth evident in syllabus 2= syllabus offers substantial breadth and depth
Relevance, Updated, Emergent Issues: 0-2	Evaluation made by faculty 0=little evidence 1=some evidence of current material, relevance in syllabus 2= syllabus offers substantial evidence that emergent issues addressed, updated materials provided, materials relevant to course purpose
Integration of Scholarship and Service Experience into Syllabus: 0-2	Evaluation made by faculty 0=little evidence 1=some evidence of use of scholarship/service experience in course materials 2= course materials offer substantial evidence that scholarship and service experiences are appropriately integrated into the course materials
Faculty Collaboration: 0-2	Syllabus or written materials from collaborators are reviewed by faculty 0=no evidence collaboration used to develop course materials 1= some evidence of periodic collaboration with faculty in designing course materials 2= course materials reflect consistent efforts to draw on collaboration with appropriate faculty

E. Benchmark 5: Unique Achievements

The faculty member has an opportunity to offer evidence of efforts that go beyond "regular" teaching work that strengthen or develop existing or new course materials. Example: teaching development grant, teaching excellence grant, etc. Refer to first 3 general notes in the main document.

The faculty member presents evidence to support a self-rating of 1-5.

II. ASSESSMENT OF SCHOLARSHIP/ CREATIVITY

High Quality Work	Criteria	Evidence
Scholarship or creative work that enhances social work education and/or practice in the helping professions.	Availability of the scholarship or creative work in venues that: • Are accessible by educators and/or practitioners; • Are used in education and practice; • Are peer-reviewed; or • Are relevant in the networking with other scholars.	Provide a listing of all scholarship and creative activities completed, accepted, and in progress and link each to the criteria (in the following order); • Publications, manuscripts, reports, exhibitions, manuals, films, videotapes, etc.; • Grants (with amounts), awards, honors applied for or achieved; • Contributions at international, national, and regional conferences; and • Attendance at conferences and/or organizational work submitted or completed.

Benchmarks for Merit (Rating System):
Score is determined by adding points for each scholarly activity. The highest, cumulative, rating is a 5. Even if the cumulative total of activities = 5, a 5 can only be assigned if one or more of the activities was peer-reviewed, except for major exceptions (e.g., text- or other book in-press).

Points	Definitions	Examples
0.5-0.99	**Minor scholarly activity**	Submitted conference abstract for non-refereed review; invited to present scholarship; minor consultant role for research project; continuing progress on project from prior year (writing book, etc.); managing grant (with compensation: release time or pay); engaging in active research (with compensation: release time or pay)
1.0-1.99	**Small scholarly activity**	Submitted conference abstract for peer-review, developed a research tool for a

		study, submitted manuscript to non-refereed forum, submitted small grant proposal for review; engaging in active research (without compensation: release time or pay).
2.0-2.99	**Medium scholarly activity**	Presented invited workshop to educators or practitioners, major consultant role for research project, submitted manuscript for peer review, non-refereed book review (or other small publication) in-press; recipient of small grant; managing grant (with no compensation: release time or pay)
3.0-3.99	**Large scholarly activity**	Presentation of a refereed conference abstract, submission of a large research grant, non-refereed manuscript in-press.
4.0-4.49	**Substantial scholarly activity**	Refereed manuscript in-press; invited anthology chapter in-press; in-press book or journal where served as (special) editor; submission of new, large grant; book under review
4.5-5.0	**Extraordinary scholarship**	Text- or other book in-press

For Tenure and Promotion:
At the time the individual is seeking tenure, a minimum of three scholarly activities need to be completed at benchmark 4.0 or above. Two of the activities must be communicated to an audience beyond the UW-Green Bay catchment area of Northeastern Wisconsin and must be accepted for publication in a blind peer reviewed professional journal cited in *Social Work Abstracts* or *PsychInfo*. A form of applied scholarship can be substituted for the third scholarly activity expected for tenure.

III. ASSESSMENT OF SERVICE

A. General Notes on Presentation of Evidence:

Provide a list of all service activities during the academic year. Indicate: (a) whether the activity is compensated financially or with course release; (b) estimated time involved with the activity; (c) roles; (d) volunteered, elected or appointed position.

Note: Scores for Community and Institutional Service are underlined averaged to arrive at overall Service Score.

B. Assessment of Community Service

High Quality Work   Criteria   Evidence

Professional social work expertise, experience and leadership are brought to bear on community concerns.	1. Directly benefits the practice community or social work client systems; 2. Involves seeking out or creating new opportunities for change; 3. Involves collaboration; 4. Creates new opportunities for enhancing scholarship or teaching. 5. Involves leadership role.	1. Identification of the ways these activities meet criteria. 2. Documents verifying activity (work products; attendance, etc.) May include letters from collaborators and/or persons impacted.

C. Benchmarks for Community Service

Rating	Definitions	Examples of Meeting Criteria
1.0-1.99	A minimum of one criterion is satisfactorily met, activity/ activities involved ≥ 10 hours, and/or goals were either not or partially met.	Board member for a community agency where membership directly benefits the community (crit. #1); role involves limited collaboration (crit. #3) and does not involve seeking out new opportunities (crit. #2), creating opportunities for scholarship/ teaching (crit. #4), or leadership (crit. #5).
2.0 -2.99	A minimum of two criteria are satisfactorily met, activity/ activities involved ≥ 15 hours, and/or goals were either not or partially met.	Chair a committee for a community agency where membership directly benefits community (crit. 1 & 5); role involves limited collaboration (crit. #3) and does not involve seeking out new opportunities (crit. #2) or creating opportunities for scholarship/ teaching (crit. #4).
3.0-3.99	A minimum of three criteria are satisfactorily met, activity/ activities involved ≥ 20 hours, and/or goals were partially met.	Chair a committee for a community agency where membership directly benefits community (crit. 1 & 5); role involves substantial collaboration (crit. #3); role does not involve seeking out new opportunities (crit. #2) or creating opportunities for scholarship/teaching (crit. #4).
4.00-4.99	A minimum of four criteria are satisfactorily met, activity/ activities involved ≥ 25 hours, and goals were met.	Expand on example above to include minimum of 4 criteria.
5.0	All five criteria are satisfactorily met, activity/activities involved ≥ 30 hours, and goals were met.	Expand on example above to include all 5 criteria.

D. Assessment of Institutional Service

High Quality Work	Criteria	Evidence
Professional expertise and experience are brought to bear on institutional concerns.	1. Directly benefits the unit; 2. Directly benefits the university; 3. Involves seeking out or creating new opportunities for change; 4. Involves collaboration 5. Involves leadership role.	1. Identification of the ways these activities meet criteria; 2. Documents verifying activity (work products; attendance, etc.) May include letters of recognition.

E. Benchmarks for Institutional Service

Ratings	Definitions	Examples
1.0-1.99	A minimum of one criterion is satisfactorily met, activity/ activities involved ≥ 20 hours, and/or goals were either not or partially met.	Attends and participates in BSW and MSW faculty meetings (crit. 1); roles involve limited collaboration (crit. #4) and do not directly benefit the university (crit. 2), seeking new opportunities (crit. #3), or leadership (crit. #5).
2.0-2.99	A minimum of two criteria are satisfactorily met, activity/ activities involved ≥ 30 hours, and/or goals were either not or partially met.	Attends and participates in BSW and MSW faculty meetings (crit. 1) and serves on faculty Senate (crit. 2) roles involve limited collaboration (crit. #4) and do not directly benefit the university (crit. 2), or involve leadership (crit. #5).
3.00-3.99	A minimum of three criteria are satisfactorily met, activity/ activities involved ≥ 40 hours, and/or goals were partially met.	Attends and participates in BSW and MSW faculty meetings (crit. 1), serves on faculty Senate (crit. 2), and chairs Search and Screen Committee (crit. 5); roles involve limited collaboration (crit. #4) and do not involves seeking new opportunities (crit. #3).
4.00-4.99	A minimum of four criteria are satisfactorily met, activity/ activities involved ≥ 50 hours, and goals were met.	Expand on example above to include minimum of 4 criteria.
5.0	All five criteria are satisfactorily met, activity/activities involved ≥ 60 hours, and goals were met.	Expand on example above to include all 5 criteria.

Merit Review Progress Report (Template, review both pages)
(2 pages maximum; remove everything in parentheses)

Teaching Goals

(Summarize goals identified in previous year; 1 paragraph maximum)

(Describe progress in meeting goals noted above and identify goals for next year; 1 paragraph maximum)

Scholarly and Creative Activity Goals

(Summarize goals identified in previous year; 1 paragraph maximum)

(Describe progress in meeting goals noted above and identify goals for next year; 1 paragraph maximum)

Service Goals

(Summarize goals identified in previous year; 1 paragraph maximum)

(Describe progress in meeting goals noted above and identify goals for next year; 1 paragraph maximum)

Teaching Benchmarks: (identify self-rating here, 5 pt. maximum)

Teaching rating is comprised of 5 areas:

	Evaluation Scale Score	**Self Rating**
Conceptualization and design: competencies	(input appropriate scale score)/5	(rate self accordingly)/5
Teaching methodologies: student evaluation	(input appropriate scale score)/5	(rate self accordingly)/5
Teaching methodologies: peer evaluation	(input appropriate scale score)/5	(rate self accordingly)/2
Conceptualization and design: breadth, relevance, integration, collaboration	(input appropriate scale score)	(rate self accordingly)/8
Unique achievements:	(briefly list achievements)	(rate self accordingly)/5
Self-Evaluation		(total column)

Scholarship Benchmarks: (identify self-rating here, 5 pt. maximum)
Score is determined by adding points for each scholarly activity. The highest, cumulative, rating is a 5. Even if the cumulative total of activities = 5, a 5 can only be assigned if one

or more of the activities was peer-reviewed or a "major exception" (e.g., text- or other book in-press).

(List scholarship activity 1)   (Note pt. value of activity 1)
(List scholarship activity 2)   (Note pt. value of activity 2)
(Continue as necessary)

<u>Service Benchmarks: (identify self-rating here, 5 pt. maximum)</u>

(Provide bullet-point listing of Institutional Service)   (Note pt. value of each activity)
(Provide bullet-point listing of Community Service)   (Note pt. value of each activity)

Preparing a File for Tenure

External Reviews of Scholarship

> A minimum of two external letters of support must be included in the tenure file. These reviews should be from professionals in the field with a sound basis for such judgments (e.g., "experts" in either the scholarly content area or research methodology). One of the reviews may be from a research collaborator from outside the institution, but the other must be from someone the candidate has not worked closely with.
>
> <u>Process for soliciting reviews</u>. The candidate for promotion and tenure will supply a list of a minimum of six potential external reviewers to the Chair of the Social Work Program. If the Chair is the candidate seeking promotion, a designee from the Executive Committee will be selected. The list will contain contact information for each person, along with a statement describing the candidate's relationship with each. The Chair, or designee, will then solicit support letters from the pool of potential reviews provided, returning to the candidate if necessary for additional reviewers to ensure the receipt of the minimum number and type of reviews required. The Chair, or designee, will provide the reviewers with copies of the candidate's scholarly work, curriculum vitae, and guidelines for assessment, including a statement of the promotion standards utilized by the Social Work Professional Programs. Reviewers will be asked to address and return the letters directly to the Chair, or designee. They will also be asked to indicate that the letters are intended for a personnel file and informed that the candidate will have access to the letters. These letters belong in the file maintained by the Secretary of the Faculty's office, not the candidate's own supporting documents file, and the Chair, or designee, is responsible for placing those review letters into the formal file.

Approved November 18, 2011 by BSW Executive Committee. Effective immediately.

From: Human Resources
Sent: Friday, September 05, 2014 4:07 PM
To: Higgins, Doreen
Subject: 2014-2015 Annual Appointment Letter

HIGGINS,DOREEN K

Dear DOREEN:

Welcome to a new academic year! This is your appointment letter for the 2014-2015 academic year. I would like to take this moment to thank you for your help in making UW-Green Bay an outstanding university.

I want to share with you the formal details of your appointment at UW-Green Bay:

- You have a 100%, tenured faculty appointment.

- You have a University of Wisconsin System title of ASSOCIATE PROFESSOR.

- Effective for the 2014-15 contract period (August 25, 2014, through May 24, 2015), your full-time base salary will be ▮▮▮▮▮▮

- The adjustments to your full-time salary are as follows:

    ▮▮▮▮▮▮▮

- Your appointment is subject to all applicable Wisconsin State Statutes and Regulations of the University of Wisconsin.

I look forward to working with you this year. Should you have any questions about your appointment, please contact your immediate supervisor or Dean.

Sincerely,

Julia E. Wallace
Provost and Vice Chancellor for Academic Affairs

Appendix 3-3: Program Chair Annual Appointment Letter

MEMORANDUM OF UNDERSTANDING
BETWEEN
UW OSHKOSH DEPARTMENT OF SOCIAL WORK
AND
UW GREEN BAY SOCIAL WORK PROFESSIONAL PROGRAMS
FOR
THE DISSOLUTION OF THE COLLABORATIVE MSW PROGRAM

This Memorandum of Understanding (MOU) shall be in effect 3/31/2014 through 8/31/2015, which is the remaining duration of the Collaborative MSW Program.

A. Background: On Feburary 7, 2014 the University of Wisconsin System Board of Regents approved the dissolution of the Collaborative MSW Program between UW Green Bay and UW Oshkosh and the authorization of an independent MSW Program at both campuses beginning by Fall 2015. Fall 2014 will be the final opportunity for new students to be admitted to the Collaborative MSW Program. This Collaborative graduate education program has been in effect since Fall 2003 and there are several integrated elements of the program that will be separated to ensure an efficient and effective program dissoultion and transition. This MOU will detail how the Collaborative Program will function until the dissolution is final.

B. Program Coordination and Student Advising: As articulated in the Transitional MSW Program Coordinator position description (see Appendix A), UW Green Bay will continue to be the primary point of contact for the Collaborative MSW Program for the purpose of communicating with the Council on Social Work Education (CSWE). Day-to-day program operations will be facilitated on each campus separately with primary decision-makers identified on each campus. At UW Oshkosh the primary decision-maker will be the Department of Social Work Chair, Fredi Giesler, MSW, Ph.D., and at UW Green Bay the primary decision-maker will be the Transitional MSW Program Coordinator, Doreen Higgins, MSSW, Ph.D. Each campus will provide the necessary pre- and post-admission student advising for students enrolled at the home campus. Primary decision-makers and designated campus advisors are responsible for regular communication with enrolled students regarding academic requirements, and developments within the Collaborative MSW Program. This workload will not be counted as part of the distribution of academic credits for the Collaborative MSW Program. Each campus will coordinate program activities independently with its office of Graduate Studies through the primary decision-maker. The primary decision-makers on each campus will communicate regularly with one another in order to resolve any day-to-day concerns, conflicts or needs of faculty and staff involved in the Collaborative MSW Program. The primary decision-makers may request a meeting of the MSW Oversight Committee if needed, provided 20 days' notice is provided for the planning of such a meeting.

C. Admission of new students: Each campus agrees to the following MSW admissions standards and procedures:

1. Each campus will admit MSW applicants who demonstrate a commitment to social work values, relevant work/volunteer experience, and capacity for academic success. Applicants will be evaluated utilizing the "Collaborative MSW Admissions Scoring Form" and procedures approved on 9/11/2013 (see Appendix B). Each campus will only admit new students to the Fall 2014 semester in the following cohorts, students deferred from previous years who will be entering the Collaborative in Fall 2014 are included in "new" student counts:
   a. Foundation full-time: each campus will admit 7 new students
   b. Foundation part-time: each campus will admit 7 new students
   c. Advanced Standing full-time: each campus will admit 7 new students
   d. Advanced Standing part-time: each campus will admit 7 new students
2. Each campus can determine when to close its admission's cycle based on the numbers of students in its cohorts.
3. Each campus will finalize the admission process no later than 8/31/2014, i.e., admit no additional students from waiting lists beyond this date.
4. Each campus will be responsible for orienting new students who are admitted to its campus. This orientation will be completed no later than 6/30/2014.
5. Each Social Work Program will honor the admission decisions made by the other campus in accordance with established admissions standards and procedures.

D. Transfer of Current Students: As per the approved "Cohort and Campus Transfer Policy," "Students enrolled in the Collaborative MSW Program on or before 2/12/2014 are afforded the option to transfer their home campus. Students enrolled after 2/12/2014 will graduate from the home campus in which they are originally enrolled" (see Appendix C). Additionally, each campus will "[adjust] the number of new students offered admission to correspond with any net increases or decreases in cohort sizes created by either cohort or campus transfer" requests (see Appendix D). All transfer decisions will be made on or before 5:00 p.m. on 3/7/2014. Each campus has established procedures for facilitating student home campus transfers. These procedures were communicated to enrolled students via email on 2/17/2014 (see Appendix E).

E. Field Coordination: The Transitional Field Coordinator will complete the query of MSW placement sites by March 31, 2014 and will have developed the procedures for designating places as either MSW or BSW and sharing field sites between UW Oshkosh and UW Green Bay, in collaboration with UW Green Bay's Assistant Field Coordinator, by 4/25/2014. UW Green Bay will receive the database of available field sites by 4/30/2014, with updates provided to UW Green Bay each week. Each campus will facilitate the Field placement process for students enrolled at that campus. As per agreement on 2/12/2014 at the Collaborative MSW Oversight Committee meeting, Adrianne Fletcher will coordinate MSW Field placements at UW Green Bay effective immediately and Amy Williams will facilitate MSW Field placements at UW Oshkosh through 6/30/2014 and Joan Heller will facilitate MSW Field placements at UW Oshkosh beginning 7/1/2014 (see Appendix F). Each campus will maintain its own list/database of student matches with Field agency sites and will share an updated list of current student placements with the other campus at regular intervals on or

before 6/30/2014, 9/1/2014, 12/15/2014 and 1/31/2015. This list shall include the following information: student name, agency name, dates of placement, Faculty Field Liaison name, and Agency Field Educator name, phone, email, mailing address and physical location address. Once finalized, if an MSW student Field placement assignment is changed, each campus will inform the other of any changes within 14 days of the date of the change. The designated MSW Field Coordinators are responsible for keeping the list of students in Field placement current and communicating this information as specified. At the MSW Oversight committee meeting held on 9/11/2013 the job description for the Transitional MSW Field Coordinator was approved. This job description serves as a guide for delivering MSW Field coordination (see Appendix G).

F. Scheduling/Teaching Courses and Distribution of Course Credits: Each campus is responsible for delivering 58 core course credits; Oshkosh will deliver an additional 3-credit elective in Summer 2014. Instructors on each campus are responsible to adhere to the course parameters outlined and approved for the Collaborative MSW Program. Campus decision-makers are responsible to ensure that MSW courses are delivered according to program expectations and accreditation requirements. To assure equity for students across campuses, Interims will not be used for the delivery of any of the courses listed below. Course credits and assignments are distributed as follows for the 2014-15 academic year:

UW Oshkosh Courses	Credits	UW Green Bay Courses	Credits
Fall 2014		Fall 2014	
SW 702	3	SW 702	3
SW 703	1	SW 703	1
SW 707 (Both UWOSH & UWGB students will enroll in this class)	3	SW 706 (Both UWOSH & UWGB students will enroll in this class)	3
SW 709	4	SW 709	4
SW 727 (Elective-Both UWOSH & UWGB students will enroll in this class)	3		
SW 728	3	SW 728	3
SW 731	3	SW 731	3
SW 737 (Elective-Both UWOSH & UWGB students will enroll in this class)	3	SW 735 (Elective-Both UWOSH & UWGB students will enroll in this class)	3
Spring 2015		Spring 2015	
SW 708 (Both UWOSH & UWGB students will enroll in this class)	3	SW 701 (Both UWOSH & UWGB students will enroll in this class)	3
SW 704	3	SW 704	3
SW 705	1	SW 705	1
SW 710	4	SW 710	4
SW 720	3	SW 720	3
SW 721	3	SW 721	3

UW Oshkosh Courses	Credits	UW Green Bay Courses	Credits
SW 722 (Both UWOSH & UWGB students will enroll in this class)	3	Approved Elective (Both UWOSH & UWGB students will enroll in this class)	3
		SW 727 (Elective-Both UWOSH & UWGB students will enroll in this class)	3
SW 729	6	SW 729	6
SW 734	2	SW 734	2
Summer 2015		Summer 2015	
SW 732	1	SW 732	1
SW 733	6	SW 733	6
Total	58	Total	58

All MSW courses will be delivered as per the agreed upon schedule/timetable negotiated by the campus decision-makers. The Fall 2014 schedule/time-table will be finalized within 5 days of establishment of this MOU. The Spring 2015 course schedule/time-table will be finalized by 9/12/2014. As per the April 24, 2013 Collaborative MSW Faculty agreement, unless otherwise indicated, students will only enroll in courses offered by their home campus (see Appendix H).

G. Funding of MSW Courses: Each campus is responsible for developing an MSW budget to detail the revenue and costs of delivering MSW courses. Since 2003, the Title IV-E Child Welfare grant from the U. S. Department of Health and Human Services has funded a significant portion of the MSW program. These federal funds pass through the Wisconsin Department of Children and Families (DCF). UW Green Bay is the primary contractor and UW Oshkosh is a sub-contractor on this federal grant. The following table details the course credits that will be funded under the terms of the Title IV-E grant:

UW Oshkosh Courses	Credits	UW Green Bay Courses	Credits
SW 707	3	SW 702	3
SW 737	3	SW 703	1
SW 708	3	SW 706	3
SW 722	3	SW 709	4
SW 733	3	SW 731	3
		SW 735	3
		SW 701	3
		SW 704	3
		SW 705	1
		SW 710	4
		SW 720	3
		SW 721	3

UW Oshkosh Courses	Credits	UW Green Bay Courses	Credits
		Approved Elective [to be determined by Spring 2015 timetable deadline, see below]	3
		SW 729	3
		SW 734	2
		SW 732	1
		SW 727	3
		SW 728	4
Total	15	Total	49

All other credits will be funded through Program Revenue/Cost Recovery funds.

H. Title IV-E Grant: A specific MSW Title IV-E budget for UW Oshkosh will be drafted within 30 days of establishment of this MOU and provided to UW Green Bay. UW Oshkosh's final budget and campus approvals must be received by UW Green Bay within 14 days after the 2014-2015 penetration and recovery rates are confirmed by UW Green Bay. The Social Work Program Chairs on each campus will be responsible for facilitating the development of an acceptable Title IV-E budget for UW Oshkosh based on the agreed upon course credits noted above and the parameters specified in this section of the MOU. UW Green Bay will continue to be the primary contractor for the Title IV-E grant and UW Oshkosh will be a sub-contractor. While UW Green Bay is the primary recipient of the grant, any changes to scope of work and budget will be agreed upon by the deans. Each campus will report monthly expenses and matching expenditures within 30 days of the end of the month. The final grant expenditures will be reported no later than 9/30/2014 for academic year 2013-2014 and 9/30/2015 for academic year 2014-2015. UW Green Bay will be responsible for funding the Child Welfare Coordinator position, with support from UW Oshkosh through the distribution of IV-E eligible teaching credits outlined above, and all Foundation level and Advanced part-time year 1 student stipends. The Child Welfare Coordinator at UW Green Bay will be responsible for follow-up tracking of all students who receive Title IV-E educational stipends. In the event of student default, the Child Welfare Coordinator will notify each campus' Controller's Office and request the office initiate collection of the defaulted stipend per the Title IV-E contract. Home campuses are responsible for pursuing repayment of stipends in the event of default; all stipend repayments are to be turned over to the UW Green Bay Controller's Office semi-annually. UW Green Bay will then be responsible to return the funds to DCF. UW Oshkosh will fund stipends for up to seven students enrolled in the Advanced curriculum, provided these students are placed in an appropriate Field Agency placement during the 2014-2015 academic year and the students intend to graduate by 8/31/2015. UW Oshkosh will reduce the percentage of IV-E eligible administrative time it claims for both Chair and Field Coordinator positions for 2014-2015 to 25% for the 2014-2015 budget and an additional 10% for every stipend under six that it funds for 2014-2015. Each campus will be responsible for selecting the students who will receive the Title IV-E educational stipend using the process agreed to on 2/12/2014 (see Appendix F). Students selected to receive the

Title IV-E educational stipend will have an interest in professional child welfare practice and agree to the terms of the Title IV-E contract as established by the UW Green Bay Child Welfare Coordinator. Each campus will inform the Child Welfare Coordinator of the names and contact information for each student awarded a Title IV-E stipend.

I. Program Evaluation: Both campuses will implement the Program Evaluation Plan and data collection protocol approved by the Collaborative MSW Oversight Committee on 10/2/2013 (see Appendix I). MSW instructors will collect data from students at the end of each semester regarding the degree to which the courses facilitated student social work practice competency. Instructors will provide data on each student's level of practice competency at the end of each semester. At the end of each semester students, instructors and field agency educators will evaluate the student's level of practice competency as it relates to the Field Agency placement. At the end of the spring semester, the Transitional Program Coordinator will collect data from students regarding their evaluation of the MSW Program (i.e., "Student Evaluation of MSW Program"). At the end of the spring semester, the Transitional Field Coordinator will collect data from Foundation Field students regarding their experiences of the Field Experience (i.e., "Student Evaluation of Field Experience"). At the end of the summer semester, the Transitional Field Coordinator will collect data from Advanced Field students regarding their experiences of the Field Experience (i.e., "Student Evaluation of Field Experience"). At the beginning of the summer semester, the Transitional Field Coordinator will collect data from both Foundation and Advanced Field Educators regarding their experiences of the Field Experience (i.e., "Field Educator Evaluation of Field Experience". The designation of social work practice competencies and practice behaviors agreed to 8/23/2013 (see Appendix J) will provide the basis for this evaluation. Compiled summary reports of all the evaluation materials outlined above will be made available to each campus by 9/30/2014 by the person/campus identified as primarily responsible for each measure in the protocol approved on 10/02/2013. Aggregated results of the Collaborative MSW Program evaluation will be made public by the Transitional Program Coordinator per CSWE accreditation requirements.

J. Document/Database Sharing: Each campus will have access to all documents/databases/surveys created for the Collaborative MSW Program. This includes, but is not limited to all documents posted on the Collaborative web-site and the Filemaker Pro Field master database; it also includes having Social Work Chairs and Program Coordinators, as well as their support staff, added as full collaborators to all Collaborative MSW Program Qualtrics' surveys (i.e., being granted full edit, full view results, activation and deactivation, copy, and distribute permissions); surveys include: Foundation field evaluation, advanced field evaluation, field query, advanced student competency evaluation, foundation student competency evaluation, student and field educator evaluations of field experience for 2013-14, 2012-,13, 2011-12. Requests for access to Collaborative MSW Program materials will be granted within 14 days of the request. After the MSW Field query for 2014-15 has been completed, and the results have been shared with UW Green Bay, each campus will develop an independent tracking system/database for Field agency placements; these independent systems/databases will not be considered Collaborative MSW Program property. Summary

reports of the 2012-2013 data from the Student Evaluation of Field Experience and Field Educator Evaluation of Field Experience evaluations will be submitted to UW Green Bay within 10 days of establishment of this MOU.

K. Student File Sharing: Each campus will develop and maintain independent tracking systems/databases for student progress. Each campus will share relevant files with the current student's home campus to ensure that the student has a complete record at her or his home campus. Minimally, each campus will have a list of all Collaborative MSW students, identified by cohort and with their contact information, including address, campus email, and telephone number. If a student transfers to the alternate campus, as specified in item #D above, the student's progress record/file information will be delivered electronically to the alternate campus no later than 6/30/2014. Each campus will facilitate transfer of credits and transcripts as necessary for current students who decide to transfer their home campus. Both campuses agree to provide access to all Collaborative MSW student files held on the other campus when requested. These files will be made available within 10 business days of the original request. These may include student admission files maintained by the Program Coordinator and files maintained by the Field Coordinator.

L. Academic Status Review: Each campus has established procedures for review of students who fail to meet minimum academic standards or who have engaged in ethical practice violations at the Field Agency. As per the agreement of October 2, 2013, "students will be subject to the Academic Status Review policies of their university of enrollment" (see Appendix K).

M. Personnel Issues: Personnel issues will continue to be the domain of each home campus and will be handled according to the procedure agreed to on 11/16/2009 whereby the Program Coordinator encourages students to speak directly to an instructor and forwards student concerns regarding personnel issues to the respective Program Chair (see Appendix L).

Reviews and Approvals	Signatures	Date
UW Oshkosh College of Letters and Science Dean approval		7/17/14
UW Green Bay Social Work Professional Programs Dean Approval		7/17/2014
UW Green Bay Provost's Office Approval		7/21/14
UW Oshkosh Provost's Approval		7/19/14
Approved MOU sent to UW Green Bay and logged in the MOU database		

Librarian's Report
Council on Social Work Education
Commission on Accreditation

Report Provided by: Paula Ganyard, Director of the UW-Green Bay Cofrin Library

The David A. Cofrin Library (Library) strives to provide the best resources possible to support the academic programs at the University of Wisconsin - Green Bay (UWGB), and the Social Work program is no exception. It can be difficult to quantify the holdings for a single academic program, since the resources used by the faculty and students can vary depending on need and interests. In an attempt to quantify the collection, we can report that the Library physically holds 667 books, federal and state documents, and media with the Library of Congress Subject Headings "social work" or "social welfare" or "child welfare"; with another 680 online resources. Using those same terms in keyword searches will produce 2,209 titles. Furthermore, given the interdisciplinary nature of social work, broader searches will most certainly identify significantly more titles. The Library currently subscribes to nine specific social work journals. Related titles in the areas of human development, psychology, sociology and education supplement these subscriptions. Access to the full-text content of social work journals available within databases has greatly expanded the access to the social work journal literature. Databases relevant to social work include Social Work Abstracts, Sociological Abstracts, Social Services Abstracts, PsycInfo, PsycArticles, Full-text, GenderWatch, EthnicNewsWatch, Social Sciences Citation Index, and Academic Search Complete.

Like many university and college libraries across the country, the Library has been facing increases in journal and database costs and no increases in the collection budget. However, the Collection Development staff closely monitors the growth and initiatives of academic programs and makes allocation shift where possible. The table below shows that allocations for Social Work have increased over the last four years ever so slightly.

Fiscal Year	Allocated Amount	% of the Budget
2011/12	**$15,055**	**3.2%**
2012/13	**$15,730**	**3.3%**
2013/14	**$16,139**	**3.4%**
2014/15	**$18,232**	**3.6%**

The above allocations are for the purchase of books, journals, databases and media by UW-Green Bay specifically for Social Work. Please note that additional funds are allocated to areas related to Social Work and greatly enhance the resources for Social Work students and faculty. While we are pleased to report an increase in the allocations for Social Work over the last three years, however due to budget cuts, we anticipate that this allocation will need to be reduced by approximately 18% or $3281 for 2015-2016.

The Library's collection purchases are supplemented by the University of Wisconsin System (UWS) Electronic Collection, which is a budget of $1.47 million for the purpose of purchasing electronic resources for all UW System Libraries. This shared collection provides a uniform base of electronic resources for all students at a UW school and contains a large amount of full-text content that greatly enhances the holdings of the Cofrin Library's collection. As a Wisconsin Library, our faculty and students also benefit from the resources found the state-wide service, Badgerlink. Badgerlink is an electronic collection provided by the Department of Public Instruction and includes Ebsco's Academic Search Elite, a broad based database with a large full-text component, as well as many other databases.

We highly encourage the UW-Green Bay Faculty to recommend items for the collection. We notify faculty of this option both in meetings and in the monthly e-newsletter to faculty. In addition, online book request forms are available on the Library's web site, and within *Search@UW*. Faculty may also contact the Collection Development Librarian by email directly with a request. Recommendations are handled quickly and the requesting faculty member is notified by email when an item arrives and it is held for them at the Public Services desk.

Search@UW is the online database (catalog) for library materials at UW Green Bay. It contains all books, atlases, sound recordings and other media, Wisconsin documents and international government publications, microcard collections, and music scores. It contains partial contents of the map collection, federal documents, Rand collection, newspapers, journals, and Archives materials.

To ensure that our collection is used as much as possible, we do our best to notify faculty, staff, and students about new books. A new book shelf is located near the Public Services desk. We also post a list on the Library's web site, send out notices through social media, and include a brief listing in the monthly e-newsletter to faculty.

It is difficult to track Library use by a specific user type, so we are not able to provide specific usage for social work faculty and students. Use histories (by title) are available for browses and checkouts. The following chart shows the usage of some of the social work resources:

Type of Resource	2014-2015	2013-2014	2012-2013	2011-2012
Books checked out with call number HV (Social Welfare)	162*	254	252	411
Social Work Abstracts searches	611**	3096	n/a	6288
Social Services Abstracts searches	5060	5864	n/a	3552

        * data covers only 7/14 – 4/15 due to system change
        ** due to system change searches are counted differently

We also track use of the online research and course guides. There are currently two social work specific course guides and five general guides. The course specific guides have received 42 uses in 2014-15. The five general guides (Plagiarism, Scholarly sources, Citation help, Copyright, and Borrowing Resources) have received a combined 11,369 uses in 2014-15.

The physical and electronic resources that the Library provides are very important, however our most valuable resource is the Library staff. The Library staff is comprised of 11 FTE professional librarians and 4.7 FTE support staff. In direct contact with social work students are the four reference librarians, the circulation supervisor, the resource sharing librarian and the collection development librarian. Al l reference staff can assist students with social work related research questions. The circulation supervisor provides access to materials including course reserves. The resource sharing librarian assists with obtaining materials from other libraries through interlibrary loan. The collection development librarian, as previously stated, makes selections for the collection and meets with social work faculty regarding resources.

The Library does not have a traditional faculty liaison program. Due to the small staff size we also do not have subject specialists; therefore there is no specific social work librarian. The Collection Development Librarian is the liaison to the social work program and meets periodically with a faculty representative. The Collection Development Librarian is responsible for selection of materials within the Library's collections, maintaining awareness of course offerings, and meeting with faculty to discuss program needs. The Library is not directly involved in planning and curriculum for the program, however, the Collection Development Librarian is responsive to any curricular changes made by the program.

The reference staff assists students on an individual basis on site and remotely and provides Library instruction sessions upon faculty request. The research desk is staffed 52 hours per week including evenings and weekends by four professional librarians. Besides in-person assistance, students can contact Library staff via phone (toll free), e-mail and chat. Our chat service is monitored by support staff and student staff during all open hours (90 hours per week during the academic year) for general assistance.

Students may schedule a research consultation with a reference librarian at their convenience. We have created a specialized database list to assist students in searching social work related databases. This page was been used 218 times in 2014-15. For online classes, we offer an embedded librarian service which provides a discussion board monitored by a reference librarian.

The Library also provides a library instruction program that can be tailored to meet the needs of an individual course. The instruction staff can create customized online instruction materials to assist students with research projects and can work with individuals via chat, email or phone. The Library also provides access to numerous research guides, both course specific and general in nature. In 2014-2015, a total of 98 Library instruction sessions for over 2300 students were conducted. Though none of these sessions were social work specific instruction, the opportunity is made available to all faculty.

The University currently uses D2L for course management software. Library Instruction staff can add library related links to D2L courses and can monitor discussion forums to address research questions. As previously stated, the Library offers an embedded librarian service that allows for the interaction between students and a librarian. Although the Library is not directly involved in any

professional development activities for social work, when major product changes are made, such as databases or online catalogs, faculty are informed and instruction provided as needed.

The Library collection is located floors three through six of the Cofrin Library, which resides at the center of the campus and is easily reached from all campus buildings. The Social Work Department is located on in Rose Hall, which is the next building over from the Library. A majority of the Library's resources are available electronically, which makes them available to faculty and students from anywhere at any time they have an Internet connection. The Library is open 90 hours per week during the academic year. This is an increase of three hours a week over previous years and was in response to student requests.

Monday-Thursday 7:45 am – 11:00 pm
Friday 7:45 am – 5:30 pm
Saturday 10:00 am – 6:00 pm
Sunday 12:00 pm – 11:00 pm

During summer session, the Library is open:

Monday - Thursday 8:00 am – 6:00 pm
Friday 8:00 am – 5:00 pm
Saturday & Sunday – Closed

During breaks, the Library is open, Monday-Friday 8am – 4:30 pm and is closed when the University is closed for major holidays.

Interlibrary Loan/document delivery is provided via the ILLiad system. Many materials can be searched in the over 175 online databases the Library offers, including Worldcat. Items not own by the Library may be requested through ILL. Users are asked to login to their ILL account and the bibliographic information for their citation is automatically filled in for them. Some requests can be sent directly to other libraries while others are reviewed first in our ILL office. For those databases that do not have the link to ILLiad, users can enter the information directly within their ILLiad account. All articles requested through ILL are delivered electronically via the system. ILL is provided free of charge, unless the lending library imposes a fee. For students, any fee charged by a lending library will be passed along to the student upon their agreement.

Faculty, students, and staff also have access to the collections of all the UW System libraries via Universal Borrowing. Library holdings can be searched and requested for delivery at the patron's home Library. Transfers within this system are typically completed within 3-4 days. In addition, the UWGB ID allows you on-site access to all UW libraries with check out privileges.

The Library is the busiest of the general access computer labs on campus. There are 62 PCs with 3.1 GHz i5 processors, currently running Windows 7 and 3 iMacs running OS 10.7. One of the PCs has accessibility software to meet the needs of our students with disabilities. All registered students have network/email accounts, which they must use to log into workstations in the student labs. The University provides students, faculty, and staff with an e-mail account and access is obtained by using Microsoft Outlook (desktop and web-based.) When logging into a

Windows PC or Mac on campus, a student's personal network volume is always available for file storage. There are 12 group project rooms in the Library, each with either a PC or Mac. In addition, the Library offers a circulating equipment collection that includes 10 Windows laptops, 24 iPads, projectors, digital cameras, video cameras, and voice recorders. A wireless network throughout the library allows students to connect with their own laptops and other wireless devices.

The PassPrint printing system is installed in all General Computer Access labs, including the Library. Print release stations are set up where students can print their documents using their Passport ID. There are two black and white printers and one color printer in the Library. There is a third black and white printer along with a computer kiosk station located outside of the Library entrance on the plaza level to allow printing when the Library is closed.

The Library has one black and white photocopier on the third floor. The copier accepts ID cards encoded with money. Costs are $.10 per page for 8.5 X 11 and $.20 for 11X 16. The copier also has a scanner function that is free of charge. A digital microform scanner is available on the third floor, which allows for documents to be scanned and either saved to a drive or printed through the Passprint station. Two networked scanners are available on the third floor of the Library and print to the PassPrint Station as well. The Library also provides two media viewing rooms, which are equipped with a television and a VHS/DVD player. These rooms also contain audio listening stations that include a CD, record, and tape players.

Books, most government documents, and most media can be checked out with a UWGB ID or community card. Checkout periods for most items are 28 days for undergraduates, and graduate students and faculty receive semester loan periods for most items. Reference materials, CDs, DVDs, and equipment are available for a shorter check out period. Journals and maps do not circulate however most journals are available online both on and off campus. Renewals are available for most items. For items not owned by UWGB, there is multiple resource sharing options (see above.) Items reserved for a specific course are available for limited check out based on faculty request. Fines for overdue reserved items vary depending on length of check out. There are no overdue fees for items other than reserves, however after 30 days past due, patrons are charged replacement costs. The replacement fee is waived if the item is returned within nine months. A community card is available without charge to residents in northeastern Wisconsin. This allows checkout of up to 10 items at a time. Anyone can come into the Library and use its resources on site. As a selective U.S. Federal depository library and regional Wisconsin depository library, it is the Library's obligation to make these government materials accessible to all residents of Wisconsin.

The Library conducted a LibQual survey in the spring of 2014. This web-based survey was conducted by many of the UWS libraries as an assessment tool to measure quality library services and resources within the UW System. The key components of the survey measured patron's minimum, perceived, and desired levels of service quality in information control, effect of service, and the library as a place. A report of the Social Work specific responses has been included with this report. The data identified areas for improvement and change which have been acted upon as feasible; most issues concerned facilities and quiet study spaces. In addition, the Library completed a survey of the services offered in the spring of 2012. Overall the students were satisfied with the

services provided to them; some suggestions were made and a few have already been addressed and we are working on addressing the others.

Weeding of the entire library collection is a multi-year project, however the HV call range (social work) has been completed. This process allows us to do a complete review of holdings in the social work area, to identify outdated materials, and identify areas of weakness. Review of the curriculum is ongoing to try and best meet class needs and materials are purchased to address curricular changes.

Library Policies

- Circulation - http://www.uwgb.edu/library/about/policies/circulation.asp
- Collection Development - http://www.uwgb.edu/library/about/policies/collectionmgmt.asp
- Interlibrary Loan - http://libguides.uwgb.edu/c.php?g=35086&p=222876
- Instruction: http://libguides.uwgb.edu/c.php?g=59137&p=379709
- Facilities Usage - http://www.uwgb.edu/library/about/policies/facilities.asp

Student Comments from 2013-14 Student Evaluation of Collaborative MSW Program

The following data responses were collected from UW-Green Bay students only via the Collaborative MSW Program Student Evaluation of the Program for academic year 2013-14. The comments are in raw form as extracted from the survey data and are unedited (grammatically or otherwise) except for redaction of names of individuals.

Program Curriculum

- The MSW program is a good one, however there should be an improvement with the professors on how to include international student in their curriculum. It will be of importance to respect colleague opinion and acknowledge diversity in the learning environment. There should be educational training on culture and diversity, how to embrace people of different culture in the learning environment.
- Most educators seem to understand that many of the part time students are both working and go to school which is helpful; however many have not been understanding and workloads per class as well as field placement have been almost unmanageable. Program, albeit part time, is not well designed for the working professional to easily complete.
- It is a great program, it really is. However, the demand of internship hours intermingled with evening classes and the student's attempts to maintain day-time jobs (that bring in   an income to live)... is very difficult to maintain. Most students in the program have to pull back from their current jobs to part-time or completely quit to make scheduling easier. Some students don't have that luxury due to having a low socioeconomic income. Adds to the frustration of balancing being a full-time student, part-time volunteer (intern), full- time/part-time career, time for Research/studying, and keeping up with personal well-being. Coming from a full-time student with very little income, and who desires to be a full- time student, it would be nice to have a bit more flexibility in internship hours. Maybe this is more of an advising responsibility than changing intern hours... Secondly, the Research aspect of the MSW program curriculum is interesting. Despite understanding the importance of its goal, it does not deem much relation to the entire role of learning how to be a professional and competent social worker. More time and energy of students could be spent on other coursework, finding jobs, actually working to make an income, or on intern hours.
- The curriculum is well planned out. It is a challenge to balance out family, school, internship, and work. Although I had heard that the final spring semester is challenging because of time constraints, I am definitely feeling the challenges of attempting to balance everything out. I like talking about our placements in the field seminar class, but I wish that we did not have to meet weekly. The weekly SOAP papers are nice to talk about too, but I think that they are too much in addition to our weekly field logs.
- Overall there is a nice variety of courses. I would like to see more offered that would help students prepare for how the law and social work do/do not mesh. Maybe one course that works with court papers/preparation for testifying/etc
- Online classes are not for me

- I think that it would be easier to do online and in person as some of the classes I have felt were a waste of a drive for a short period of time or something that could have been done via computer/distance learning.
- Where are the minority professors?? Are there ANY?
- I like the hybrid classes because I prefer to have some evenings free. I work evenings, so having class also in the evenings means that I never have a night off.
- UW Oshkosh professors, excluding ▮▮▮▮▮▮▮, were not clear on curriculum expectations and assignments
- The program me curriculum is well understood.
- I feel that a lot of my course work would have been helpful to learn before having an internship. At times when working at the micro level the course work I was learning as I was seeing things happen in my internship. I think it would have been helpful knowing these things before going into field. However, second semester being macro practice did not affect my internship learning as much because it was very micro based.
- Thank you
- Curriculum is well designed and provides sufficient information and knowledge related to competent professional practice in the field of Social Work. I would like a more global and international perspective included in the curriculum as well.
- I wish there were more hybrid classes, it was difficult having to balance full time work and school and it would have been nice to have more online to help accomodate that.
- I think the program curriculum is designed well, now that UWGB will have it's own Master's program I think moving forward in other areas or concentrations of Social Work would be great. Also think that starting the internship application and interview should start sooner, and MSW Students should have a say so in where they go for field placements, or at least be able to explore options that are beneficial to their career and professional development.
- the fully on-line classes fit my life, but learning is severely diminished

Advising and Orientation

- My advisor helps me whenever I need the assistance
- Advising Orientation will be a good ideal.
- Being an undergraduate of UWGB and now in the graduate program, it appears that advising is still an area that needs improvement. From a student's perspective, advisers should make bigger attempts to keep in contact with students. If their roles and responsibilities are already too pressed for time and management, then maybe the Universities should consider creating additional positions for individuals who are ONLY advisers. It is not that the current advisers are difficult talk to/approach, it would just be nice to have the advisers concerned about only one major aspect of the student's success - not grade them in class, lead them in Research, guide them to taking the final exams, and help them de-stress from the intensity of the program. Decreasing their load may be a huge beneficial aspect to the student's overall success.
- I did not think that it was necessary to meet with my advisor every semester as long as I was on track with everything and did not have any concerns.
- Since I am a child welfare stipend student, I reached out to ▮▮▮▮▮▮▮ rather than my assigned advisor and that helped.
- I am unsure who my advisor is and the role of the advisor.

- I was I'll advise I was ill advised early on. I have a great deal of difficulty understanding the advisor.
- I asked my advisor a question via email that was never answered. I have had no discussions with my advisor.
- Since I'm part-time the orientation was very foreign to me. I have not had any contact with my advisor. I had my field advisor for class only which advising was not discussed. I feel there should have been an orientation on field prior to the application and placement. I feel advising for field is more important then the academic piece.
- The advising Orientation will be a good on, for better understanding of the academic year and its learning environment.
- When I have contacted my advisor they could never answer my questions and always referred me back to ███████, who is extremely helpful. When emailing my advisor to set up a possible meeting I never had any reply back from them, so I am not sure what my advisor's role for me.
- They need to have mentors or have the advisors work more closely with the students that have foreign degrees and have not had education in the US to familiarize them with the university resources and other related information.
- As a waitlisted student, I did not attend an orientation meeting, thus this question was not applicable for me to answer. Additionally, this program does not seem to require or encourage meeting with your advisor because the courses met off campus and the complex nature of the collaborative program and having dual university professors.
- If I reached out to my Advisor I know that we would have been able to meet, my advisor reached out to me for class purposes but not for advising purposes. Even though I am confident that I took the right direction in going with the Admin/Business Route it would be nice to know what my options are for internships, employment, and not wait until a semester prior.
- I really didn't have a clear understanding of my adviser's role.

Field Coordinator and Field Liaison

- My field Coordinator was not capable of finding me a position i needed. She waited until the last minute and placed me in a placement that I am currently unable to do useful tasks or learn.
- Field Liaison was wonderful! Had a fantastic experience in her class and she really helped me to connect what was learned in class to what was being done in the actual field placement. Working with the field coordinator was not as pleasurable an experience. Communication was irregular and not thorough. Questions often went unanswered and student and field placement supervisor were regularly left without knowing what exactly they should or shouldn't be doing in regard to the student entering the placement. When questions were asked of field coordinator and responses were actually received they often lacked clarity and were short (with attitude). Field coordinator did not appear to understand or even care that as graduate students we are paying quite a bit of money for this education and where our field placements are can have a major impact on the rest of our professional lives (e.g. being clinical versus not clinical). Field coordinator lacked professionalism and told me directly that the BSW students of UW Oshkosh were more important and thus had to be placed in field placements before master's levels students in the collaborative program. Very disheartening.
- Coming from having experience with the field coordinator for two years, it has been a frustrating one. As a student, we should not have to suggest areas for placement to the field coordinator. We should not have to make attempts to find our own placement that meets our passion or area of

interest. And as students, we should be able to voice an area in which we desire to gain experience in and the field coordinator should be able to meet those requirements, without question. This role should be solely based on meeting students expectations and desire of gaining experience/knowledge in an area they wish to work. It is an added stressor to have be concerned about finding a placement, enjoying the placement, and gaining enough value from that placement while a full-time student. It became an unnecessary struggle to have to get our point across to the field coordinator so that she completely understood what we were looking for with our placement. As a student, we do realize that there may be limitations in availability for agencies and organizations; however, that is a priority of the field coordinator to build those networks for the students in the MSW program. Looking back on the internship experiences during the last two years, I would have appreciated more effort to be placed in agencies that actually desired to work with interns (specifically treating the student as they are MSW level and not BSW level). It's our time, energy, and money that is going into this area of the program that we should not have to be stressed or frustrated to spend 16 hours a week at - struggling to gain adequate knowledge and competence through.

- The Field Coordinator was not helpful for the most part. At this time I am placed in an agency that has no information about the university or insurance etc. I had to obtain my own policy to cover my placement. This is very inappropriate (at least in my estimation) because the program was to offer that service to my field placement and to me as the student. ████████ is not always quick on emails answers and at times I have had to email several times to get an answer to a question.
- The field coordinator did set up a field placement for me that did not work out. Communication to find a different placement was lacking. I had to talk with ████████ from UW- Green Bay to help me with the process of securing my internship.
- It is a hot mess. I am finsihing this year, but I am glad the programs are separating. The anxiety of waiting for the field coordinator to place us is almost intolerable.
- When I was preparing for my field placement I was asked about my preferences, however when it came to placing it seemed as though none of the information I provided was taken into account.
- Thank you
- I have had two poor experiences with the field coordinator.
- My experience with the field coordinator wasn't great; I basically arranged my own experience.

Program Coordinator

- The program director is very helpful, gives assistance to student with maximum interest of student academic success at heart. She is good with response to student need.
- Love the enthusiasm, guidance, and support that ████████ has provided to us as students throughout this entire program. Despite her hectic schedule and time constraints, she makes it known that our success and competence as students is valued and acquired.
- ████████ did a nice job of balancing my questions/concerns with the programs objectives and competencies. ████████ has been a go-to person for me as other parts of the program have not always been clear
- She got back to me right away but did not give me an answer. She told me to wait and find out more at the orientation instead.
- I am pleased with my experience with ████████. She has been receptive and helpful.
- I didn't have any interaction with the program coordinator. So N/A would be a better answer.

- The Program director is able and helpful , she is very competent program co-ordinator.
- Thank you
- I have not had much contact with ████████, I never saw the need to, if I did have an issue or concern I would have followed the chain of command and contacted her if I had to.
- ████████ was receptive to my comments and questions.
- sometimes the program co-ordinator's email would sent an automated response that she was out the office for a few days. I always received prompt responses even when she was not in the office. went above and beyond to make herself available

Student Relations

- I do enjoy classes with my cohort
- As an individual and also an international student, I believe there is much to be done with classmate accepting people of other culture and believe. there should be a way of accommodating each and everyone in the learning environment. There should be a way of eradicating tension and hostility in the classroom with diverse student.
- Most of the students have been accommodating to one another. It has been a bit difficult to work with students on group projects when they don't live in the same area.
- I love to hear about the field experiences that other students have and to share mine with them. We have plenty of opportunities for group work and that also helps to get to know the other students and to work with various people as part of a team. I really enjoyed our family role plays in our family therapy class.
- I like the students I go to school with but classroom etiquette is lacking. Students talk and eat loudly in the classroom and are often on electronic devices during classes. These behaviors can be very distracting and disrespectful to the other students and professors.
- Although I do like group projects, I have noticed that it is very difficult to coordinate meeting times without class time to work on projects. With all students being from different geographical areas it is hard to meet/prepare projects.
- Students segregate each other. Lack of class unity. Definite issues of power and privilege.
- Students rock!
- It's great being at this level and being in classes with other Non Traditional Students. At this level you can tell who is professionally developed and who is not. Bringing that experience to the classroom is very beneficial.

Student Evaluation of MSW Program - Spring 2015

What is your home campus?
- ❍ UW Green Bay
- ❍ UW Oshkosh

What type of student are you? (Check all that apply)
- ❑ Foundation
- ❑ Advanced
- ❑ Full-time
- ❑ Part-time
- ❑ Currently in Field Placement

I. CURRICULUM ASSESSMENT

	Strongly Disagree	Disagree	Agree	Strongly Agree
The way the courses are scheduled (weeknights, weekends) works well for me.	❍	❍	❍	❍
The courses are well integrated; they fit well together and build on one another.	❍	❍	❍	❍
The courses helped prepare me for my field education experience.	❍	❍	❍	❍
There are enough elective courses in this program to meet my needs.	❍	❍	❍	❍
Faculty work together to coordinate due dates for assignments.	❍	❍	❍	❍
The Program Competencies are clearly evident in all classes.	❍	❍	❍	❍
The curriculum pays enough attention to issues of diversity and oppression.	❍	❍	❍	❍
Course assignment expectations are appropriately rigorous.	❍	❍	❍	❍

Over the past fall and spring semesters, how many courses did you have that were:
_____ Fully on-line
_____ Hybrid (face-to-face and online)
_____ Traditional (face-to-face)

Thinking about your classes over the past year, which format worked best for your learning style?
❍ Fully on-line
❍ Hybrid
❍ Traditional

Thinking about your classes over the past year, which format worked best for your schedule and personal demands?
❍ Fully on-line
❍ Hybrid
❍ Traditional

Additional comments about the Program Curriculum: _____
_____
_____

II. ADVISING & ORIENTATION

	Strongly Disagree	Disagree	Agree	Strongly Agree
My advisor has contacted me and let me know how he/she can be helpful.	❍	❍	❍	❍
The Orientation meeting held at the beginning of the program was helpful to me.	❍	❍	❍	❍
The roles of the advisor are clear to me.	❍	❍	❍	❍
I met with my advisor at least once a semester.	❍	❍	❍	❍
I would like to have a group Orientation/Advising session each semester.	❍	❍	❍	❍

Additional comments about the Advising or Orientation: _____
_____
_____

Are you in Field Placement?
❍ Yes
❍ No

III. WORK WITH THE FIELD COORDINATOR & FIELD LIAISON

The Field coordinator is responsible for placing you at your field agency. ▮▮▮▮▮▮▮ is the field coordinator at UW - Oshkosh. ▮▮▮▮▮▮▮▮▮ is the field coordinator at UW - Green Bay. The field liaison is your course instructor who visits your field agency and does the evaluation of your program in the placement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The Field Coordinator was helpful to me in finding an appropriate field placement.	❍	❍	❍	❍
The Field Coordinator answered my questions about field placement policies and procedures.	❍	❍	❍	❍
My Field Liaison helped me have a meaningful experience in my field placement.	❍	❍	❍	❍
The role of the Field Liaison is clear to me.	❍	❍	❍	❍
My Field Liaison visited my field agency at least once a semester.	❍	❍	❍	❍
My Practice Instructors allocated enough class time to discuss field issues.	❍	❍	❍	❍

Additional comments about the Field Coordinator or Field Liaison: _____
_____
_____

IV. WORK WITH THE PROGRAM COORDINATOR

The Program Coordinator at UW - Green Bay is ███████████, and the Program Coordinator at UW - Oshkosh is ██████████. The Program Coordinator is responsible for oversight of your admission to the program and for enrolling you in classes each semester.

I have communicated with the Program Coordinator:
- ○ Monthly
- ○ 2-3 times a semester
- ○ Once per semester
- ○ Never

	Strongly Disagree	Disagree	Agree	Strongly Agree
The Program Coordinator answered my questions before I came into the Program.	○	○	○	○
The Program Coordinator was responsive to my questions.	○	○	○	○
The Program Coordinator pays attention to students' needs and concerns.	○	○	○	○
The Program Coordinator responded to my questions within 2 business days.	○	○	○	○

Additional comments about the Program Coordinator: _____
_____
_____

Appendix 3-7: Collaborative Student Evaluation of the MSW Program Survey

V. STUDENT RELATIONS

	Strongly Disagree	Disagree	Agree	Strongly Agree
Classmates are helpful and collaborative.	○	○	○	○
Classmates generally act in a professional manner.	○	○	○	○
Students in different cohorts have opportunities to communicate/interact.	○	○	○	○
It is easy to get to know other students.	○	○	○	○

Additional comments about the Student Relations: _____

_____

_____

Appendix 4-1:
Collaborative MSW Program Location of Practice Behaviors Across the Foundation Curriculum

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	701 Ethics	702 Gen Pract 1	703 Micro Lab	704 Gen Prac 2	705 Macro Lab	706 Institutions	707 HBSE	708 Policy	709 Field I	710 Field II
COMPETENCY 1: PROFESSIONAL SELF	√		√	√	√				√	√
1.1: Advocate for client access to the services of social work.				X	X				X	X
1.2: Practice personal reflection and self-correction to assure continual professional development.	X								X	X
1.3: Attend to professional roles and boundaries.	X								X	X
1.4: Demonstrate professional demeanor in behavior, appearance, and communication.			X	X	X				X	X
1.5: Engage in career-long learning	X								X	X
1.6: Use supervision and consultation.	X		X	X	X				X	X
COMPETENCY 2: ETHICAL PRINCIPLES	√	√	√	√	√				√	√
2.1: Recognize and manage personal values in a way that allows professional values to guide practice.	X	X	X	X	X				X	X
2.2: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles"	X								X	X
2.3: Tolerate ambiguity in resolving ethical conflicts.	X	X		X	X				X	X

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	701 Ethics	702 Gen Pract 1	703 Micro Lab	704 Gen Prac 2	705 Macro Lab	706 Institutions	707 HBSE	708 Policy	709 Field I	710 Field II
2.4: Employ strategies of ethical reasoning to arrive at principled decisions.	X	X		X	X				X	X
COMPETENCY 3: CRITICAL THINKING	√	√		√		√	√		√	√
3.1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	X	X					X		X	X
3.2: Analyze models of assessment, prevention, intervention, and evaluation.		X		X			X		X	X
3.3: Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	X	X		X		X			X	X
COMPETENCY 4: DIVERSITY	√	√	√	√	√	√	√	√	√	√
4.1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.				X		X		X	X	X
4.2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	X	X	X	X	X			X	X	X
4.3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.		X		X			X		X	X
4.4: Review themselves as learners and engage those with whom they work as informants		X		X					X	X
COMPETENCY 5: SOCIAL JUSTICE	√	√		√		√	√	√	√	√

Appendix 4-1: Collaborative Location of Practice Behaviors Across Foundation Curriculum

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	701 Ethics	702 Gen Pract 1	703 Micro Lab	704 Gen Prac 2	705 Macro Lab	706 Institutions	707 HBSE	708 Policy	709 Field I	710 Field II
5.1: Understand the forms and mechanisms of privilege, oppression and discrimination		X		X		X	X	X	X	X
5.2: Advocate for human rights and social and economic justice	X					X		X	X	X
5.3: Engage in practices that advance social and economic justice.	X					X		X	X	X
COMPETENCY 6: RESEARCH		√		√		√	√		√	√
6.1: Use practice experience to inform scientific inquiry.		X		X		X	X		X	X
6.2: Use research evidence to inform practice.		X		X	X				X	X
COMPETENCY 7: HBSE		√		√	√		√		√	√
7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		X		X			X		X	X
7.2: Critique and apply knowledge to understand person and environment.				X			X		X	X
COMPETENCY 8: POLICY PRACTICE					√			√	√	√
8.1: Analyze, formulate, and advocate for policies that advance social well-being					X			X	X	X
8.2: Collaborate with colleagues and clients for effective policy action.					X			X	X	X

Appendix 4-1: Collaborative Location of Practice Behaviors Across Foundation Curriculum

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	701 Ethics	702 Gen Pract 1	703 Micro Lab	704 Gen Prac 2	705 Macro Lab	706 Institutions	707 HBSE	708 Policy	709 Field I	710 Field II
COMPETENCY 9: SOCIAL WORK CONTEXTS					√	√	√	√	√	√
9.1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.					X	X	X	X	X	X
9.2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services					X			X	X	X
COMPETENCY 10: CHANGE PROCESS		√	√	√	√				√	√
ENGAGEMENT		√	√	√	√				√	√
10.1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		X	X	X	X				X	X
10.2: Use empathy and other interpersonal skills			X	X	X				X	X
10.3: Develop a mutually agreed-on focus of work and desired outcomes.		X	X	X	X				X	X
ASSESSMENT		√	√	√	√				√	√
10.4: Collect, organize, and interpret client data.		X	X	X	X				X	X
10.5: Assess client strengths and limitations.		X	X	X	X				X	X
10.6: Develop mutually agreed-on intervention goals and objectives.		X	X	X	X				X	X
10.7: Select appropriate intervention strategies.		X	X	X	X				X	X

Appendix 4-1: Collaborative Location of Practice Behaviors Across Foundation Curriculum

COMPETENCIES & FOUNDATION PRACTICE BEHAVIORS	701 Ethics	702 Gen Pract 1	703 Micro Lab	704 Gen Prac 2	705 Macro Lab	706 Institutions	707 HBSE	708 Policy	709 Field I	710 Field II
INTERVENTION		√	√	√	√				√	√
10.8: Initiate actions to achieve organizational goals		X	X	X	X				X	X
10.9: Implement prevention interventions that enhance client capacities		X	X	X	X				X	X
10.10: Help clients resolve problems		X	X	X	X				X	X
10.11: Negotiate, mediate, and advocate for clients		X	X	X	X				X	X
10.12: Facilitate transitions and endings.		X	X	X	X				X	X
EVALUATION/TERMINATION		√	√	√	√				√	√
10.13: Critically analyze, monitor, and evaluate interventions.		X	X	X	X				X	X

Appendix 4-1: Collaborative Location of Practice Behaviors Across Foundation Curriculum

Appendix 4-2:
Collaborative MSW Program Location of Practice Behaviors Across the Advanced Curriculum

COMPETENCIES & ADVANCED PRACTICE BEHAVIORS	720 Diversity	721 Multi-Level	722 Super-vision	728 Policy	729 Field III	731 Research	732 Field Research	733 Field IV	734 Res Cons
COMPETENCY 1: PROFESSIONAL SELF	√	√	√	√	√	√	√	√	√
1.1. Demonstrate leadership and professionalism in practice.	x		x		x			x	
1.2. Contribute to the professional growth and development of colleagues.		x	x		x			x	
1.3. Demonstrate knowledge of the Field Placement agency mission, goals, and objectives.			x	x	x		x	x	x
1.4. Demonstrate leadership in both collaborative and team building activities.	x	x	x		x			x	
1.5. Demonstrate an ongoing commitment to improving individual professional practice with and on behalf of client systems.	x				x	X	x	x	x
COMPETENCY 2: ETHICAL PRINCIPLES	√	√	√	√	√	√	√	√	√
2.1. Possess a working knowledge of the elements of ethical professional social work practice.	x	x	x	x	x	X	x	x	x
2.2. Use this knowledge to successfully resolve ethical dilemmas in practice.		x	x		x	X	x	x	x
2.3. Critically assess the congruence of the Field Agency mission and goals with ethical social work principles of practice.			x	x	x		x	x	x
2.4. Engage in activities that support Field Placement agency goals and ethical principles.			x	x	x		x	x	x
COMPETENCY 3: CRITICAL THINKING	√	√	√	√	√	√	√	√	√

COMPETENCIES & ADVANCED PRACTICE BEHAVIORS	720 Diversity	721 Multi-Level	722 Super-vision	728 Policy	729 Field III	731 Research	732 Field Research	733 Field IV	734 Res Cons
3.1. Articulate a vision for a leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.	X		x	x	x			x	
3.2. Engage in systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.		X	x	x	x	x	x	x	x
COMPETENCY 4: DIVERSITY	√	√	√	√	√	√	√	√	√
4.1. Effectively use social work roles with vulnerable and oppressed client systems.	x	x	x	x	x			x	
4.2. Demonstrate cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multilevel systems.	x	x	x	x	x	x	x	x	x
COMPETENCY 5: SOCIAL JUSTICE	√	√		√		√	√	√	√
5.1. Demonstrate an understanding of resource gaps.	x			x		x	x	x	x
5.2. Effectively utilize current resources.	x	x		x		x	x	x	x
5.3. Encourage resource enhancement, and/or develop new resources.				x		x	x	x	x
COMPETENCY 6: RESEARCH	√	√	√		√	√	√	√	√
6.1. Provide leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices.					x	x	x	x	x
6.2. Research and assess best-practice interventions using an empowerment and strengths perspective framework.	x	x	x		x			x	

Appendix 4-2: Collaborative Location of Practice Behaviors Across Advanced Curriculum

COMPETENCIES & ADVANCED PRACTICE BEHAVIORS	720 Diversity	721 Multi-Level	722 Super-vision	728 Policy	729 Field III	731 Research	732 Field Research	733 Field IV	734 Res Cons
COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE		√	√		√	√	√	√	√
7.1. Apply an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.		x	x		x	x	x	x	x
COMPETENCY 8: SOCIAL POLICY			√	√	√	√	√	√	√
8.1. Provide supporting data for policy changes that enhance family well-being.	X			x	x	x	x	x	x
8.2. Articulate program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.			x	x	x			x	
COMPETENCY 9: SERVICE DELIVERY		√	√		√			√	
9.1. Understand and respond to an array of important issues with a specific client system using a systematic, multi-level, change process and intervention approach.		x	x		x			x	
COMPETENCY 10: CHANGE PROCESS	√	√	√		√	√		√	
ENGAGEMENT	√	√	√		√			√	
10.1. Utilize the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.	x	x	x		x			x	
ASSESSMENT		√	√		√	√		√	
10.2. Effectively process record a client contact that demonstrates application of theory to practice.					x			x	
10.3. Carry out assessment/planning that reflects Social Work practice principles and approaches.		x	x			x			

Appendix 4-2: Collaborative Location of Practice Behaviors Across Advanced Curriculum

COMPETENCIES & ADVANCED PRACTICE BEHAVIORS	720 Diversity	721 Multi-Level	722 Super-vision	728 Policy	729 Field III	731 Research	732 Field Research	733 Field IV	734 Res Cons
INTERVENTION	√	√	√		√			√	
10.4. Competently employ interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective.	x	x	x		x			x	
10.5. Appropriately apply such interventions relative to their practice methodology (ADM/ADP).	x	x	x		x			x	
10.6. Integrate best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.		x	x		x			x	
EVALUATION/TERMINATION		√	√		√			√	
10.7. Evaluate impact of best-practice interventions within the community based agency structure using an empowerment and strengths perspective framework.		x	x		x			x	

Appendix 4-2: Collaborative Location of Practice Behaviors Across Advanced Curriculum

Collaborative MSW Program
University of Wisconsin – Green Bay & University of Wisconsin - Oshkosh

Soc Work 709 and 710: Foundations Social Work Field Practicum I and II
Evaluation of Student Mastery of the Foundation Level Competencies

Practicum Agency: _____ Agency Field Educator(s): _____

Student: _____ Academic Year: _____

Faculty Field Liaison (FFL) (Semester I): _____

Faculty Field Liaison (FFL) (Semester II): _____

This evaluation form is considered a "working document" that is used throughout the foundation level year, and in tandem with the Foundation Field Contract document. In the Field Contract form, the student assumes responsibility for identifying practice experiences that may occur throughout the course of both fall and spring semesters that will ensure that the student achieves the Competencies. Each competency has one or more practice behaviors that when accomplished, provide evidence that the competency has been adequately achieved. The practice behaviors are reviewed as criteria for student evaluation and completion of the field placement requirement.

At the conclusion of each semester, the student and field educator begin the evaluation process by evaluating the student's competency development using this document. During the final evaluation appointment of each semester, the faculty field liaison will facilitate a discussion on the experiences in the field practicum, assess the student's development and mastery of each foundation level practice behavior and render a final rating. The faculty field liaison will keep the original of the document to pass on to the second semester field liaison. At the final evaluation of the academic year, a copy of the final document is given to the student and the original is kept in the student file.

Rating Scale:

3: Student demonstrates outstanding mastery of this competency and functions at a level equal to Masters-level social workers.

2: Student demonstrates adequate mastery of the competency, similar to that of beginning BSW-level practitioners.

1: Student demonstrates developing skills and potential to meet the expectations of this competency with improved performance or effort, or broadened activities.

N/O: The student has not had an opportunity to gain experience related to the competency and their performance cannot be measured at this field site. A student cannot graduate with a "NO" rating but may demonstrate competency through experience in another setting, and should secure the verification of a professional who can attest to the student's ability in this area.

Indicators rated at the 1 or N/O level require ongoing development. Indicators rated at "2" or"3" are considered met.

For each competency, please assess the student as if the competency were hiring criteria. In other words, what you would expect of a new BSW practitioner

MSW Foundation Field Rating Form

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
Competency 1: Professional Self						
1.1: Advocate for client access to the services of social work.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.2: Practice personal reflection and self-correction to assure continual professional development.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.3: Attend to professional roles and boundaries.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.4: Demonstrate professional demeanor in behavior, appearance, and communication.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.5: Demonstrate commitment to career-long learning	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.6: Use supervision and consultation.	3	3	3	3	3	3

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 2: Ethical Principles						
2.1: Recognize and manage personal values in a way that allows professional values to guide practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.2: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles."	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.3: Tolerate ambiguity in resolving ethical conflicts.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.4: Employ strategies of ethical reasoning to arrive at principled decisions.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 3: Critical Thinking						

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
3.1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
3.2: Analyze models of assessment, prevention, intervention, and evaluation.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
3.3: Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 4: Diversity						
4.1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
4.2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
4.3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.	3	3	3	3	3	3
	2	2	2	2	2	2

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
4.4: Review themselves as learners and engage those with whom they work as informants.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 5: Social Justice						
5.1: Understand the forms and mechanisms of privilege, oppression and discrimination.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
5.2: Advocate for human rights and social and economic justice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
5.3: Engage in practices that advance social and economic justice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 6: Research						

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
6.1: Use practice experience to inform scientific inquiry.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
6.2: Use research evidence to inform practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 7: HBSE						
7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
7.2: Critique and apply knowledge to understand person and environment.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 8: Policy Practice						
8.1: Analyze, formulate, and advocate for policies that advance social well-being.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
8.2: Collaborate with colleagues and clients for effective policy action.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 9: Social Work Contexts						
9.1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
9.2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 10: Change Process						
(a) Engagement						
10.1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.2: Use empathy and other interpersonal skills.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
10.3: Develop a mutually agreed-on focus of work and desired outcomes.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(b) Assessment						
10.4: Collect, organize, and interpret client data.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.5: Assess client strengths and limitations.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.6: Develop mutually agreed-on intervention goals and objectives.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.7: Select appropriate intervention strategies.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(c) Intervention						

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
10.8: Initiate actions to achieve organizational goals.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.9: Implement prevention interventions that enhance client capacities.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.10: Help clients resolve problems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.11: Negotiate, mediate, and advocate for clients.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.12: Facilitate transitions and endings.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(d) Evaluation/Termination						
10.13: Critically analyze, monitor, and evaluate interventions.	3	3	3	3	3	3

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O

Appendix 4-3: Collaborative Evaluation of Student Mastery of the Competencies Foundation

Comments/Additional experiences: (please initial each comment, duplicate this page when necessary)

Fall Semester	Spring Semester

Signatures

Semester 1 (Fall Evaluation)

Student Signature: _____   Date: _____

Agency Field Educator(s): _____   Date: _____

Faculty Field Liaison: _____   Date: _____

Semester 2 (Spring Evaluation)

Student Signature: _____   Date: _____

Agency Field Educator(s): _____   Date: _____

Faculty Field Liaison: _____   Date: _____

Evaluation of Student Mastery of Field Competencies – Advanced

Collaborative MSW Program
University of Wisconsin – Green Bay & University of Wisconsin - Oshkosh

Soc Work 729 and 733: Field Practicum III and IV
Evaluation of Student Mastery of the Competencies and Advanced Level Practice Behaviors

Practicum Agency: _____ Agency Field Educator(s): _____

Student: _____ Academic Year: _____

Faculty Field Liaison (FFL) (Semester I): _____

Faculty Field Liaison (FFL) (Semester II): _____

This evaluation form is considered a "working document" that is used throughout the advanced level year, and in tandem with the Advanced Field Contract document. In the Field Contract form, the student assumes responsibility for identifying practice experiences that may occur throughout the course of both spring and summer semesters that will ensure that the student achieves the Competencies. Each competency has one or more practice behaviors that when accomplished, provide evidence that the competency has been adequately achieved. The practice behaviors are reviewed as criteria for student evaluation and completion of the field placement requirement.

At the conclusion of each semester, the student and field educator begin the evaluation process by evaluating the student's competency development using this document. During the final evaluation appointment of each semester, the faculty field liaison will facilitate a discussion on the experiences in the field practicum, assess the student's development and mastery of each advanced level practice behavior and render a final rating. The faculty field liaison will keep the original of the document to pass on to the second semester field liaison. At the final evaluation of the academic year, a copy of the final document is given to the student and the original is kept in the student file.

Rating Scale:

3: Student demonstrates outstanding mastery of this competency and functions at a level equal to Masters-level social workers.

2: Student demonstrates adequate mastery of the competency, similar to that of beginning BSW-level practitioners.

1: Student demonstrates developing skills and potential to meet the expectations of this competency with improved performance or effort, or broadened activities.

N/O: The student has not had an opportunity to gain experience related to the competency and their performance cannot be measured at this field site. A student cannot graduate with a "NO" rating but may demonstrate competency through experience in another setting, and should secure the verification of a professional who can attest to the student's ability in this area.

Indicators rated at the 1 or N/O level require ongoing development. Indicators rated at "2" or "3" are considered met.

For each competency, please assess the student as if the competency were hiring criteria. In other words, what you would expect of a new MSW practitioner

MSW Advanced Field Rating Form

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
Competency 1: Professional Self						
1.1. Demonstrate leadership and professionalism in practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.2. Contribute to the professional growth and development of colleagues.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.3. Demonstrate knowledge of the Field Placement agency mission, goals, and objectives.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.4. Demonstrate leadership in both collaborative and team building activities.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
1.5. Demonstrate an ongoing commitment to improving individual professional practice with and on behalf of client systems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	Fall Semester Ratings			Spring Semester Ratings		
	S	AFE	FFL	S	AFE	FFL
Competency 2: Ethical Principles						
2.1. Possess a working knowledge of the elements of ethical professional social work practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.2. Use this knowledge to successfully resolve ethical dilemmas in practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.3. Critically assess the congruence of the Field Agency mission and goals with ethical social work principles of practice.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
2.4. Engage in activities that support Field Placement agency goals and ethical principles.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 3: Critical Thinking						
3.1. Articulate a vision for a leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	N/O	N/O	N/O	N/O	N/O	N/O
3.2. Engage in systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 4: Diversity						
4.1. Effectively use social work roles with vulnerable and oppressed client systems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
4.2. Demonstrate cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multilevel systems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 5: Social Justice						
5.1. Demonstrate an understanding of resource gaps.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
5.2. Effectively utilize current resources.	3	3	3	3	3	3
	2	2	2	2	2	2

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
5.3. Encourage resource enhancement, and/or develop new resources.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 6: Research						
6.1. Provide leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
6.2. Research and assess best-practice interventions using an empowerment and strengths perspective framework.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 7: HBSE						
7.1. Apply an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 8: Policy Practice						

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
8.1. Provide supporting data for policy changes that enhance family well-being.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
8.2. Articulate program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 9: Social Work Contexts						
9.1. Understand and respond to an array of important issues with a specific client system using a systematic, multi-level, change process and intervention approach.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
Competency 10: Change Process						
(a) Engagement						
10.1. Utilize the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(b) Assessment						
10.2. Effectively process record a client contact that demonstrates application of theory to practice.	3	3	3	3	3	3
	2	2	2	2	2	2

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.3. Carry out assessment/planning that reflects Social Work practice principles and approaches.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(c) Intervention						
10.4. Competently employ interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.5. Appropriately apply such interventions relative to their practice methodology (ADM/ADP).	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
10.6. Integrate best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O
(d) Evaluation/Termination						

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Competency	Fall Semester Ratings			Spring Semester Ratings		
S= Student; AFE=Agency Field Educator; FFL= Faculty Field Liaison	S	AFE	FFL	S	AFE	FFL
10.7. Evaluate impact of best-practice interventions within the community based agency structure using an empowerment and strengths perspective framework.	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	N/O	N/O	N/O	N/O	N/O	N/O

Appendix 4-4: Collaborative Evaluation of Student Mastery of the Competencies Advanced

Comments/Additional experiences: (please initial each comment, duplicate this page when necessary)

Spring Semester	Summer Semester

Signatures

Semester 1 (Spring Evaluation)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

Semester 2 (Summer Evaluation)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

UW Green Bay & UW Oshkosh Collaborative MSW Program
Foundation Field Contract Form

Student Name: **Dated:**

Student will work with the Agency Field Educator to identify tasks/activities/projects that reflect the student's learning goals and that will lead to practice competency. These tasks/activities/projects must be reflective of the practice behaviors, which will be evaluated at the end of each semester of the Field Practicum. Practice experiences may occur throughout the course of both fall and spring semesters to ensure that the student achieves the Competencies.

COMPETENCIES AND FOUNDATION PRACTICE BEHAVIORS

COMPETENCY 1: PROFESSIONAL SELF
  1.1: Advocate for client access to the services of social work.
  1.2: Practice personal reflection and self-correction to assure continual professional development.
  1.3: Attend to professional roles and boundaries.
  1.4: Demonstrate professional demeanor in behavior, appearance, and communication.
  1.5: Engage in career-long learning
  1.6: Use supervision and consultation.

COMPETENCY 2: ETHICAL PRINCIPLES
  2.1: Recognize and manage personal values in a way that allows professional values to guide practice.
  2.2: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles."
  2.3: Tolerate ambiguity in resolving ethical conflicts.
  2.4: Employ strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3: CRITICAL THINKING
  3.1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
  3.2: Analyze models of assessment, prevention, intervention, and evaluation.
  3.3: Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4: DIVERSITY
  4.1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
  4.2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
  4.3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
  4.4: Review themselves as learners and engage those with whom they work as informants

COMPETENCY 5: SOCIAL JUSTICE
   5.1: Understand the forms and mechanisms of privilege, oppression and discrimination
   5.2: Advocate for human rights and social and economic justice
   5.3: Engage in practices that advance social and economic justice.

COMPETENCY 6: RESEARCH
   6.1: Use practice experience to inform scientific inquiry.
   6.2: Use research evidence to inform practice.

COMPETENCY 7: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT
   7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
   7.2: Critique and apply knowledge to understand person and environment.

COMPETENCY 8: POLICY PRACTICE
   8.1: Analyze, formulate, and advocate for policies that advance social well-being
   8.2: Collaborate with colleagues and clients for effective policy action.

COMPETENCY 9: SOCIAL WORK CONTEXTS
   9.1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
   9.2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

COMPETENCY 10: CHANGE PROCESS
ENGAGEMENT
   10.1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
   10.2: Use empathy and other interpersonal skills
   10.3: Develop a mutually agreed-on focus of work and desired outcomes.

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

INTERVENTION
   10.8: Initiate actions to achieve organizational goals
   10.9: Implement prevention interventions that enhance client capacities
   10.10: Help clients resolve problems
   10.11: Negotiate, mediate, and advocate for clients
   10.12: Facilitate transitions and endings.

EVALUATION/TERMINATION
   10.13: Critically analyze, monitor, and evaluate interventions.

Learning Goals (optional): Identify learning goals for the field experience that are reflective of the student's level of development and developmental needs as a social work professional.

Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	

Instructions (required): List the tasks/activities/projects of the field experience that will address the competencies and practice behaviors. Check the boxes for which competencies apply to the identified tasks/activities/projects. This form will provide a framework for regular reporting of progress via Field logs.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

<div align="center">**Signature Page**</div>

Semester 1 (Fall Contract)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

Semester 2 (Spring Contract)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

UW Green Bay & UW Oshkosh Collaborative MSW Program
Advanced Field Contract Form

Student Name: **Dated:**

Student will work with the Agency Field Educator to identify tasks/activities/projects that reflect the student's learning goals and that will lead to practice competency. These tasks/activities/projects must be reflective of the practice behaviors, which will be evaluated at the end of each semester of the Field Practicum. Practice experiences may occur throughout the course of both fall and spring semesters to ensure that the student achieves the Competencies.

COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

COMPETENCY 1: PROFESSIONAL SELF
   1.1. Demonstrate leadership and professionalism in practice.
   1.2. Contribute to the professional growth and development of colleagues
   1.3. Demonstrate knowledge of the Field Placement agency mission, goals, and objectives.
   1.4. Demonstrate leadership in both collaborative and team building activities.
   1.5. Demonstrate an ongoing commitment to improving individual professional practice with and on behalf of client systems.

COMPETENCY 2: ETHICAL PRINCIPLES
   2.1. Possess a working knowledge of the elements of ethical professional social work practice.
   2.2. Use this knowledge to successfully resolve ethical dilemmas in practice.
   2.3. Critically assess the congruence of the Field Agency mission and goals with ethical social work principles of practice.
   2.4. Engage in activities that support Field Placement agency goals and ethical principles.

COMPETENCY 3: CRITICAL THINKING
   3.1. Articulate a vision for a leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.
   3.2. Engage in systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.

COMPETENCY 4: DIVERSITY
   4.1. Effectively use social work roles with vulnerable and oppressed client systems.
   4.2. Demonstrate cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multilevel systems.

COMPETENCY 5: SOCIAL JUSTICE
   5.1. Demonstrate an understanding of resource gaps.
   5.2. Effectively utilize current resources.
   5.3. Encourage resource enhancement, and/or develop new resources.

COMPETENCY 6: RESEARCH
6.1. Provide leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices.
6.2. Research and assess best-practice interventions using an empowerment and strengths perspective framework.

COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE
7.1. Apply an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.

COMPETENCY 8: SOCIAL POLICY
8.1. Provide supporting data for policy changes that enhance family well-being.
8.2. Articulate program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.

COMPETENCY 9: SERVICE DELIVERY
9.1. Understand and respond to an array of important issues with a specific client system using a systematic, multi-level, change process and intervention approach.

COMPETENCY 10: CHANGE PROCESS
ENGAGEMENT
10.1. Utilize the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.

ASSESSMENT
10.2. Effectively process record a client contact that demonstrates application of theory to practice.
10.3. Carry out assessment/planning that reflects Social Work practice principles and approaches.

INTERVENTION
10.4. Competently employ interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective.
10.5. Appropriately apply such interventions relative to their practice methodology (ADM/ADP).
10.6. Integrate best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.

EVALUATION/TERMINATION
10.7. Evaluate impact of best-practice interventions within the community based agency structure using an empowerment and strengths perspective framework.

Learning Goals (optional): Identify learning goals for the field experience that are reflective of the student's level of development and developmental needs as a social work professional.

Goal:
Goal:
Goal:
Goal:
Goal:
Goal:

Instructions (required): List the tasks/activities/projects of the field experience that will address the competencies and practice behaviors. Check the boxes for which competencies apply to the identified tasks/activities/projects. This form will provide a framework for regular reporting of progress via Field logs.

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

Signature Page

Semester 1 (Spring Contract)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

Semester 2 (Summer Contract)

Student Signature: _____ Date: _____

Agency Field Educator(s): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

**UW-Green Bay/UW-Oshkosh Collaborative MSW Program Foundation
Competency Evaluation Form**

Course Name: **Semester/year:**

Instructor:

ACHIEVEMENT OF MSW FOUNDATION COMPETENCY OUTCOMES & OBJECTIVES

Each MSW Foundation course identifies the Foundation level program competencies and corresponding practice behaviors to be achieved in the course. Please evaluate the degree to which this course helped you to achieve the practice behaviors below. **Please circle your response on this form**. Return completed forms in the envelope addressed to Jeanne Berg.

NOTE: The Council on Higher Education Accreditation and the Council on Social Work Education now require programs to enhance accountability to the public by documenting and posting student learning outcomes. As a result, aggregate data from all student course competency evaluations will be posted on the Collaborative MSW Program website in accordance with accreditation requirements. *No reported data will be linked to individual students*. Completion of course evaluations by students is always voluntary.

COMPETENCY 1: PROFESSIONAL SELF

1.1: Advocate for client access to the services of social work.
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.2: Practice personal reflection and self-correction to assure continual professional development.
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.3: Attend to professional roles and boundaries.
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.4: Demonstrate professional demeanor in behavior, appearance, and communication.
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.5: Engage in career-long learning
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.6: Use supervision and consultation.
> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

COMPETENCY 2: ETHICAL PRINCIPLES

2.1: Recognize and manage personal values in a way that allows professional values to guide practice.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

2.2: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles."
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

2.3: Tolerate ambiguity in resolving ethical conflicts.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

2.4: Employ strategies of ethical reasoning to arrive at principled decisions.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 3: CRITICAL THINKING

3.1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

3.2: Analyze models of assessment, prevention, intervention, and evaluation.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

3.3: Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 4: DIVERSITY

4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power.
    1. Strongly Disagree
    2. Disagree

3. Agree
4. Strongly Agree

COMPETENCY 4: DIVERSITY (continued)

4.2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

4.3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

4.4: Review themselves as learners and engage those with whom they work as informants
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 5: SOCIAL JUSTICE

5.1: Understand the forms and mechanisms of privilege, oppression and discrimination
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

5.2: Advocate for human rights and social and economic justice
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

5.3: Engage in practices that advance social and economic justice.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 6: RESEARCH

6.1: Use practice experience to inform scientific inquiry.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

6.2: Use research evidence to inform practice.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 7: HBSE

7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

7.2 Critique and apply knowledge to understand person and environment.
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 8: POLICY PRACTICE

8.1: Analyze, formulate, and advocate for policies that advance social well-being.
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

8.2: Collaborate with colleagues and clients for effective policy action.
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 9: SOCIAL WORK CONTEXTS

9.1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

9.2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 10: CHANGE PROCESS

ENGAGEMENT

10.1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 10: CHANGE PROCESS (continued)

ENGAGEMENT (continued)

10.2: Use empathy and other interpersonal skills
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.3: Develop a mutually agreed-on focus of work and desired outcomes.
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree

ASSESSMENT

10.4: Collect, organize, and interpret client data.
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.5: Assess client strengths and limitations.
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.6: Develop mutually agreed-on intervention goals and objectives.
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.7: Select appropriate intervention strategies.
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree

INTERVENTION

10.8: Initiate actions to achieve organizational goals
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.9: Implement prevention interventions that enhance client capacities
   1. Strongly Disagree
   2. Disagree
   3. Agree
   4. Strongly Agree
10.10: Help clients resolve problems

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

COMPETENCY 10: CHANGE PROCESS (continued)

INTERVENTION (continued)

10.11: Negotiate, mediate, and advocate for clients
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree
10.12: Facilitate transitions and endings.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

EVALUATION/TERMINATION

10.13: Critically analyze, monitor, and evaluate interventions.
    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

Collaborative MSW Program Advanced Competency Evaluation Form

Course Name:

Semester/year:

Instructor:

ACHIEVEMENT OF MSW COMPETENCY OUTCOMES & OBJECTIVES

Each MSW Advanced course identifies the Advanced level program competencies and corresponding practice behaviors to be achieved in the course. Please evaluate the degree to which this course helped you to achieve the practice behaviors below. **Please circle your response on this form**. Return completed forms in the envelope addressed to Jeanne Berg.

NOTE: The Council on Higher Education Accreditation and the Council on Social Work Education now require programs to enhance accountability to the public by documenting and posting student learning outcomes. As a result, aggregate data from all student course competency evaluations will be posted on the Collaborative MSW Program website in accordance with accreditation requirements. *No reported data will be linked to individual students*. Completion of course evaluations by students is always voluntary.

COMPETENCY 1: PROFESSIONAL SELF

1.1. Demonstrate leadership and professionalism in practice.

> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.2. Contribute to the professional growth and development of colleagues.

> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

1.3. Demonstrate knowledge of the Field Placement agency mission, goals, and objectives.

> 1. Strongly Disagree
> 2. Disagree
> 3. Agree
> 4. Strongly Agree

COMPETENCY 1: PROFESSIONAL SELF (continued)

1.4. Demonstrate leadership in both collaborative and team building activities.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

1.5. Demonstrate an ongoing commitment to improving individual professional practice with and on behalf of client systems.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

COMPETENCY 2: ETHICAL PRINCIPLES

2.1. Possess a working knowledge of the elements of ethical professional social work practice.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

2.2. Use this knowledge to successfully resolve ethical dilemmas in practice.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

2.3. Critically assess the congruence of the Field Agency mission and goals with ethical social work principles of practice.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

2.4. Engage in activities that support Field Placement agency goals and ethical principles.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

COMPETENCY 3: CRITICAL THINKING

3.1. Articulate a vision for a leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.

      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

3.2. Engage in systematic and sustained evaluation of practice using multiple methods including seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.

      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 4: DIVERSITY

4.1. Effectively use social work roles with vulnerable and oppressed client systems.

      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

4.2. Demonstrate cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multilevel systems.

      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 5: SOCIAL JUSTICE

5.1. Demonstrate an understanding of resource gaps.

      1. Strongly Disagree
      2. Disagree
      3. Agree
      4. Strongly Agree

COMPETENCY 5: SOCIAL JUSTICE (continued)

5.2. Effectively utilize current resources.

       1. Strongly Disagree
       2. Disagree
       3. Agree
       4. Strongly Agree

5.3. Encourage resource enhancement, and/or develop new resources.

       1. Strongly Disagree
       2. Disagree
       3. Agree
       4. Strongly Agree

COMPETENCY 6: RESEARCH

6.1. Provide leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices.

       1. Strongly Disagree
       2. Disagree
       3. Agree
       4. Strongly Agree

6.2. Research and assess best-practice interventions using an empowerment and strengths perspective framework.

       1. Strongly Disagree
       2. Disagree
       3. Agree
       4. Strongly Agree

COMPETENCY 7: INTERDISCIPLINARY KNOWLEDGE

7.1. Apply an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.

       1. Strongly Disagree
       2. Disagree
       3. Agree
       4. Strongly Agree

COMPETENCY 8: SOCIAL POLICY

8.1. Provide supporting data for policy changes that enhance family well-being.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

8.2. Articulate program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 9: SERVICE DELIVERY

9.1. Understand and respond to an array of important issues with a specific client system using a systematic, multi-level, change process and intervention approach.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 10: CHANGE PROCESS

ENGAGEMENT

10.1. Utilize the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

ASSESSMENT

10.2. Effectively process record a client contact that demonstrates application of theory to practice.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

COMPETENCY 10: CHANGE PROCESS (continued)

ASSESSMENT (continued)

10.3. Carry out assessment/planning that reflects Social Work practice principles and approaches.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

INTERVENTION

10.4. Competently employ interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

10.5. Appropriately apply such interventions relative to their practice methodology (ADM/ADP).

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

10.6. Integrate best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

EVALUATION/TERMINATION

10.7. Evaluate impact of best-practice interventions within the community based agency structure using an empowerment and strengths perspective framework.

    1. Strongly Disagree
    2. Disagree
    3. Agree
    4. Strongly Agree

**University of Wisconsin-Green Bay
Master of Social Work Program
Course Evaluation**

Course Number (e.g. Soc Work XXX)   **Instructor**
Course Title   **Semester and Year**

Directions: The following items 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 use the answer sheet to rate each questions according to your assessment of the statements in relationship to this course. Consider the items carefully and rate them frankly. Write your narrative comments about the course in response to the questions on the last page.

A.   OUTCOMES

This course had the following objectives. Please rate how well the course achieved each objective. Use the following scale:

   A = Poor   B = Weak   C = Average   D = Good   E = Excellent

   (List and number course objectives/student learning outcomes.)

B.   TEACHING METHODOLOGIES

Please rate how strongly you agree to the following statements. Use the following scale:

   Not at all   A   B   C   D   E   Very much

   #. 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 the course content.

   #. The instructor responded to me in a timely manner.

C.   THOUGHTS ABOUT THE COURSE

Please rate how well each of the following course components helped you to master any of the course objectives. Use the following scale:

Not at all   A   B   C   D   E   Very much

(List and number the course components.)

Please rate how well each of the following graded assignments assisted you to master the course objectives. Use the following scale:

Not at all   A   B   C   D   E   Very much

(List and number the graded assignments.)

D.   STUDENT EFFORT

Please rate how strongly you agree to the following statements. Use the following scale:

Not at all   A   B   C   D   E   Very much

#. I completed all course readings on schedule.

#. I participated actively in class.

#. I devoted a lot of effort to learning in this course.

ADDITIONAL ITEMS

Please rate how strongly you agree to the following statements. Use the following scale:

Not at all   A   B   C   D   E   Very much

#. The instructor created a comfortable atmosphere for discussion.

#. The instructor encouraged student involvement and interaction in discussion.

#. The instructor was responsive to questions and different points of view.

#. This course appropriately challenged me.

#. How much would you recommend this course to a friend?

University of Wisconsin-Green Bay
Master of Social Work Program

Course Number (e.g. Soc Work XXX)   **Instructor**
Course Title   **Semester and Year**

Please use the space below to write your narrative comments about the course.

   1. What features of this course as presently designed would you most like to retain?

_____

_____

_____

_____

   2. What features of this course as presently designed would you most like to change?

_____

_____

_____

_____

   3. Please use this space for any additional comments about the course design or instructor.

_____

_____

_____

_____