

**SELF-STUDY REPORT FOR REAFFIRMATION OF THE
DEFIANCE COLLEGE**

BACCALAUREATE SOCIAL WORK PROGRAM

for

THE COUNCIL ON SOCIAL WORK EDUCATION

PREPARED BY DEFIANCE COLLEGE SOCIAL WORK PROGRAM FACULTY

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Preface

This self-study is the seventh review since the Social Work Program at Defiance College received initial accreditation in 1978 which was retroactive to 1976. The document reflects the Program as it is presently operating through August 1, 2018.

The self-study document is the product of the Defiance College Social Work faculty, in consultation with its Advisory Board, field instructors, students, division faculty and administrators. The Social Work faculty wish to express their deep appreciation to these individuals for their support of the reaffirmation process and the contribution to refining and improving the Program.

Recognition is also extended to Dawn Buchholz, Administrative Assistant for Academic Affairs, for her many hours of dedicated work in preparing this document.

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AS1. Program Mission and Goals

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

MISSION STATEMENT OF THE DEFIANCE COLLEGE SOCIAL WORK PROGRAM

The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, and experiential learning. Our aim is to develop professional generalist social workers who embody the values of our profession, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social, economic, and environmental justice.

The Defiance College Social Program is “dedicated to strengthening the communities, groups, and individuals that comprise our diverse world.” This statement addresses the purposes of social work education as indicated in the CSWE Educational Policy and Accreditation Standards (EPAS 2015, p.5) *to promote human and community well-being within a global perspective. “Our aim is to develop professional generalist social workers,” as generalist practice is comprised of a person in environment framework, respect for human diversity, and knowledge based on scientific inquiry. “The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social, economic, and environmental justice.” This part of the program’s mission speaks to the quest for social and economic justice. Our mission statement embodies the core values of social work by stating “the values of our profession”, which would include: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.*

B.1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

The program, accredited since 1976, has evolved over the decades with the development and refinement of what it means to be a Baccalaureate Social Work practitioner. As changes in expectations of practice have emerged and been institutionalized through the Council on Social Work Educations, educational policy statements, so has the program grown in its educational mission to provide a professional education grounded in the values and ethics of the profession. The programs views the

National Association Social Work Code of Ethics as the touchstone and anchor of the social work profession. The ethics together with the *core values of the social work profession* are the foundation of the Defiance Social Work Program.

The context of this program is one of historical, institutional and regional fit. Social Work at Defiance College formally begins in 1967 with the transfer of the Schauffler College Endowment for Social Work and Christian Education from Oberlin College to Defiance. The original Schauffler College of Religious Education and Social Work, founded in 1886, was located in Cleveland, Ohio and prepared students for lives of service in both Christian Education and later Social Work focusing its efforts on new Slavic immigrant populations at the turn of the twentieth century. Schauffler College was given the right to grant degrees in religious education and social work between the years of 1930 and 1931. In 1943, the college was recognized by the American Association of Schools of Social Work and became a charter member of the National Council on Social Work Education. This Legacy of Service to others in an important part of our programs context and underscores the college's commitment to the social work program and to all its underlying values.

Defiance College also has a commitment to service to others dating back to the 1920's. A plaque on our campus grounds, the site of an early residence hall, reads "In hopes that young men may go forward from its walls prepared for worthy service." In the mid nineteen nineties, Defiance College became a nationally recognized leader in service learning by designating it as an integral part of the college's mission and embedding service into its curriculum. The Mission Statement of Defiance College rests upon our four pillars To Know, To Understand, To Lead, and To Serve. All programs are continually challenged to meet the charges stated in those pillars.

- **TO KNOW**

We believe that the liberal arts form a broad basis for all learning. We affirm that academic excellence demands a committed search for truth, competency in research and other problem-solving methods, the ability to synthesize knowledge from many sources, and a capacity for self-directed learning.

- **TO UNDERSTAND**

We provide opportunities for students to perceive and make connections between the intellectual realm and the world. We strive to develop awareness of and sensitivity to global interdependence and diverse cultures.

- **TO LEAD**

We are committed to the betterment of the community, the nation, and the world through the development of leadership skills and abilities. We create opportunities for students to initiate and facilitate beneficial action in and out of the classroom and encourage self-reflection on the

role of the dedicated leader.

- **TO SERVE**

We encourage our students to be of service to their fellow students, their chosen fields of study, their communities and the world. We provide opportunities for students to transform society through civic engagement along with application of their knowledge and understanding to service.

Our emphasis on the development of the individual through knowledge, values and understanding, self-reflection, skills to lead, and service to others through the profession of social work streams directly from and embraces the mission of Defiance College.

At the turn of the millennium, Defiance College stepped up its service commitment to what was called “extreme engagement” of its academic programs with the Northwestern Ohio area. The Social Work faculty and students have always played a significant role in this form of social action. Our institutional context has also extended beyond the regional to the international through the McMaster school for Advancing Humanity at Defiance College. In previous years our social work faculty and students regularly partnered with the Cambodian Women’s Center to address needs, provide training, and assist with other projects for the survivors of domestic violence, human trafficking, and rape. More recently, faculty and students have traveled to Panama to complete community assessments, teach healthy coping skills and conflict resolution, and educate individuals about social media and technology safety. Social Work students are currently working on developing methods to assist individuals with Developmental Disabilities in Panama schools. Additionally the social work program has had students travel to Tanzania for women’s empowerment and micro lending projects. In the future, faculty and students will be continuously involved in working on initiatives to Panama and Belize.

Our geographic area and rural demographic composition offer both opportunities and challenges. The surrounding five counties, in which the program has its largest proportion of field placements are overwhelmingly rural, the largest city being Defiance containing a population of approximately 16,687 people (Census Bureau, 2017). Defiance City is 87% white, with the county being 95.6% white. The surrounding four counties report white population ranging from 96.4%-97.2%. The Largest minority population in the region are persons who self-identify as “Hispanic” (versus Latinx). Defiance City has a Hispanic population of 14.7% versus 9.7% percent of persons who identify as Hispanic in the county, both of which exceed the 3.7 % for the state of Ohio. Additionally the surrounding counties have populations with Hispanic backgrounds ranging from 4.4%-8.5% (Census Bureau, 2017). The poverty rate in Defiance City is 18.8% (above the state rate of 14.6%), with Defiance County having a poverty rate of

10.4%. Other counties in the area have poverty rates ranging from 8.3%-10.7% (Census Bureau, 2017). Defiance is within fifty miles of two cities with populations in excess of 250,000 people. Most of the area's social service agencies are county or multi-county within and place a wide variety of demands upon their professional staff. Our problem-solving, strengths based approach which emphasizes both a logical sequence of steps as well as critical thinking and flexibility fits well with our agencies' orientation to client outcomes and view of practice.

B.1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

PROGRAM GOALS

1. To prepare the student for immediate entry into employment in a social work field at the beginning practice level.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W.) in the state of Ohio.
3. To prepare the student for graduate school education in social work by giving them an adequate foundation in the five component parts of the curriculum: social research, social welfare policy, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, and social, economic, and environmental justice.
4. To promote life-long learning and professional growth for students and area social work practitioners.

The goals of the Social Work program derive from its mission and relate to the purposes of social work education. The preparation of students for immediate employment in the social work field at the Generalist Practice level is appropriate to the baccalaureate level social work curriculum. Competent practice as a beginning social worker in the State of Ohio further exemplified by licensure at the baccalaureate level. Our curriculum seeks to adequately prepare students for passing the LSW exam. The provision of the required knowledge, values, skills, and cognitive and affective processes grounded in the history, philosophy and purposes of the profession is contained in the program's curriculum. This builds on the liberal arts foundation and is based on the key content areas for a foundational curriculum which leads to both successful practice and graduate school. Additionally, the Social Work Program at Defiance College believes that on-going learning and professional growth are required for maintaining a level of competence in the profession and seeks to provide these opportunities to students and area social work practitioners.

Our goals flow from the mission of the program in a very straight forward fashion. Baccalaureate practice is defined by the Council on Social Work Education by a set of competencies and practice

behaviors. Our program's mission is to impart those skills, values, self-reflection, and knowledge in a manner consistent with our heritage of service and institutional purpose. This empowers our graduates to become competent successful practitioners and possess the fundamental components of the profession in order to succeed both in the field and in graduate study.

Explicit Curriculum

AS B2.0 Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP B.2.0.

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Generalist practice is grounded in the liberal arts. Substantive foundational courses of study and liberal arts offerings give students at Defiance College the basic concepts, information, and perspective necessary to begin as an educated individual prior to formal admission to the social work program. Likewise, prior to admission, students are well versed in the four pillars of the college's mission statement, with the first being "to know" *that the liberal arts form a broad basis for all learning.*

"Our aim is to develop professional generalist social workers who embody the values of our profession," with core values of social work being *service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.*

The Defiance College Social Program is "dedicated to strengthening the communities, groups, and individuals that comprise our diverse world" identifying the levels of social work intervention within generalist practice and the engagement of human diversity.

"The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social, economic, and environmental justice." This part of the program's mission speaks to *generalist practitioners advocate for human rights and social and economic justice.*

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

The Defiance College Social Work Program, initially accredited in 1976 and continuously thereafter, has employed a core curriculum design which has allowed us to evolve successfully to meet changes in CSWE standards. The foundation curriculum is traditionally organized around five areas: Social Work Practice, Social Welfare and Social Policy, Human Behavior in the Social Environment, Social Research, and Field Education. Additionally, professional values and ethics, importance of human diversity, and social, economic, and environmental justice content are infused throughout.

The foundation for the practice methodology is contained in the N.A.S.W. Code of Ethics. These values place emphasis on enrichment through human diversity, working for the enhancement of oppressed populations, and working towards social, economic, and environmental justice. Another element to the design that has been a constant is that it takes four years to develop the knowledge, values, critical thinking and reflection, and skills in a student to transform them into a professional social worker.

The Program's curriculum is further conceptualized as progressing through three distinct developmental phases. The first phase is primarily the substantive foundation courses of study and liberal arts offerings that give students the basic concepts, knowledge, and perspective necessary to being an educated individual prior to formal admission to the program. This foundational coursework is our pre-professional sequence requirements (numbered below 300; 300 level and above are courses taken after formal admission to the social work program). These offerings include Introduction to Social Work, Life in Society (Sociology), Social Problems, Cultural Diversity, Marriage and the Family, Interviewing and Interpersonal Communication, and Abnormal Psychology. Additionally, students take Introduction to Psychology, Infancy and Childhood, Adolescence and Adulthood, American Government and Politics or Macroeconomics, Behavioral Statistics, and Development of Life on Earth (Biology).

The first two years are also when most students are grounded in the liberal arts. The Defiance College general education curriculum is designed to nurture student development of the knowledge, understanding, and skills needed to contribute to our global community in productive, creative, and reflective ways. Through required courses focused upon the 21st Century Learning Skills of Critical Thinking, Creativity, Collaboration, and Communication, and elective courses that promote breadth of knowledge and perspective, our students will develop and understanding of their world, and become empowered to advocate for change. (Defiance College Undergraduate Catalog, 2017-18, pg. 39).

The following courses are required of all students pursuing a Bachelor of Science degree program:

- COMM 120 Introduction to Human Communication
- ENGL 125 Composition I
- ENGL 225 Composition II
- FYE 100 College Engagement Seminar
- GLST 100 World Issues

The General Education Curriculum is designed to insure achievement of the following College Learning Outcomes:

- **Sense of Community:** The student will demonstrate the ability to understand the complexity and diversity of the world in order to take informed, socially- responsible actions. (GLST 100)
- **Powerful Communication:** The student will demonstrate thoughtful, critical communication, practices for a range of audiences and subjects. (COMM 120, ENGL 125, AND ENGL 225)
- **Individual Empowerment:** The student will come to understand the methods and benefits of intellectual curiosity, creativity, critical self reflection, and self-direction, for positioning the self in the larger public world in culturally-aware ways. (ENGL 225 and GLST 100).

Secondly, a course from each of the following five elective areas must also be fulfilled for all students completing a Bachelor of Science degree program:

- **Creative and Expressive Arts**
The Student will have the ability to describe cultural production using an established aesthetic theory.
- **Historical, Political, and Multicultural Perspectives (SWK 265 Cultural Diversity)**
The student will have the ability to describe historical, political, and multicultural issues, concepts, or theories.
- **Quantitative Reasoning (PSY 230 Behavioral Statistics)**
The student will have the ability to utilize quantitative data to obtain and apply an appropriate conclusion when addressing a selected problem.
- **Scientific Knowledge (NSCI Development of Life on Earth/ Biology)**
The student will have the ability to comprehensively and objectively analyze and evaluate appropriate data and develop an informed conclusion.
- **Social and Behavioral Sciences (SOC 120 Life in Society/Sociology)**
The student will have the ability to describe findings and theories in at least one area of Social or Behavioral Science, and describe the scientific method and how it can be used to assess human behavior and /or interaction.

The second, or professional development phase (post-formal admission to the program), is comprised of social work courses which are taken primarily during the junior year and fall semester of the senior year.

Students take three practice courses (SWK 355,356, 457), the research course (SWK 301), THE HBSE capstone (SWK 379), Policy (SWK 476), and the 140 hour Field Experience (SWK 397). The intention enables students to build upon, reinforce, and integrate prior, knowledge, values, analysis and introspection, and skills by providing focus opportunities inside and outside the classroom in preparation for students demonstrating mastery of the competencies.

The sequence of courses and assignment's follows a progression of Bloom's Taxonomy, a classification scheme of intellectual behavior that identifies six levels within the cognitive domain, from the simple recall or recognition of facts through increasingly more complex and abstract mental levels. This framework provides the conceptual rationale for creating developmentally appropriate opportunities for students to identify, frame, and analyze increasing complex questions as well as integrate the knowledge, values, cognitive and affective processes, and skills of social work into a professional identity.

The third phase is the synthesis and evaluation phase, the two highest levels of Taxonomy, consisting of the senior field placements and senior seminar are taken the second semester of the senior year. The concurrent experiences provide students with an intentional linkage between the field and ethical application of social work knowledge, values, cognitive and affective processes, and skills, as well as, the assessment of the students' mastery of the nine competencies which make up the core of the social work program and profession.

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

Below is the Defiance College Social Work Program matrix illustrating the nine social work competencies presented in the EPAS that identifies the knowledge, values, skills, and cognitive and affective process within the behaviors associated with competence at the generalist level of practice.

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.1.</p> <p>Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and</p>	<p>2.1.1.1</p> <p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<p>Knowledge:</p> <p>Students learn and examine NASW's Code of Ethics and the Ohio Code of Conduct as specified by Ohio's CSWMFT licensing board.</p>	SWK121 (2)	Ch. 5	In-class discussions	I/D
			SWK290 (2)	Entire Course	In-class discussion on ethical social work practice.	I/D
			SWK355 (5)	Kirst-Ashman & Hall Ch. 11, Dolgoff, Harrington & Loewenberg Ch. 1-8	Quizzes & Exams In-class case studies	D
			SWK356 (6)	Entire Course	Quizzes & Exams In-class case studies	D
			SWK457 (1,7)	Ch. 1,5,12,14	Handouts/Worksheets Classroom Discussions/ Exercises Analysis of Ethical Dilemmas	D
		<p>Attitudes/Values:</p> <p>Students demonstrate a commitment to NASW's professional values and ethical standards of practice.</p>	SWK121 (2)	Ch. 5	In-class case study	I
			SWK355 (5)	Kirst-Ashman & Hall Ch. 11, Dolgoff et al, Ch. 1-8	Quizzes & Exams In-class case studies	D
			SWK356 (6)	Entire Course Rivas & Toseland	Quizzes & Exams. In-class case studies	D
			SWK397	Entire Practicum	140 hr. Jr. Field Practicum Weekly Conference Sheets	D

responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.			SWK457 (1,7)	Ch. 5,12,14	Classroom Discussion PIF Project/NWAH Event	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (1)	Entire Seminar Ch. 2 & 7	Ethical Dilemma Case Scenarios Sr. Case Presentation	M
		Cognitive-Affective Processes: Students reflect on their thoughts, feelings, and resulting changes in professional perspectives surrounding ethical decision making in practice settings.	SWK355 (5)	Kirst-Ashman & Hall, Ch. 11, Dolgoff et al	In-class case studies	D
			SWK356 (6)	Rivas & Toseland, Ch. 1-5	In-class case studies	D
			SWK457 (1,2,7)	Ch. 12	Classroom Exercise/Analysis of Ethical Dilemmas	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
		Skill: Students analyze a range of practice situations and demonstrate	SWK355 (5)	Kirst-Ashman & Hall, Ch. 11, Dolgoff	Quizzes & Exams In-class case studies	D

		ethical decision making in generalist practice.		Et al, Ch. 1-8		
			SWK356 (6)	Entire Course	Quizzes & Exams. In-class case studies	D
			SWK397 (2)	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D
			SWK457 (1,2,7)	Entire Course Ch.12	Classroom Discussion toward PIF Project Classroom Exercise Analysis of Ethical Dilemmas	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
			SW488 (1)	Ch. 1-5	Ethical Dilemma Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
EPAS 2.1.1.	2.1.1.2	Knowledge: Students learn about the	SWK278 (9)	Entire Course	Videotape Project In-class role plays	I

<p>Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of</p>	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>necessity for personal reflection and self-regulation as they support competency in generalist practice and lifelong professional development.</p>	SWK355 (5, 6, 8)	Kirst-Ashman & Hall Ch.	Reflection exercises	D	
			SWK356 (5)	Entire Course	Quizzes & Exams Research Paper Group proposal & project Teaching Family Assessment	D	
			SWK379 (5)	Weeks 1and 2	Discussion/reflection papers	M	
			SWK457 (2, 7)	Ch. 1-5, 11-13	Handouts/Worksheets Classroom Discussions/Exercises Exams	D	
	<p>Attitudes/Values: Students honor their self-awareness for how it informs their lifelong professional development. Students make an informed commitment to NASW's value of competency.</p>			SWK355 (5, 8)	Kirst-Ashman & Hall Ch.	Reflection exercises	D
				SWK356 (5)	Entire Course	Quizzes & Exams Research Paper Group proposal & project Teaching Family Assessment	D
				SWK397	Entire Practicum	140 hr. Jr. Field Placement In-class role plays	D
				SWK457 (2, 7)	Entire Course Ch. 2-5, 11-13	Handouts/Worksheets Classroom Discussions/Exercises PIF Project/NWAH Event	D
				SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
				SWK488 (1)	Entire Seminar Ch. 6	Seminar discussions from field	M
				<p>Skills: Students gain skills of self-reflection, self-evaluation, and self-regulation that support competency in generalist practice at all levels.</p>			SWK278 (9)
	SWK355 (5, 6, 8)	Kirst-Ashman & Hall Ch.	Reflection exercises				D
	SWK356 (5)	Entire Course	Quizzes & Exams Research Paper Group proposal & project				D

technology in social work practice					Teaching Family Assessment	
			SWK379 (5, 9)	Weeks 1,2 & 16	Class discussion Final theory paper	M
			SWK 397	Entire Practicum	140 hr. Jr. Field Placement	
			SWK457 (2, 7)	Entire Course Ch. 12	NWAH Event/PIF Project Analysis of Ethical Dilemmas	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
			SWK488 (1)	Entire Seminar Ch. 6	Seminar discussions from field Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.1.1.</p> <p>Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social</p>	<p>2.1.1.3</p> <p>Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.</p>	<p>Knowledge:</p> <p>Students learn professional conduct and communication appropriate to the profession within the classroom and practice settings.</p>	SWK121 (1, 2, 8)	Ch. 2, 5	Presentation of Self in the Classroom	I
			SWK278 (1-10)	Entire Course	Quizzes & exams In-class role plays	I
			SWK355 (5, 8)	Kirst-Ashman & Hall, Ch. 1, 11	Presentation of Self in the Classroom	D
			SWK356 (3, 5, 6, 7, 8, 9)	Entire Course	Facilitating Group Session Teaching Family Assessment	D
			SWK 379 (1, 2, 4, 7, 8,) (seminar discussion course)	Entire course	Seminar discussion and presentations	D
			SWK457 (1,2,4,6)	Ch. 1-7, 9, 11-14	Handouts/Worksheets Classroom Discussions/Exercises Exams	D
			SWK476 (6)	Weeks 12-13	Formal in-class presentations	M
			SWK486	Initial Weeks of Sr. Placement/Completion of Learning Activities on Field Evaluation Tool	450 hr. Sr. Field Placement	M
		SWK488 (1)	Week 1 Coggins & Hatchett Ch. 1-5	Seminar from field	M	
		<p>Attitudes/ Values:</p> <p>Students value professional conduct as</p>	SWK121 (2)	Ch. 2, 5	Presentation of Self in the Classroom	I
			SWK278 (1-10)	Entire Course	Quizzes & exams In-class role plays	I

Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	demonstrated through one's behavior, appearance, and communication within the classroom and practice settings.	SWK355 (5)	Kirst-Ashman & Hall, Ch 1, 11	Presentation of Self in the Classroom	D
		SWK356 (1,8,9)	Entire Course	Family Assessment Simulation, Facilitating Group Session, Teaching Family Assessment	D
		SWK379 (5, 9) (seminar discussion course)	Entire course	Seminar discussion and presentations	D
		SWK457 (1,2,4,6)	Ch, 2-7,9,11-14	Classroom Discussions/Exercises PIF Project/NWAH Event	D
		SWK476 (6)	Weeks 12-13	Formal in-class presentations	M
		SWK486	Entire Practicum	450 hr. Sr. Field Placement	M
		SWK488 (1)	Entire Seminar	Discussions Seminar	M
	Skills: Students demonstrate an integration of the code of ethics and appropriate professional conduct and communication interactions within the classroom and practice settings.	SWK355 (5)	Kirst-Ashman & Hall, Ch. 1, 11 Dillon Ch. 1-8	Weeks 11-12; group presentations	D
		SWK356 (1,8,9)	Entire Course	Family Assessment Simulation Facilitating a Group Session	D
		SWK397 (5, 9)	Entire Semester	140 hr. Jr. Field Placement Mock interview, resume Field Learning Activities	D
		SWK457 (1,2,4,6)	Entire Course	PIF Project/NWAH Event	M
		SWK476 (6)	Weeks 12-13	Formal in-class presentations	M
		SWK486	Entire Practicum	450 hr. Sr. Field Placement	M

			SWK488 (1)	Entire Seminar Ch. 2 & 6	Seminar Discussions Mini-Papers Sr. Case Presentations	M
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Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
EPAS 2.1.1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy	2.1.1.4 Use technology ethically and appropriately to facilitate practice outcomes.	Knowledge: Students learn how to incorporate technology into practice ethically and appropriately.	SWK278 (4, 5, 7, 10)	Entire course	Video Classroom discussion	I/D
			SWK355 (5, 8)	Entire course	Classroom discussion on ethics	M
			SWK356 (10)	Entire course	Classroom discussion on ethics	M
			SWK457 (1,2,6)	Ch. 1, 12, 14	Handouts/Worksheets Classroom Discussions/Exercises Exams	I/D
		Attitudes/ Values: Students value the appropriate and ethical use of technology in practice settings.	SWK278 (4, 5, 7, 10)	Entire course	Video Classroom discussion	I/D
			SWK355 (5, 8)	Entire course	Classroom discussion	M
			SWK356 (10)	Entire course	Classroom discussion Empty Bowls	M
			SWK397	Entire semester	140 hr Jr. Field Placement Field Learning Activities	D
			SWK457 (1,2,6)	Ch. 10	Classroom discussions/Exercises	M

<p>arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>			SWK488 (1)	Entire Seminar Ch. 2 & 6	Seminar discussions from the field	D	
		<p>Skills: Students will identify and demonstrate appropriate and ethical use of technology in practice settings.</p>		SWK278 (4, 5, 7, 10)	Entire course	Videotaped interview assignment	D
				SWK356 (10)	Entire course	Empty Bowls	D
				SWK397	Entire semester	140 hr Jr. Field Placement Field Learning Activities	D
				SWK457 (1,2,6)	Entire Course Ch. 10	PIF Project/NWAH Event	D
				SWK486	Entire semester	450 hr. Sr. Field Placement Field Learning Activities	M
				SWK488 (1)	Entire Seminar	Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.1.</p> <p>Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social</p>	<p>2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Knowledge: Students learn the purposes and processes of supervision in the profession of social work.</p>	SWK355 (5, 8)	Ch. 1, 11	Quizzes & Exams	I/D
			SWK356 (1, 5, 6, 8)	Ch. 1	Quizzes & Exams In-class case studies	D
			SWK457 (1,4)	Ch. 1,12	Handouts/Worksheets Classroom Discussions/Exercises	I/D
			SWK488 (1)	Week 1 Ch. 1-5	Seminar Discussions from field	M
		<p>Attitudes/ Values: Students value establishing and maintaining professional relationships with field instructors, colleagues, and agencies.</p>	SWK355 (5, 8)	Entire Course	Classroom discussion	D
			SWK356 (1,5, 6, 8)	Ch. 1	Quizzes & Exams In-class case studies	D
			SWK397	Entire Practicum	140 hr Jr. Field Placement Weekly Conference Sheets	D
			SWK457 (1,4)	Ch. 12	Handouts/Worksheets Classroom Discussions/Exercises	D
			SWK486	Initial Field Site Visitation Entire Practicum	450 hr. Sr. Field Placement Completion of Learning Activities of Field Evaluation Tool	M
			SWK488 (1)	Entire Seminar Ch. 1-5	Seminar Classmate Relationships	M
		<p>Cognitive-Affective Processes: Students reflect on their thoughts, feelings, and resulting changes in professional</p>	SWK397	Entire Semester	140 hr. Jr. Field Placement Weekly Conference Sheets	D
			SWK486	Entire Semester	450 hr. Sr. Field Placement Weekly Conference Sheets	M

<p>Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>		<p>perspective after utilizing supervision and consultation in practice settings.</p>	<p>SWK488 (1)</p>	<p>Entire Seminar Ch. 2 & 6</p>	<p>Seminar discussions from field</p>	<p>M</p>
		<p>Skills: Students demonstrate appropriate professional relationships with field instructors and colleagues within practice settings, including the appropriate use of supervision and consultation.</p>	<p>SWK397 (1)</p>	<p>Entire Practicum</p>	<p>140 hr. Jr. Field Placement</p>	<p>D</p>
			<p>SWK486</p>	<p>Entire Practicum</p>	<p>450 hr. Sr. Field Placement</p>	<p>M</p>

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.2</p> <p>Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and</p>	<p>2.1.2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>Knowledge: Students learn how diversity characterizes and shapes the human experience</p>	SWK235 (3)	Chapters 1-15	Classroom Exercises; Videos; Exams; Small Group Exercises; Experiential Extension;	D
			SWK265 (1,3,4)	Units 1, 3, 5, 6, 8, 12, 13, 14, 15, 16	Classroom Exercises/Discussions; Exams; Wheelchair Reflection; Culture Paper	I/D
			SWK278 (8)	Entire Course	Quizzes & Exams Research Paper Videotape Project In-class role plays	D
			SW379 (5, 7, 8)	Week 7	Discussion Diversity Paper	M
			SWK457 (1,2,8)	Ch. 1,3,11	Handouts/Worksheets Classroom Discussions/Exercises Exams	D
		<p>Attitudes/ Values: Students develop an appreciation for how diversity shapes the human experience</p>	SWK235 (3)	Chapters 1-15	Classroom Exercises; Videos; Exams; Debates; Internet Activities; Experiential Extension;	D
			SWK265(1,3,4)	Units 1, 3, 5, 6, 8, 12, 13, 14, 15, 16; Entire Semester	Wheelchair Exercise; Culture Paper	D
			SWK278 (8)	Entire Course	Quizzes & Exams Research Paper Videotape Project In-class role plays	D
			SWK379 (5, 7, 8)	Week 7	Diversity Paper	M
			SWK397	Entire Semester	140 hr. Jr. Field Placement Weekly Conference Sheets	D

<p>recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>		SWK457 (1,2,8)	Ch. 3,11	Handouts/Worksheets Classroom Discussions/Exercises	
		SWK488 (2)	Entire Seminar Ch. 5	Seminar Discussions from Field	M
	<p>Cognitive and Affective Processes:</p> <p>Students reflect on their thoughts, feelings and resulting changes in professional perspectives gained from experiences with diversity in professional settings.</p>	SWK235 (3)	Entire Course	Classroom Exercises Debates Experiential Extensions Social Problem Paper	
		SWK265 (1,3,4)	Unit 15	Wheelchair exercise	D
		SWK278 (8)	Entire semester	Videotape role play and reflection	D
		SWK457 (1,2,8)	Ch. 11	PIF Project/ NWOAH Event	M
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
		SWK488 (2)	Entire Seminar Ch. 5	Seminar Discussions from Field	M
	<p>Skills: Students identify and articulate the importance of human diversity in practice settings</p>	SWK265 (1,3,4)	Unit 15	Wheelchair Exercise Culture Paper	D
		SWK379 (5, 7, 8)	Week 7	Diversity Paper	D
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D
		SWK457 (1,2,8)	Entire Semester Ch. 11	PIF Project/NWAH Event	M
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
		SWK488 (3)	Entire Seminar Ch. 4-5	Diversity Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.2</p> <p>Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural</p>	<p>2.1.2.2</p> <p>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Knowledge:</p> <p>Students learn how to view themselves as active learners toward cultural competency.</p>	SWK121 (5, 7)	Ch. 5, 6, 7	In-class discussion	I
			SWK265 (6)	Units 1, 6, 13, 15	Classroom Exercises/Discussions; Videos; Speakers; Wheelchair Exercise; Self Reflection Paper; Culture Paper	I/D
			SKW457 (1,2,8)	Entire Course Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises	D
		<p>Attitudes/ Values:</p> <p>Students appreciate client cultural differences.</p>	SWK265 (6)	Entire course	Classroom Exercises/Discussions; Videos; Speakers; Wheelchair Reflection; Self Reflection Paper; Culture Paper	D
			SWK397 (4)	Entire Practicum	Completion of Weekly Conference Sheet; 140 hr. Jr. Field Placement	D
			SKW457 (1,2,8)	Entire Course Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises	D
			SWK486	Entire Practicum	Completion of Weekly Conference Sheet; 450 hr. Sr. Field Placement	M
			SWK488 (2)	Entire Practicum Ch. 5	Seminar Discussions from Field	M
			<p>Skills:</p> <p>Students treat diverse clients with dignity and respect and actively engage with clients and colleagues toward cultural competency.</p>	SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities
		SWK457 (1,2,8)		Entire Semester Ch. 11	PIF Project/NWAH Event	D
		SWK486		Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M

exclusions, may oppress, marginalize, alienate, or create privilege and power			SWK488 (2)	Entire Practicum	Diversity Paper Sr. Case Presentation	M
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Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M	
<p>EPAS 2.1.2</p> <p>Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and</p>	<p>2.1.2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Knowledge: Students deepen awareness of their own cultural identity including values and beliefs that may impact professional practice</p>	SOC120 (1)	Entire Course	Culture Paper	I	
			SWK121 (7)	Ch. 5, 6, 7	Quizzes & Exams	I	
			SWK265 (5)	Units 1, 2, 3, 5, 6, 8, 13, 14, 15, 16, 17	Classroom Exercises/Discussions, Self- Reflection Paper	I/D	
			SWK278 (8,9)	Entire Course	Videotape Project In-class role plays	D	
			SWK355 (6, 8)	Kirst-Ashman & Hall, Ch. 11-12	Quizzes & Exams, In-class case studies, Group presentations	D	
			SWK457 (1,2)	Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises	D	
		<p>Attitudes/ Values: Students value the importance of personal reflection and self-regulation toward cultural competency</p>	SOC 120 (1)	Entire Course	Culture Paper	I	
			SWK 265 (5)	Entire Course	Classroom Exercises/Discussions Self-reflection paper	D	
			SWK278 (8,9)	Entire Course	Videotape Project In-class role plays	D	
			SWK379 (5, 7, 8)	Week 7	Diversity Paper, Presentation	D	
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D	
			SWK457 (1,2)	Ch.11	Classroom Discussions/Exercises	D	
			SWK488 (3)	Coggins&Hatchett Ch. 4-5	Diversity Paper/ Seminar Classroom Discussions	D	
			<p>Cognitive and Affective Processes: Students employ critical thinking and reflect on their</p>	SOC 120 (1)	Entire course	Culture Paper	I
				SWK 265 (5)	Entire course	Classroom Exercises/Discussions Self-reflection paper	D

recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power	values and beliefs to eliminate the influence of personal bias in working with diverse populations in professional practice.			Culture paper	
		SWK278 (8, 9)	Entire course	Videotape role play and reflection	D
		SWK457 (1,2)	Ch. 11	Classroom Discussions/Exercises	D
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
	Skills: Students demonstrate self-awareness and self-regulation to eliminate the influence of personal biases in working with diverse client systems	SWK265 (5)	Unit 1 & 2 Entire Semester	Self-Reflection Paper; Culture Paper	D
		SWK397	Entire Practicum	140 hr. Jr. Field Placement	D
		SWK457 (1,2)	Entire Semester Ch. 11	PIF Project/NWAH Event	D
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
		SWK488	Entire Seminar	Diversity Paper Seminar Classroom Discussions	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.3</p> <p>Advance human rights and social, economic, and environmental justice.</p> <p>Social workers understand that every 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 understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human</p>	<p>2.1.3.1</p> <p>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	<p>Knowledge:</p> <p>Students acknowledge the forms and mechanisms of oppression and discrimination, strategies of advocacy, rights of clients, and finding resources for pursuing change and use of power.</p>	SWK235 (1)	Entire Course	Classroom Exercises; Videos; Exams; Debates; Internet Activities; Social Problem Paper	I/D
			SWK265 (2)	Unit 3; Entire Semester	Classroom Exercises/Discussions; Videos; Exams; Speakers Culture Paper	I/D
			SWK355(6, 8)	Kirst-Ashman& Hall Ch. 11-12, 14	Quizzes & Exam	I/D
			SWK 356 (5)	Entire Course	Quizzes & Exams Research Paper Group proposal & project In-Class Assessment Exercises	D
			SWK 457 (1,2,8)	Ch. 1,6-9,11	Handouts/Worksheets Classroom Discussions/Exercises Exams	D
			SWK 476 (6, 8,)	Karger & Stoesz Ch. 1, 2, 8	Policy Analysis Project	M
		<p>Attitudes/ Values:</p> <p>Students value the professional role of dismantling the forms and mechanisms of</p>	SWK121 (1, 7)	Ch. 5, 6, 7, 9	Quizzes & Exams	I
			SWK235 (1)	Entire Course	Classroom Exercises; Videos; Exams; Debates; Internet Activities; Social Problem Paper	I/D
			SWK265 (2)	Unit 3; Entire Semester	Classroom Exercises/Discussions; Videos; Exams;	D

rights are protected.	<p>oppression and discrimination.</p> <p>Students gain appreciation for how advocacy is important for addressing human rights and social, economic, and environmental justice in generalist practice</p>			Speakers Culture Paper	
		SWK355 (6, 8)	Kirst-Ashman & Hall, Ch. 11-12, 14	Quizzes & Exams, Group presentations	I/D
		SWK356 (5)	Entire Course	Quizzes & Exams In-class case studies Research Paper Group proposal & project In-Class Assessment Exercises	D
		SWK457 (1,2,8)	Ch. 6-9,11	Classroom Discussions/Exercises <i>Film Rebirth of Dudley Street</i>	D
		SWK476 (6,8)	Karger & Stoesz, All chapters Karger, Midgley, Kindle & Brown All Chapters	Quizzes & Exams Policy Analysis Controversial Issues News Media Project	M
		SWK488 (3)	Entire Seminar	Seminar Discussions from Field	M
	Cognitive and Affective Processes:	SWK235 (1)	All Chapters 1-15	<i>Strategies for Action</i>	I
	<p>Students reflect on their thoughts, feelings, and changes in professional perspective surrounding social, economic, and environmental justice of</p>	SWK265 (2)	Unit 3; Entire Semester	Classroom Exercises/Discussions; Videos; Exams; Speakers Culture Paper	D
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly conference sheets	D
		SWK457 (1,2,8)	Ch. 11	Classroom Discussion <i>Film Rebirth of Dudley Street</i>	D

		clients at all system levels.	SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (3)	Entire Seminar	Seminar Discussions from Field	M
		Skills: Students demonstrate the ability to identify and articulate the forms and mechanisms of oppression and discrimination Students gain advocacy skills at multiple levels for advancing human rights and social, economic and environmental justice.	SW235 (1)	Chapters 1-15	Experiential Extension; Social Problem Paper	I/D
			SW265 (2)	Unit 3; Entire Semester	Culture Paper Wheelchair Exercise	D
			SW355 (6, 8)	Kirst-Ashman, Ch. 11-12, 14	Quizzes & Exams, Group presentations	D
			SW356 (5)	Entire Course	Quizzes & Exams Case Studies	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Classroom Field Learning Activities	D
			SWK457 (1,2,8)	Ch. 11	PIF Project/NWAH Event	M
			SWK476 (6, 8)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle & Brown, All chapters	Policy Analysis Paper & Presentation Controversial Issues	M
			SWK 486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
			SWK488 (3)	Entire Seminar	Oral Policy Presentation Diversity Paper Community Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.3</p> <p>Advance human rights and social, economic, and environmental justice.</p> <p>Social workers understand that every 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 understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human</p>	<p>2.1.3.2</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>Knowledge:</p> <p>Students learn how to engage practice strategies that advance social, economic, and environmental justice for client systems at all levels of generalist practice.</p>	SWK355 (6, 8)	Kirst-Ashman, Ch. 11-12, 14;	Quizzes & Exams, Group presentations	I/D
			SWK356 (5)	Entire Course	Quizzes & Exams Case Studies	D
			SWK457 (1,2,8)	Ch. 1,4,6,7,9,11	Handouts/Worksheets Classroom Discussions/Exercises	D
			SWK476 (6)	Karger & Stoesz, Ch. 1, 2, 8	Policy Analysis Project	M
		<p>Attitudes/ Values:</p> <p>Students value the array of strategies implemented for advancing social, economic, and environmental justice for client systems at all levels of generalist practice.</p>	SWK355 (6, 8)	Kirst-Ashman, Ch. 11-12, 14;	Quizzes & Exams, Group presentations	I/D
			SWK356 (5)	Entire Course	Quizzes & Exams Case Studies	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D
			SWK457 (1,2,8)	Ch. 14,6,7,9,11	Classroom Discussion/Exercises	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (3)	Entire Seminar	Seminar Discussions from Field	M
			SWK476 (6)	Karger & Stoesz, Ch. 1, 2, 8	Policy Analysis Project	M
		<p>Skills: Students demonstrate the ability to identify and implement practice</p>	SWK355 (6, 8)	Kirst-Ashman, Ch. 11-12, 14	Quizzes & Exams, Group presentations	I/D
			SWK356 (5)	Entire Course	Quizzes & Exams Case Studies	D

rights are protected.		strategies that advance social, economic and environmental justice for client systems at all levels of generalist practice.			Empty Bowls	
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D
			SWK457 (1,2,8)	Ch. 11	PIF Project/NWAH Event	M
			SWK476 (6)	Karger&Stoesz, Ch. 1, 2, 8	Policy Analysis Project	M
			SWK486	Entire Practicum	450 hrs. Sr. Field Placement Field Learning Activities	M
			SWK488 (3)	Entire Seminar	Oral Policy Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.4</p> <p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4.1</p> <p>Use practice experience and theory to inform scientific inquiry and research</p>	<p>Knowledge: : Students learn to develop research questions originating from practice settings and practice experience which lead to quantitative and qualitative research</p>	SWK301(2, 3, 5)	Weeks 2-3 Gravetter & Forzano (2016) Chapters 1 & 2	Lecture, Classroom Discussion, Design Topic	I/D
		SWK355 (1, 5)	Entire Semester	Research Project	I/D	
		SWK457 (1)	Ch. 1	Handouts/Worksheets Classroom Discussions/Exercises	D	
		SWK488 (4)	Ch. 4 & 7	Research Paper Sr. Case Presentation and Paper	M	
		<p>Attitudes/ Values: Students value the adherence to the NASW Code of Ethics regarding ethical treatment of research participants.</p>	SWK301 (5)	Week 4 Gravetter & Forzano Chapter 4	Classroom discussion of distinction between research ethics & personal morality.	D
		SWK355 (1, 5)	Entire Semester	Research Project	I/D	
		SWK488 (4)	Entire Semester Ch. 4-6	Seminar Discussions from Field Research Paper Sr. Case Presentation and Paper Weekly Conference Sheets	M	
		<p>Skills: Students conduct ethically responsible research to evaluate their own practice or practice settings</p>	SWK301	Entire Semester	Research Design Project	D
		SWK356 (10)	Entire Semester	Research Project	D	
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D	
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities		

			SWK488 (4)	Ch. 4&7	Research Paper	M
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Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.4</p> <p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4.2</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>Knowledge: :</p> <p>Students will learn how to analyze qualitative and quantitative research findings</p>	SWK230 (1-7)	Entire Course	Exams and Homework Problems	I/D
			SWK301(7,8)	Gravetter & Forzano Chapters 3 & 5	Lecture, Classroom Discussions	I/D
			SWK355 (1, 5)	Kirst-Ashman & Hill, Ch 1-2, 5-16	Research Project	D
			SWK356 (10)	Entire Course	Research Paper	D
			SWK457 (1,5)	Ch. 1,10	Handouts/Worksheets Classroom Discussions/Exercises Exams	D
		<p>Attitudes/ Values:</p> <p>Students will gain an appreciation for research analysis</p>	SWK301 (8)	Gravetter & Forzano Chapters 6-14	Lecture, Classroom Discussions	D
			SWK355 (1, 5)	Kirst-Ashman & Hill, Ch 1-2, 5-16	Research Project	I/D
			SWK356 (10)	Entire Course	Research Paper	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D
			SWK457 (1,5)	Ch. 10	Classroom Discussions/Exercises	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Completion of Weekly Conference Sheet	M

			SWK488 (4)	Entire Seminar Ch. 4 & 7	Seminar Discussions from Field Research Paper Sr. Case Presentation	M
	Cognitive and Affective Processes: Students will utilize critical thinking and reflect upon resulting changes in professional perspective concluded in research findings.		SWK301(5)	Week 4 Gravetter & Forzano Chapter 4	Classroom discussion of distinction between research ethics & personal morality.	D
			SWK356(10)	Entire Course	Research Project	M
			SWK488 (4)	Entire Semester	Research Paper Seminar Discussions from Field	M
	Skills: Students will analyze qualitative and quantitative research toward advancing the science of social work.		SWK301 (2, 3, 6, & 7)	Gravetter & Forzano Chapters 15	Research Design Project	D
			SWK356 (10)	Entire Course	Research Project	D
			SWK397	Entire Practicum	140 hr. Jr. Field Experience Field Learning Activities	D
			SWK486	Entire Practicum	Completion of Learning Activities on Field Evaluation Tool 450 hr. Sr. Field Placement	M
			SWK488 (4)	Entire Seminar Ch. 4 & 7	Research Paper	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.4</p> <p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4.3</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Knowledge:</p> <p>Students can identify and critically comprehend social research as it relates to Social Work policy and practice.</p>	SWK301 (7, 8)	Gravetter & Forzano (2016) Each Chapter	Course midterms Research proposal	I/D
		SWK355 (1, 5)	Kirst-Ashman Ch. 1-2, 5-16	Research project	D	
		SWK356 (10)	Entire Course	Research Paper	D	
		SWK457 (1,5)	Ch. 1.10	Handouts/Worksheets Classroom Discussions/Exercises Exams	D	
		SWK476 (2)	Entire Course	Classroom Discussions Classroom Debates	D	
		SWK488	Weeks 4 & 7	In class Policy Oral Presentation	D	
		<p>Attitudes/ Values:</p> <p>Students value how research evidence informs Social Work policy and practice.</p>	SWK301(8)	Gravetter & Forzano; Chapters 2-3 & 5-13	Course midterms Research proposal	D
			SWK355 (1, 5)	Kirst-Ashman Ch. 1-2, 5-16	Research project	I/D
			SWK356 (10)	Entire Course	Research Paper	D
			SW397	Week 4 Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D
			SWK457 (1,5)	Ch. 10	Classroom Discussions/Exercises	D
			SWK476 (2)	Entire Course	Classroom Discussions Classroom Debates	D
			SWK486	Entire Practicum	Completion of Weekly Conference Sheet 450 hr. Sr. Field Placement	M

			SWK488 (4)	Entire Seminar Ch. 4&7	Seminar Discussions from Field Oral Policy Presentation Research Paper Sr. Case Presentation	
		Skills: Students utilize research evidence to inform and improve practice, policy and service delivery.	SWK397	Entire Practicum	140 hr. Jr. Placement Field Learning Activities	D
	SWK476 (2)		Entire Course	Policy Advocacy Project	M	
	SWK486		Entire Practicum	Completion of Learning Activities on Field Evaluation Tool 450 hr. Sr. Field Placement	M	
	SWK488 (4)		Entire Seminar Ch. 4-6	Research Paper & Sr. Case Presentation	M	

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.5</p> <p>Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences</p>	<p>2.1.5.1</p> <p>Identify social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.</p>	<p>Knowledge:</p> <p>Students learn social policy at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.</p>	SWK121 (4, 7)	Ch. 2, 7	In Class Discussion Exercises	I
			SWK235 (3)	Entire Course	In Class Discussions and Small Group Exercises Videos Exams	I/D
			SWK457 (1,8)	Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises	D
			SWK476 (1, 4, 7, 9)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project Controversial Issues News Media Project	D/M
		<p>Attitudes/ Values:</p> <p>Students can verbalize appreciation for how social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.</p>	SWK235 (3)	Entire Course	In Class Discussions Small Group Discussions Debates	I/D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Oral Policy Report Completion of Weekly Conference Sheet	D
			SWK457 (1,8)	Ch. 11	Classroom Discussion/Exercises	D
			SWK476 (1, 4, 7, 9)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project News Media Project	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (5)	Entire Seminar	Seminar Discussions from Field Oral Policy Presentation Sr. Case Presentation	

that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.		Skills: Students identify specific social policies at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.	SWK235 (3)	Entire Course	Social Problem Paper	D
			SWK355 (5)	Entire Course	In Class Discussions Debates Exams	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities Oral Policy Report	D
			SWK457 (1,8)	Ch. 11	Small Group Exercises Exams	D
			SWK476 (1, 4, 7, 9)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
			SWK488 (5)	Entire Practicum	Oral Policy Presentation Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.5</p> <p>Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic,</p>	<p>2.1.5.2</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Knowledge:</p> <p>Students learn how to evaluate social welfare and economic policies that impact the delivery and access to social services.</p>	SWK235 (2)	Entire Course	Classroom Exercises Small Group Exercises Videos Exams	D
			SWK355 (5)	Entire Course	In Class Discussions	
			SWK457 (1,8)	Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises	D
			SWK476 (3, 5, 7, 8)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project Controversial Issues News Media Project	D/M
		<p>Attitudes/ Values:</p> <p>Students can demonstrate understanding of how current social welfare and economic policies that impart the delivery and access to social services.</p>	SWK235 (3)	Entire Course	In Class Discussion Small Group Discussion Debates	I/D
			SWK355 (5)	Entire Course	In Class Discussions	
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Oral Policy Report Weekly Conference Sheet	D
			SWK457 (1,8)	Ch. 11	Classroom Discussion/Exercises	D
			SWK476 (3, 5, 7, 8)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project News Media Project	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (5)	Entire Seminar	Seminar Discussions from Field	M
			SWK235 (3)	Entire Course	Social Problems Paper	D

organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.		Skills: Students can identify and critique current social welfare and economic policies that impact the delivery of and access to social services.	SWK397	Entire Practicum	140 hr. Jr. Field Experience Field Learning Activities	D
			SWK476 (3, 5, 7, 8)	Karger & Stoesz, All chapters; Karger, Midgley, Kindle, & Brown, All chapters	Policy Analysis Project	M
			SWK486	Entire Practicum	450 hr. Sr. Field Experience Field Learning Activities	M
			SWK488	Entire Seminar	Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.5</p> <p>Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand</p>	<p>2.1.5.3</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.</p>	<p>Knowledge:</p> <p>Students examine models of policy research, analysis, formulation, and advocacy within a historical and structural context of U.S. social policy evolution.</p>	SWK121 (7)	Ch. 10	In Class Discussion	I
		SWK457 (1,8)	Ch. 1,6,7,9,11	Handouts/Worksheets Classroom Discussions/Exercises	I/D	
		SWK476 (3, 6, 9)	Karger & Stoesz, Ch. 1,2,8	Quizzes & Exams Policy Analysis Project Controversial Issues News Media Project	M	
		<p>Attitudes/ Values:</p> <p>Students recognize and appreciate the policy advocacy and inextricable relationships between social workers as a means to advance social policies and service delivery.</p>	SWK121 (7)	Ch. 10, 11, 12, 13, 14	Quizzes & Exams	I
		SWK235 (4)	Entire Course	Classroom Discussions; Videos; Debates; Social Problems Paper	D	
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D	
		SWK457 (1,8)	Ch. 6,7,9,11	Classroom Discussions/ Exercises; Utilization of CO Models to Changing Policy	D	
		SWK476 (3, 6, 9)	Karger & Stoesz, All chapters	Quizzes & Exams Policy Analysis Project Controversial Issues News Media Project	M	
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M	
		SWK488	Entire Seminar	Oral Report	M	
			SWK121 (7)	Ch. 10, 11, 12, 13, 14	Quizzes & Exams	I

<p>the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.</p>		<p>Cognitive and Affective Processes:</p> <p>Students will analyze policies and reflect on how advocacy advances social, economic and environmental justice.</p>	SWK235 (2,4)	Entire Course	Classroom Discussions Debates Social Problems Paper	D
			SWK457 (1,8)	Ch. 6,7,9,11	Classroom Exercise; Utilization of CO Models to Changing Policy	D
			SWK476 (3, 6,9)	Karger & Stoesz, All chapters	Quizzes & Exams Policy Analysis Project Controversial Issues News Media Project	M
			SWK488	Entire Seminar	Seminar Discussions from Field Oral Policy Presentation	M
		<p>Skills:</p> <p>Students analyze, formulate, and advocate for policies that advance social well-being.</p>	SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D
			SWK476 (3, 6, 9)	Karger & Stoesz, Ch. 1,2,8	Policy Analysis Project Controversial issues News Media Project	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M
			SWK488	Entire Seminar	Oral Policy Presentation Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.6</p> <p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p>2.1.6.1</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Knowledge:</p> <p>Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.</p>	SWK235 (2)	Entire Course	Classroom Exercises Small Group Exercises Videos	I/D
			SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 1-2, 5-16	Quizzes & Exams, Genogram, Research Project, Comprehensive Assessment	I/D
			SWK356 (2, 3, 4, 8, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Group Proposal Teaching Family Assessment	D
			SWK379 (2, 4-8)	Robbins, Chatterjee Ch. 1-9, 11, 13	Reading, Papers, Discussions	D
			SWK457 (1,3,5) ORGANIZATIONS COMMUNITIES	Ch. 1,5,8,11	Handouts/Worksheets Classroom Discussions/ Classroom Exercises: Generalist Practice Classroom Discussion: Theoretical Perspectives re: CO PREPARE Classroom Exercises	I/D
		<p>Attitudes/ Values:</p> <p>Students can articulate the importance of using the knowledge of human behavior and the</p>	SWK235 (2)	Entire Course	Classroom Discussions Small Group Discussions Debates	D
			SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman, Ch. 1-2, 5-16	Quizzes & Exams, Research Project, Comprehensive Assessment	I/D

	environment to guide professional practice.	SWK356 (2, 3, 4, 8, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams, Research Project, Teaching Family Assessment	D
		SWK379 (2, 4-8)	Entire Course	Discussions and Theory Paper " <i>What makes people tick</i> " Character Paper	M
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D
		SWK457 (1,3,5) ORGANIZATIONS COMMUNITIES	Ch. 1,5,8,11	Classroom Discussions/Exercises	D
		SWK488 (5)	Entire Semester Ch. 3	Theory Paper Sr. Case Presentations	M
	Skills: Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice.	SWK235 (2)	Entire Course	Social Problem Paper	D
		SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman, Ch. 1-2, 5-16	Quizzes & Exams, Research Project, Comprehensive Assessment	I/D
		SWK356 (2, 3, 4, 8, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams, Research Project, Teaching Family Assessment	D
		SWK379 (2, 4-8)	Entire Course	Discussions and Theory Paper " <i>What makes people tick</i> " Character Paper	M
		SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities Weekly Conference Sheets	D

			SWK486	Entire Practicum	Completion of Learning Activities on Field Evaluation Tool Weekly Conference Sheets 450 hr. Sr. Field Placement	M
			SWK488 (5)	Entire Seminar Ch. 3 & 6	Agency Oral Report Mini-Papers Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.6</p> <p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p>2.1.6.2</p> <p>Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Knowledge:</p> <p>Students learn what empathy is as a critical and foundational skill in generalist practice. Students learn about key interpersonal skills necessary for practice at all levels</p>	SWK278 (2,3,6)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 2	Quizzes & Exams, In-class case studies & role plays	D
			SWK356 (1,3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Facilitating Group Session	D
			SWK457 (1,2,4) ORGANIZATIONS COMMUNITIES	Ch. 3-4, 11,13	Handouts/Worksheets Classroom Discussions/Exercises Exams	D
		<p>Attitudes/ Values:</p> <p>Students understand and value the necessity of strong interpersonal skills for effective generalist practice at all stages</p>	SWK278 (2,3,6)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 2	Quizzes & Exams, In-class case studies & role plays	D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Facilitating Group Session	D
			SWK379 (8)	Week 4	Seminar Classroom Discussion/Worksheets	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	M
			SWK457 (1,2,4) ORGANIZATIONS COMMUNITIES	Ch. 2-4,11,13	Classroom Exercise	D

			SK486	Entire Practicum	450 hr. Sr. Field Experience Senior Seminar Classroom Discussion	M
			SWK488 (7)	Ch. 2 & 4	Seminar Discussions from Field Seminar Classmate Relationships	M
		Cognitive and Affective Processes: Students will reflect on their use of empathy, and interpersonal skills to effectively engage diverse clients and constituencies.	SWK278 (2, 3, 6)	Entire Course	Interview Videotape Project Reflections	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Weekly Conference Sheets	D
			SK486	Entire Practicum	450 hr. Sr. Field Placement Senior Seminar Classroom Discussion	M
			SWK488 (7)	Ch. 2 & 4	Seminar Discussions from Field Seminar Classmate Relationships	M
		Skills: Students develop and strengthen key interpersonal skills.	SWK278 (2,3,6)	Entire Course	Quizzes & exams Videotape Project In-class role plays	I/D
			SWK355 (2, 3, 7) INDIVIDUALS	Kirst-Ashman & Hall, Ch.2	Quizzes & Exams, In-class case studies & role plays	D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Facilitating Group Session	D
			SWK397	Entire Practicum	140 hr. Jr. Field Placement Field Learning Activities	D
			SWK457 (1,2,4) ORGANIZATIONS COMMUNITIES	Ch. 3-4,11,13	Classroom Exercises PIF Project/NWAH Event	M

			SWK486	Entire Practicum	Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement	M
			SWK488 (6)	Entire Seminar Ch. 2 & 4	Seminar Classmate Relationships Senior Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.7</p> <p>Assess Individuals, Families, Groups, Organizations, Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand</p>	<p>2.1.7.1</p> <p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>Knowledge: Students learn about the different sources of client data; different methods and techniques for gathering client data; different approaches of interpreting client data; and different models for comprehensive assessment of client systems at all levels</p>	SWK278 (3)	Entire Course	Quizzes & exams Videotape Project In-class role plays	I
			SW355 (3) INDIVIDUALS	Entire Course	Quizzes & Exams, In-class case studies, Genogram, Comprehensive Assessment SOQIC Form	D
			SW356 (1, 3, 7,8) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal	D
			SW457 (1,5,9) ORGANIZATIONS COMMUNITIES	Ch. 1,11	Handouts/Worksheets Classroom Discussions/Exercises Community Assessment Model Discussion	D
		<p>Attitudes/ Values: Students value ongoing assessment as an integral part of generalist practice at all levels.</p>	SWK278 (3)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
			SW355 (3) INDIVIDUALS	Entire Course	Quizzes & Exams, In-class case studies, Genogram, SOQIC Form	D
			SW356 (1, 3, 7, 8) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal	D
			SW457 (1,5,9) ORGANIZATIONS COMMUNITIES	Ch. 8,11	Classroom Discussions/Exercises Community Discussion Assessment towards Philanthropy Project	D
			SWK486	Entire Practicum	450 hr. Sr. Field Experience Weekly Conference Sheet	M
			SWK488 (6)	Entire Semester	Seminar Discussions in Field	

<p>how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>					<p>Community Assessment Paper</p> <p>Sr. Case Presentation</p>	
	<p>Skills: Students develop skills specific to gathering client data from multiple sources and organizing and interpreting client data in a comprehensive assessment</p>	SWK278 (3)	Entire Course	<p>Quizzes & exams</p> <p>Videotape Project</p> <p>In-class role plays</p>	I	
		SWK355 (3) INDIVIDUALS	Kirst-Ashman, Ch. 5, Dillon, Ch.3	<p>Quizzes & Exams,</p> <p>In-class case studies, Genogram, Comprehensive Assessment</p>	D	
		SWK356 (1, 3, 7,8) FAMILIES GROUPS	Weeks 5, 12	<p>Quizzes & Exams</p> <p>Case Studies</p> <p>Family Assessment Simulation</p> <p>Group Research Paper</p>		
		SWK457 (1,5,9) ORGANIZATIONS COMMUNITIES	Ch. 8,11	<p>Community Assessment towards PIF Project</p>	M	
		SWK486	Entire Practicum	<p>Completion of Weekly Conference Sheet</p> <p>Completion of Learning Activities on Sr. Field Evaluation</p> <p>450 hr. Sr. Field Placement</p>	M	
		SWK 488 (6)	Entire Semester Coggins & Hatchett Ch. 4	<p>Community Assessment Paper</p> <p>Sr. Case Presentation</p>	M	

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.7</p> <p>Assess Individuals, Families, Groups, Organizations, Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social</p>	<p>2.1.7.2</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Knowledge:</p> <p>Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.</p>	<p>SWK355 (3)</p> <p>INDIVIDUALS</p>	<p>Kirst-Ashman & Hall, Ch. 1-2, 5-16</p>	<p>Quizzes & Exams, Genogram, Research Project, Comprehensive Assessment</p>	<p>I/D</p>
			<p>SWK356 (1, 3, 4, 7, 9)</p> <p>FAMILIES</p> <p>GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams</p> <p>Group Proposal</p> <p>Teaching Family Assessment</p>	<p>D</p>
			<p>SWK379 (1-8)</p>	<p>Entire Course</p>	<p>Readings, Papers, Discussions</p> <p>Chapter Assignments</p>	<p>D</p>
			<p>SWK457 (1,3,5,9)</p> <p>ORGANIZATIONS</p> <p>COMMUNITIES</p>	<p>Ch. 1,5-9,11</p>	<p>Handouts/Worksheets</p> <p>Classroom Discussions/Exercises</p> <p>Theoretical Perspectives re: CO</p>	<p>I/D</p>
		<p>Attitudes/ Values:</p> <p>Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice</p>	<p>SWK355 (3)</p> <p>INDIVIDUALS</p>	<p>Kirst-Ashman & Hall, Ch. 1-2, 5-16</p>	<p>Quizzes & Exams, Research Project, Comprehensive Assessment</p>	<p>I/D</p>
			<p>SWK356 (1, 4, 7, 9)</p> <p>FAMILIES</p> <p>GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams</p> <p>Group Proposal</p> <p>Teaching Family Assessment</p>	<p>D</p>
			<p>SWK379 (1-8)</p>	<p>Entire Course</p>	<p>Discussions and Final Paper "What makes people tick"</p>	<p>M</p>
			<p>SWK457 (1,3,5,9)</p> <p>ORGANIZATIONS</p> <p>COMMUNITIES</p>	<p>Ch. 5-9,11</p>	<p>Classroom Discussions/Exercises</p> <p>Theoretical Perspectives</p>	<p>D</p>

<p>workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>					
		SWK486	Entire Practicum	450 hr. Sr. Placement Weekly Conference Sheets	M
		SWK488 (5)	Entire Seminar Ch. 3&4	Community Assessment Project Theory Paper Sr. Case Presentation	M
	<p>Skills: Students demonstrate the ability to apply the knowledge and theories for the biological, psychological, spiritual, social and cultural domains in guiding their practice.</p>	SWK379 (1-8)	Entire Semester	Theory Paper	D
		SW486	Entire Practicum	Completion of Learning Activities on Field Evaluation tool 450 hr. Sr. Field Placement	M
		SW488 (5)	Entire Seminar Ch 3 & 4	Community Paper Theory Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.7</p> <p>Assess Individuals, Families, Groups, Organizations, Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social</p>	<p>2.1.7.3</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>Knowledge:</p> <p>Students learn about initially identifying and developing mutually agreed-on intervention goals and objectives with client systems. Students learn about the strengths perspective and how it is woven throughout all phases of generalist practice and at all levels. Particularly for assessment, students learn how to incorporate strengths as well as identifying client systems' needs and limitations.</p>	SWK121 (9)	Ch. 3,7,8,9	Quizzes & Exams Case Study	I
			SWK278 (3)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (3) INDIVIDUALS	Kirst-Ashman & Hall Ch. 5 Entire Course	Quizzes & Exams, In-class case studies Genogram	I/D
			SWK356 (1, 3, 7, 9) FAMILIES GROUPS	Weeks 1-5, 12	Quizzes & Exams Case Studies Group Proposal	D
			SWK457 (1,5,9) ORGANIZATIONS COMMUNITIES	CH. 1,4-9,11	Community Assessment Model Discussion	M
			SWK278 (3)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
		<p>Attitudes/ Values:</p> <p>Students gain appreciation for developing mutually agreed-on intervention goals and objectives with client systems. Students value a strengths-based practice framework that enhances client system needs as well as helping client systems overcome limitations.</p>	SWK355 (3) INDIVIDUALS	Kirst-Asman & Hall Entire Course	Quizzes & Exams In-class case studies Genogram Comprehensive Assessment	I/D
			SWK356 (1, 3, 7, 9) FAMILIES GROUPS	Entire Course	Quizzes Case Studies Group Proposal	D
			SWK457 (5,9)	Ch. 4-9,11	Classroom Discussions/Exercises Community Assessment Discussion towards PIF Project/NWAH Event	D

workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M
			SWK488 (6)	Entire Seminar Ch. 4	Seminar Discussions from Field Community Assessment Paper	M
		Skills: Students demonstrate the ability to develop mutually agreed-on intervention goals and objectives with client systems. Students demonstrate the strengths perspective in all phases of generalist practice. Specific to client assessment, students learn how to elicit strengths from client systems as well as identifying client limitations as points for intervention.	SWK278 (3)	Entire Course	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (3) INDIVIDUALS	Entire Course	Quizzes & Exams, In-class case studies Genogram Comprehensive Assessment	I/D
			SWK356 (1, 3, 7, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Facilitating Group Session Family Assessment Simulation Empty Bowls	D
			SWK457 (1,5,9)	CH. 4-9,11	Community Assessment towards Philanthropy Project/ Night w/o Home Event	M
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Completion of Learning Activities on Sr. Field Evaluation	M
			SWK488 (7)	Entire Seminar Ch. 4	Seminar Discussion on Strengths Perspective Community Assessment Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M	
<p>EPAS 2.1.7</p> <p>Assess Individuals, Families, Groups, Organizations, Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal</p>	<p>2.1.7.4</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Knowledge:</p> <p>Students learn how to identify and critically analyze appropriate intervention strategies as well as how to fully engage client systems in the selection process.</p>	SWK355 (3)	Kirst—Ashman & Hall Ch. 6, Dillon Ch. 5 Entire Course	Quizzes & Exams, In-class case studies & role plays,	I/D	
			INDIVIDUALS	SWK356 (1, 7, 9)	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D
			FAMILIES GROUPS	SWK457 (1,5,9)	Ch. 1,4,6-9	Handouts/Worksheets Classroom Discussions/Exercises PIF Project/NWAH Event	D
		<p>Attitudes/ Values:</p> <p>Students value the ability to critically analyze as well as the ability to join with client systems in selecting appropriate intervention strategies</p>	SWK355 (3)	Entire Course	Quizzes & Exams In-class cases studies & role plays, Comprehensive Assessment	D	
			INDIVIDUALS	SWK 356 (1, 3, 7, 9)	Entire Course	Quizzes & Exams Case Studies Group Proposal Research paper	D
			FAMILIES GROUPS	SWK457 (1,5,9)	Ch. 4, 6-9	Classroom Discussions/Exercises Community Assessment Discussion toward PIF Project/NWAH Event	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M	
			SWK488 (6)	Entire Seminar Ch. 4	Seminar Discussion from Field Community Assessment Paper	M	
			Cognitive-Affective Processes:	SWK355 (3)	Entire Course	Comprehensive Assessment	D
		Students reflect upon and critically analyze	SWK457 (1,5,9)	Ch. 4,6-9	Community Assessment toward PIF Project/NWAH Event	D	

<p>experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>assessment findings toward the selection of appropriate intervention strategies.</p>	SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	M	
		<p>Skills: Students demonstrate the ability to identify and critically analyze appropriate intervention strategies as well as the ability to fully engage client systems in the selection process.</p>	SWK355 (3) INDIVIDUALS	Kirst-Ashman & Hall Ch.6	Quizzes & Exams, In-class case studies & role plays, Comprehensive Assessment	I,D
		SWK356 (1, 3, 7, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Research paper	D	
		SWK457 (1,5,9)	Ch. 4, 6-9	Community Assessment Discussion toward PIF Project/NWAH Event	M	
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Field Learning Activities	M	
		SWK488 (6)	Entire Seminar Ch. 4	Community Assessment Paper Theory Paper Sr. Case Presentation	M	

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M	
<p>EPAS 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods</p>	<p>2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Knowledge: Students learn intervention strategies to accentuate and develop client system strengths and resources.</p>	<p>SWK355 (1, 2, 4, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & hall Ch 7,9,10,11,12-15</p>	<p>Quizzes & Exams, In-class case studies & role plays, Genogram</p>	<p>I,D</p>	
			<p>SWK356 (1, 3, 9) FAMILIES GROUPS</p>	<p>Weeks 2,6,7,13,14</p>	<p>Quizzes & Exams Case Studies Group Proposal Research Paper</p>	<p>D</p>	
			<p>SWK457 (1,5)</p>	<p>Ch. 1,4,6-9,11</p>	<p>Handouts/Worksheets Classroom Discussions/Exercises PIF Project/NWAH Event</p>	<p>I/D</p>	
			<p>Attitudes/ Values: Student value interventions that enhance client system capacities</p>	<p>SWK355 (1, 2, 4, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & Hall Ch. 7,9,10,12-15</p>	<p>Quizzes & Exams, In-class case studies & role plays, Genogram, Comprehensive Assessment</p>	<p>I,D</p>
				<p>SWK356 (1, 3, 9) FAMILIES GROUPS</p>	<p>Weeks 2,6,7,13,14</p>	<p>Quizzes & Exams Case Studies Group Proposal Research paper</p>	<p>D</p>
				<p>SWK457 (1,5)</p>	<p>Ch. 4,6-9,11</p>	<p>Classroom Discussions/Exercises PIF Project/NWAH Event</p>	<p>D</p>
		<p>SWK486</p>		<p>Entire Practicum</p>	<p>450 hr. Sr. Field Placement</p>		

<p>of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration</p>					Weekly Conference Sheets	
			SWK488 (6)	Entire Seminar Ch. 4	Seminar Discussion from Field Discussions Surrounding Planned Change Process	
		<p>Skills: Students demonstrate intervention strategies to accentuate and develop client system strengths and resources.</p>	SWK355 (1, 2, 4, 7) INDIVIDUALS	Kirst-Ashman Ch.7,9,10,12-15	Quizzes & Exams, In-class case studies & role plays, Genogram, Comprehensive Assessment	I,D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Weeks 2,6,7,13,14	Quizzes & Exams Case Studies Group Proposal Project Family Assessment Simulation	
			SWK457 (1,5)	Ch. 4,6-9,11	PIF Project/NWAH Event	M
			SWK486	Entire Practicum	Completion of Weekly Conference Sheet Completion of Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement	M
			SWK488 (6)	Entire Seminar Ch. 4	Seminar Discussions from Field Discussions Surrounding Planned Change Process	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in</p>	<p>2.1.8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies .</p>	<p>Knowledge: Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.</p>	<p>SWK355 (1, 2, 4, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & Hall, Ch. 1-2, 5-16</p>	<p>Quizzes & Exams, Genogram, Research Project</p>	<p>I/D</p>
			<p>SWK356 (1, 2, 3, 4, 9) FAMILIES GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams Group Proposal Classroom Discussions</p>	<p>D</p>
			<p>SWK379 (1-8)</p>	<p>Rogers Ch. 1-9, 11, 13</p>	<p>Readings, Papers, Discussions</p>	<p>D</p>
			<p>SWK457 (1,3,5)</p>	<p>Ch. 1,6-9</p>	<p>Classroom Discussions/Exercises Theoretical Perspectives re: CO</p>	<p>D</p>
		<p>Attitudes/ Values: Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.</p>	<p>SWK355 (1, 2, 4, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & Hall Ch. 1-2, 5-16</p>	<p>Quizzes & Exams, Research Project</p>	<p>I/D</p>
			<p>SWK356 (1, 2, 3, 4, 9) FAMILIES GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams Group Proposal Class Discussion</p>	<p>D</p>
			<p>SWK379 (1-8)</p>	<p>Entire Course</p>	<p>Discussions and Final Paper “What makes people tick”</p>	<p>M</p>
			<p>SWK397</p>	<p>Entire Semester</p>	<p>Weekly Conference Sheets</p>	<p>D</p>
			<p>SWK457 (1,3,5)</p>	<p>Ch. 6-7,9</p>	<p>Classroom Discussions/Exercises</p>	<p>D</p>
			<p>SWK486</p>	<p>Entire Practicum</p>	<p>450 hr. Sr. Field Placement Weekly Conference Sheets</p>	

<p>interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>			SWK488 (5)	Entire Seminar Ch. 3 & 4	Seminar Discussion from Field Theory Paper	M
	<p>Skills: Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice.</p>		SWK457 (1,3,5)	Ch. 6-9	PIF Project/NWAH Event	M
			SWK486	Entire Practicum	Completion of Weekly Conference Sheet Completion of Learning Activities on Field Evaluation Tool 450 hr. Sr. Field Placement	M
			SWK488 (5)	Entire Seminar Ch. 3 & 4	Theory Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that</p>	<p>2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>Knowledge: Students learn techniques for joining with client systems and constituencies in the planned change process that helps client systems resolve problems.</p>	<p>SWK355 (1-3, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & Hall Ch. 1-2, 5-16</p>	<p>Quizzes & exams, In-class case studies & role plays</p>	<p>I,D</p>
		<p>SWK356 (1, 3, 9) FAMILIES GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams Case Studies Group Proposal Research Paper</p>	<p>D</p>	
		<p>SWK457 (1,2,4)</p>	<p>Ch. 1,3-9,13</p>	<p>Handouts/Worksheets Classroom Discussions/Exercises Exams</p>	<p>D</p>	
		<p>Attitudes/ Values: Students appreciate the usefulness and value of collaborative frameworks that help client systems resolve problems</p>	<p>SWK355 (1-3, 7) INDIVIDUALS</p>	<p>Kirst-Ashman & Hall Ch. 1-2, 5-16</p>	<p>Quizzes & exams, In-class case studies & role plays</p>	<p>I,D</p>
		<p>SWK356 (1, 3, 9) FAMILIES GROUPS</p>	<p>Entire Course</p>	<p>Quizzes & Exams Case Studies Group Proposal Research Paper</p>	<p>D</p>	
		<p>SWK457 (1,2,4)</p>	<p>Ch. 3-9, 13</p>	<p>Classroom Discussions/Exercises PIF Project/NWAH Event</p>	<p>M</p>	
		<p>SWK486</p>	<p>Entire Practicum</p>	<p>450 hr. Sr. Field Placement Weekly Conference Sheets</p>		
		<p>SWK488 (6)</p>	<p>Entire Seminar Ch. 4</p>	<p>Seminar Discussions from Field Seminar Classmate Relationships</p>		
		<p>Skills: Students adequately</p>	<p>SWK355 (1-3, 7) INDIVIDUALS</p>	<p>Kist-Ashman & Hall Ch. 1-2, 5-16</p>	<p>Quizzes & Exams, In-class case studies & role plays,</p>	<p>I,D</p>

beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.		demonstrate techniques and strategies for joining with clients and constituents in the planned change process that helps client systems resolve problems			Comprehensive Assessment	
			SWK356 (1, 3, 9)	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D
			FAMILIES GROUPS			
			SWK457 (1,2,4)	Ch. 3-9,13	PIF Project/NWAH Event	
			SWK486	Entire Practicum	Completion of Learning Activities on Field Evaluation Tool 450 hr. Sr. Field Placement	M
SWK488 (7)	Entire Seminar Ch. 4 & 6	Sr. Case Presentation	M			

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions,</p>	<p>2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p>	<p>Knowledge: Students learn how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources.</p>	SWK355 (1, 6) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 1-2, 5-16	Quizzes & Exams, In-class case studies & role plays	I,D
		SWK356 (1, 3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D	
		SWK457 (1,2,4,8)	Ch. 1,3&4,6&7,9,11, 13	Handouts/Worksheets Classroom Discussions/Exercises	D	
		<p>Attitudes/ Values: Students value the roles of brokers, advocates, mediators, activists, and catalysts as integral responsibilities in serving client systems</p>	SWK355 (1, 6) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 1-2, 5-16	Quizzes & Exams, In-class case studies & role plays	I,D
		SWK356 (1, 3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D	
		SWK457 (1,2,4,8)	Ch. 3&4,6&7,9,11,13	Classroom Discussions/Exercises PIF Project/NWAH Event	D	
		SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets		
		SWK488 (6)	Entire Seminar Ch. 4 & 5	Seminar Discussions from Field	M	
		<p>Cognitive-Affective Processes: Students reflect on their thoughts,</p>	SWK355 (1, 6) INDIVIDUALS	Entire Course	Jr. Field Classroom Discussion	D
		SWK457 (1,2,4,8)	Ch. 3&4,11	Classroom Discussions PIF Project/NWAH Event	D	

recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.		feelings and resulting changes in professional perspective surrounding negotiation, mediation, & advocacy on behalf of diverse client systems.	SWK486	Entire Practicum	Completion of Weekly Conference Sheet 450 hr. Sr. Field Placement	M
	Skills: Students adequately demonstrate how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources		SWK355 (1, 6) INDIVIDUALS	Kist-Ashman & Hall Ch. 1-2, 5-16	Quizzes & Exams, In-class case studies & role plays, Comprehensive Assessment	I,D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D
			SWK457 (1,2,4,8)	Ch. 3&4,6&7,9,11,13	Handouts/Worksheets PIF Project/NWAH Event	M
			SWK486	Entire Practicum	Completion of Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement	M
			SWK488 (7)	Entire Seminar Ch. 4 & 5	Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that</p>	<p>2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Knowledge: Students learn multiple methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice</p>	SWK278 (6)	Week 14	Quizzes & exams Videotape Project In-class role plays	I
		SWK355 (1-3, 7) INDIVIDUALS	Kirst-Ashman & Hall Ch. 8	Quizzes & Exams, In-class case studies & role plays	D	
		SWK356 (1, 3, 9) FAMILIES GROUPS	Weeks 9,12,13,14	Quizzes & Exams Case Studies Group Proposal Research Paper	D	
		SWK457 (1,5)	Ch. 1,3&4,6&7,9,13	Handouts/Worksheets Classroom Discussions/Exercises	I/D	
		<p>Attitudes/Values: Students gain the appreciation for the importance of the role of endings and transitions with client systems at all levels in generalist practice</p>	SWK278 (6)	Week 14	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (1-3, 7) INDIVIDUALS	Kirst-Ashman & Hall, Ch. 8	Quizzes & Exams, In-class case studies & role plays	D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Weeks 9,12,13,14	Quizzes & Exams Case Studies Group Proposal Research Paper	D
			SWK457 (1,5)	Ch. 3&4,6&7,9,13	Classroom Discussions/Discussions PIF Project/ NWAH Event	D
			SWK486	Entire Practicum	450 hr. Sr. Field Placement Weekly Conference Sheets	

beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.			SWK488 (6)	Entire Seminar Ch. 4	Seminar Discussions from Field Seminar Discussions Surrounding Planned Change Process	
	Skills: Students adequately demonstrate methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice		SWK278 (6)	Week 14	Quizzes & Exams Videotape Project In-class role plays	I
			SWK355 (1-3, 7) INDIVIDUALS	Kirst-Ashman, Ch. 8	Quizzes & Exams, In-class case studies & role plays	D
			SWK356 (1, 3, 9) FAMILIES GROUPS	Weeks 9,12,13,14	Quizzes & Exams Case Studies Group Proposal Research Paper	D
			SWK457 (1,5)	Ch. 3&4,6&7	PIF Project/NWAH Event	M
			SWK486	Entire Practicum	Completion of Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement	M
			SWK488 (6)	Entire Seminar Ch. 4	Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers</p>	<p>2.1.9.1 Select and use appropriate methods for evaluation of outcomes.</p>	<p>Knowledge: Students learn techniques to monitor and evaluate client outcomes.</p>	SW301(2,7)	Ch. 6-9 and 12	Tests	I
		<p>SWK355 (1,9) INDIVIDUALS</p>	Entire Course	Outcomes Classroom Discussion	D	
		SW457(3,6,9)	Ch. 1,6&7,9,10	Handouts/Worksheets Classroom Discussions/Exercises Exams	I/D	
		<p>Attitudes/Values: Students value the many techniques and rationale in evaluating client outcomes</p>	SWK356 (1, 3, 9)	Entire Course	Classroom Discussion and Evaluation	D
		SW457(3,6,9)	Ch. 6&7,9,10	Classroom Discussions/Exercises Community Assessment to establish need addressed w/PIF Project	D	
		SWK486	Entire Practicum	450 hr. Sr. Field Experience Weekly Conference Sheets	M	
		SWK488 (6)	Entire Seminar Ch. 4&7	Seminar Discussions from Field		
		<p>Skills: Students demonstrate the utilization of appropriate methods in monitoring and evaluating client outcomes.</p>	SW457(3,6,9)	Ch. 6&7,9,10	RFP and Rubric completion toward PIF Project/NWAH Event	M
		SWK486	Entire Practicum	450 hr. Sr. Field Experience Field Learning Activities		
		SW488 (2,7)	Entire Seminar Ch 4&7	Sr. Case Presentation	M	

understand qualitative and quantitative methods for evaluation of outcomes.						
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Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M *	
<p>EPAS 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand</p>	<p>2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>Knowledge: Students are knowledgeable about theories and conceptual frameworks that guide the evaluation of practice.</p>	SWK355 (1,9)	Kirst-Ashman	Quizzes & Exams, Genogram	I/D	
			INDIVIDUALS				
			SWK356 (1, 3, 9)	Entire Course Rogers	Quizzes & Exams Group Proposal	D	
			SWK379 (1-4, 6-8)	Robbins, Chatterjee	Readings, Papers, Discussions	D	
		SWK457 (1,3,5)	Ch. 1,6&7,9&10	Handouts/Worksheets Classroom Discussions/Exercises Theoretical Perspectives re: CO Exams	I/D		
		SWK476 (2,3)	Karger & Sotesz, Ch. 1,2	Policy Analysis Project	M		
		<p>Attitudes/Values: Students can articulate the importance of using the knowledge of human behavior and the environment to guide evaluation of professional practice.</p>	SWK355 (1)	Kirst-Ashman Ch.	Quizzes & Exams, Research Project, Comprehensive Assessment	I/D	
			INDIVIDUALS				
			SWK356 (1, 3, 9)	Entire Course	Quizzes & Exams Group Proposal	D	
			SWK379 (4)	Entire Course	Discussions and Final Paper "What makes people tick"	M	
			SWK457 (1,3,5)	Ch. 6&7,9&10	Classroom Discussion/Exercises	D	
			SWK476 (2,3)	Karger& Stoesz, Ch. 1,2	Policy Analysis Project	M	
			SWK486	Entire Practicum	450 hr. Sr. Field Placement	M	

<p>theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>					Weekly Conference Sheets		
			SWK488 (5)	Entire Seminar Ch. 3,4,7	Seminar Discussions from Field Theory Paper	M	
		<p>Skills: Students demonstrate the ability to integrate conceptual frameworks into the processes of evaluation of Social Work practice.</p>		SWK355 (1,9)	Entire Course	Comprehensive Assessment	
				INDIVIDUALS			
				SWK356 (1, 3, 9)	Ch. 14	Group Proposal	
				SWK379	Entire Course	Character Analysis Paper	
				SWK457 (1,3,5)	Ch. 6&7,9&10	PIF Project/NWAH Event	M
				SWK486	Entire Practicum	Completion of Learning Activities on Field Evaluation Tool 450 hr. Sr. Field Placement	M
				SWK488 (5)	Entire Semester Ch. 3,4,7	Theory Paper Sr. Case Presentation	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and</p>	<p>2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Knowledge: Students learn multiple methods for analyzing, monitoring, and evaluating their practice interventions with client systems of all levels</p>	SWK301(4,6)	Entire Course	Tests, Projecs, & Design	I
		SWK355 (9) INDIVIDUALS	Kirst-Ashman Ch. 8	Quizzes & exams, In-class case studies & role plays	D	
		SWK356 (1,3,9)	Weeks 9,12,13,14 Entire Course	Quizzes & Exams, Case Studies Group Proposal Research Paper	D	
		SWK457 (1,5)	Ch. 1,6&7,9&10	Classroom Discussion & Exercises	D	
		<p>Attitudes/Values: Students gain appreciation for the role of evaluation in the generalist practice.</p>	SWK301 (6,8)	Monette, Sullivan & DeJong Ch. 12	Discussion	I/D
		SWK355 (9) INDIVIDUALS	Kirst-Ashman Ch. 8	Quizzes & Exams, In-class case studies & role plays	D	
		SWK356 (1,3,9)	Entire Course	Quizzes & Exams Case Studies Group Proposal Research Paper	D	
		SWK457 (1,5)	CH. 6&7,9&10	Classroom Discussion & Exercises Philanthropy Project/ Night w/o Home Event	D	
		<p>Skills: Students apply various methods of analyzing and evaluating outcomes. Social</p>	SWK355 (9) INDIVIDUALS	Kirst-Ashman Ch. 8	Quizzes & Exams, In-class case studies & role plays	D
		SWK356 (1,3,9)	Weeks 9, 12, 13, 14	Quizzes & Exams Case Studies	D	

<p>the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>		<p>workers understand qualitative and quantitative methods for evaluation of outcomes.</p>			<p>Group Proposal Research Paper</p>	
			SWK457 (1,5)	Ch. 6&7,9&10	<p>Evaluation of PIF Project and NWAH Event</p>	M
			SWK486	Entire Practicum	<p>Completion of Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement</p>	M
			SWK488 (6)	Entire Seminar Ch. 4 & 7	<p>Research Paper Sr. Case Presentation</p>	M

Competency	Practice Behavior		Courses (Objective referenced in parentheses)	Course Units, Course Chapters or Week Covered	Learning Activities & Assignments (if applicable)	I/D/M
<p>EPAS 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human</p>	<p>2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Knowledge: Students learn how to apply research and evaluation to inform proactive and responsive practice at all levels.</p>	SW301 (4,6)	Entire Course	Tests, Projects, & Design	I
			<p>SWK355 (9) INDIVIDUALS</p>	<p>Kirst-Ashman Ch. 8</p>	<p>Quizzes & Exams Case Studies Group Proposal Research Paper</p>	D
			<p>SWK356 (1,3,9)</p>	<p>Weeks 9,12,13,14</p>	<p>Quizzes and Exams, In-class case studies & role play</p>	D
			<p>SW457 (1,5)</p>	<p>Ch. 1,6-10</p>	<p>Classroom Discussion & Exercises</p>	D
		<p>Attitudes/Values: Students realize the necessity of research and evaluation to inform proactive and responsive practice at all social work levels.</p>	<p>SWK301 (6,8)</p>	<p>Monette, Sullivan & DeJong Ch. 12</p>	<p>Discussion</p>	I,D
			<p>SWK355 (9) INDIVIDUALS</p>	<p>Kirst-Ashman Ch. 8</p>	<p>Quizzes & Exams, In-class case studies & role plays</p>	D
			<p>SWK356 (1,3,4,5,7,8,9,10)</p>	<p>Ch. 14</p>	<p>Quizzes & Exams, Case Studies Group Proposal Research Paper</p>	D
			<p>SWK457 (1,5)</p>	<p>Ch. 6-10</p>	<p>Classroom Discussion & Exercises PIF Project/NWAH Event</p>	D
		<p>Cognitive and Affective Processes: Students reflect on how to use research and evaluation to shape professional</p>	<p>SWK355 (9) INDIVIDUALS</p>	<p>Kirst-Ashman Ch. 8</p>	<p>Quizzes & Exams, In-class case studies & role plays</p>	D
			<p>SWK356 (1,3,4,5,7,8,9,10)</p>	<p>Ch. 14</p>	<p>Quizzes & Exams, Case Studies Group Proposal Research Paper</p>	D

<p>behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>		<p>perspective at levels of social work practice.</p>	<p>SWK457 (1,5)</p>	<p>Ch. 6-10</p>	<p>Classroom Discussion & Exercises PIF Project/NWAH Event</p>	<p>M</p>
		<p>Skills: Students apply research and evaluation to inform proactive and responsive practice at all social work levels.</p>	<p>SWK355 (9) INDIVIDUALS</p>	<p>Kirst-Ashman Ch. 8</p>	<p>Comprehensive Assessment</p>	<p>D</p>
			<p>SWK356 (1, 3, 9)</p>	<p>Ch. 14</p>	<p>Quizzes & Exams Case Studies Group Proposal Research Paper Empty Bowls</p>	<p>D</p>
			<p>SW457 (1,5)</p>	<p>Ch. 6-10</p>	<p>Interpretations and Evaluations of PIF Project & NWAH Event</p>	<p>M</p>
			<p>SWK486</p>	<p>Entire Practicum</p>	<p>Completion of Weekly conference Sheet Completion of Learning Activities on Sr. Field Evaluation 450 hr. Sr. Field Placement</p>	<p>M</p>
			<p>SW488 (7)</p>	<p>Entire Semester Ch. 4 & 6</p>	<p>Seminar Discussions surrounding Planned Change Process. Sr. Case Presentation Research Paper</p>	<p>M</p>

2.1.1. Demonstrate Ethical and Professional Behavior

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Students first learn and examine the NASW code of Ethics and Ohio Code of Conduct as specified by Ohio's CSWMFT licensing board in the introductory courses of SWK 121 Introduction to Social Work AND SWK 290 Abnormal Psychology. In the upper level practice courses students must demonstrate a commitment to professional values and ethics, and be able to reflect on professional perspectives surrounding professional decision making. Finally, students are able to demonstrate ethical decision making in simulations in practice courses and then also in real life situations within the field practicums.

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Students initially learn about the use of reflection and self-regulation in the pre-professional course SWK 278 Interviewing. Students learn about skills such as empathy and self-awareness to begin to support their competency in generalist practice and strong professional foundation. At the practice levels students demonstrate their self-awareness within class projects and how it informs their ongoing professional development. The skill of self-reflection, self-evaluation, and self-regulation is demonstrated within the two field placements and senior case presentation.

1.3 Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

Professional behaviors and communication are first taught at the introductory level courses (SWK 121 and SWK 278). Professional and ethical expectations and skills are examined in both of these courses and are practiced through in-class role playing. Students demonstrate an integration of the code of ethics and appropriate professional conduct and communication through sponsored community events and field settings.

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Within courses such as SWK 278 students begin to learn the importance of practicing with technology ethically and appropriately. This is done through projects such as the video-taped interviews where students are educated on informed consent with technology and the importance of practicing with confidentiality. Likewise, the importance of confidentiality is emphasized in the practice course sequence surrounding practicing online therapy, completing computerized documentation, electronic communications, and social media. The ethical use of technology learned in the pre-professional and practice courses is then demonstrated in agency settings at the advanced level.

1.5 Use supervision and consultation to guide professional judgement and behavior

Students learn and value the purposes and processes of supervision in the profession of social work at all intervention levels in the practice course sequence. Students demonstrate appropriate professional relationships with field instructors and colleagues within practice settings and reflect upon changes in professional perspective after utilizing supervision and consultation.

2.1.2. Engage Diversity and Difference in Practice

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

In the pre professional courses like REL 201 Approaches to Religion, SWK 235 Social Problems and SWK 265 Cultural Diversity, students learn to appreciate how diversity characterizes and shapes the human experience. Students in Cultural Diversity participate in an empathic wheelchair exercise where they must identify environmental obstacles. In addition students complete a paper on a chosen culture within an American society. In SWK 379 Applied Behavioral Science, students complete a diversity paper where they must assess elements of culture and identify proposed interventions within Human Behavior in the Social Environment while maintaining cultural competence and sensitivity. In 488 Senior Seminar students identify and articulate the importance of diversity in practice settings while researching the evidenced based best practices within a diversity paper.

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

In the introductory courses students learn how to view themselves as active learners towards cultural competency. In the upper level courses the students learn to appreciate and value difference. Students in field actively engage with clients and colleagues towards cultural competency. In SWK 457 Macro Practice during the sponsored community event Night without a Home students host a homelessness awareness forum where individuals who have experienced homelessness are members of the panels of experts. In Senior Seminar within the diversity paper students dialogue with agency personnel regarding diversity represented within the agency, professional literature in regards the diversity represented, and evidenced based best practices to address the needs of a diverse clientele.

2.3 Apply Self-Awareness and Self-Regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

In the pre-professional course SOC 120 Life in Society students write a Culture paper where they are to reflect how their own culture and personal biases affect ethnocentrism and how they interact with others. This assignment is utilized to promote self-awareness of culture and self-regulation. In SWK 278 students complete a videotape exercise where they create a diverse client and must complete the role of the client and the interviewer. After completion of this project, students must critically analyze and self-reflect upon this experience and how it will shape their ability to work with and build empathy for diverse populations. In SWK 265 students value the importance of personal reflection and self-regulation as well as deepen awareness of their own cultural identity within a self-reflection paper. Within the same course students employ critical thinking and reflect on their values and beliefs to eliminate the influence of personal bias in working with diverse populations in professional practice. Students practice and demonstrate these skills in SWK 457 by working with diverse client populations

during the sponsored community event Night without a Home. In the upper level practice classes case studies are presented to help students reflect upon and practice self-regulation to manage personal biases and values

2.1.3. Advance human rights and social and economic and environmental justice.

2.1.3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

In SWK 265 and SWK 235 students learn about the forms and mechanisms of oppression and discrimination and how advocacy is important for addressing human rights and social, economic, and environmental justice. The final papers in both of these courses have sections regarding advocacy against oppression. In SWK 235 students utilize critical thinking in every chapter (strategies for action) for dismantling oppression and advocating for human rights and justice. Within SWK 265 students learn to identify environmental obstacles and strategize equal rights opportunities and responsibilities. In Macro practice students watch “Rebirth of Dudley Street” to acknowledge mechanisms of oppression within communities, and advancing human rights and justice within community organizing.

3.2 Engage in practices that advance social, economic, and environmental justice

Students learn how to value and engage an array of strategies that advance social, economic, and environmental justice at all levels of generalist practice throughout our curriculum. In Macro Practice students engage in practices that advance human rights and justice through sponsored community events like *Night without a Home* and the *Pay it Forward* student-led philanthropy project. In SWK 356 students participate in and sponsor the community event *Empty Bowls* to help aid with hunger in the local community.

2.1.4. Engage in Practice Informed Research and Research Informed Practice

4.1 Use practice experience and theory to inform scientific inquiry and research

Students begin to learn research within their general education requirements and pre-professional courses. For example SOC 120 (Life in Society) has a College Learning Outcome requirement that all students must have knowledge and demonstration of the research steps to the scientific method. In SWK 301 Research Methods students are required to complete a research design project to answer a question taken from their own practice experience or from the practice literature. Attention is focused on the ethical guidelines in the NASW Code of Ethics regarding research with clients. In Practice I (Individuals) and II (Groups) students develop research questions originating from practice settings and case scenarios that lead to quantitative and qualitative research. In SWK 355 students engage in a research project that allows the students to consider interventions with a specific population of interest. The students use this practice interest to guide their scientific inquiry into best practice methods. In SWK 356 students go on to observe a group of interest and then concurrently research evidenced based best practices for that group. In Senior Seminar students use their actual practice experience in the field to further inform scientific inquiry within the research paper, as seniors execute a research project to benefit the field agency regarding the evaluation of practice for client services.

4.2 Apply Critical thinking to engage in analysis of quantitative and qualitative research methods and research finding

Students learn how to analyze quantitative and qualitative research in PSY 230 Behavioral Statistics. In SWK 301 the research design project students analyze qualitative and or quantitative research towards advancing the science of social work. In SWK 356 students complete a research project where they attend a group and then evaluate and reflect upon how their experience with observation measures up to the research on evidenced based best practices. Within the research of senior seminar, students analyze their findings and begin to reflect how these results can improve practice of service delivery.

4.3 Use and translate research evidence to inform and improve policy and service delivery

In SWK 301 students learn how research informs practice through composing a literature review for their research design. In SWK 356 students complete a research project where they attend a group and then evaluate and reflect upon how their experience with observation measures up to the research on evidenced based best practices. After completing this assignment the student then reflects upon this assignment and makes changes towards constructing their own Group Proposal. In SWK 457 Macro practice students identify how program evaluation informs organizational practice, as well as how overall evaluative research informs macro level change to best serve community needs. In SWK 476 students complete a Social Policy and Analysis project where they research policies that have been put in place and explore the effectiveness of these policies and how they impact client systems. In SWK 488 as a final result of student's research projects, students make meaningful practice inferences from the findings of their research. Additionally students speak to evaluation of interventions within the senior case presentation, and suggestions for future practice effectiveness based on such evaluations. In SWK 476 students complete a Social Policy and Analysis project where they research policies that have been put in place and explore the effectiveness of these policies and how they impact client systems.

2.1.5 Engage in Policy Practice

5.1. Identify Social Policy at the local, state and federal level that impacts client well-being access to social services and social delivery

In the Introduction course SWK 121 students learn to recognize and appreciate the relationships between social work practice, social policies, and service delivery. In SWK 235, POL 237 or ECON 205 students begin to identify social and economic policies at all governmental levels that impact client well-being and access to services, and service delivery. In SWK 457 students recognize and appreciate the relationships between macro social work practice and social policies, and explore a model for changing policies within organizations. In SWK 476 students learn to analyze formulate and advocate for policies that advance social wellbeing. Fundamental concepts and theories of social welfare policy are examined within the context of the social problems they address. Also within the course, students complete a Social Policy and Analysis project where they explore policies that have already been created and analyze how these policies impact client's wellbeing and service delivery.

5.2 Assess how social welfare and economic policies impact the delivery and access to social services

In the Introduction course SWK 121 students learn to recognize and appreciate the relationships between social work practice, social policies, and service delivery. In SWK 235, POL 237 or ECON 205 students begin to identify social and economic policies at all governmental levels that impact client well-being and access to services, and service delivery. SWK 476 Policy explores strengths and weaknesses of current government interventions, with special focus given to social and economic welfare policies and programs designed to promote justice. Likewise students complete a Policy analysis project where they assess how social welfare policies impact the delivery and access for clients' needs to be met. In this course, students also engage in debates and research recent news articles to help assess the different policies available.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, social, economic, and environmental justice

In SWK 121 students begin to learn about advocacy and the importance of advancing human rights, social, economic, and environmental justice. In SWK 235 Students begin to identify strategies through policy to advance social, economic, and environmental justice and alleviate social problems. In Senior Seminar, students provide oral presentations of policy critiques from actual practice in the agencies, as well as within the senior capstone address policies that impacted their practice within the senior case presentation.

2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities

2.1.6.1. Apply knowledge of human behavior and the social environment person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

In SWK 355 Individual Practice, students review theories of human behavior in the social environment and then are able to complete a genogram project and paper exploring these theories. In SWK 356 Groups and Families, students focus on these theories while completing their group proposals and discuss these theories when discussing engagement of family assessment. In SWK 457 Macro Practice the course covers theoretical perspectives regarding organizations and communities. Students are introduced to the PREPARE model of engagement within the planned change process. In SWK 379 Applied Behavior (HBSE Capstone) students analyze all of the theories covered in their initial HBSE classes (PSY 225 Infancy & Child; PSY 227 Adolescence & Adulthood; Development of Life on Earth/Biology) and write a capstone theory paper assignment on which theories they agree and disagree that "make people tick". In addition, students cover life development stage theories and discuss how these theories affect engagement with client systems. Also in this course, students watch a film together as a class and then separately choose a character and apply these theories to all specific areas of development and what theoretical frameworks to consider would be most effective in engaging with the client where they are. In the field students participate in the planned change process at all levels of social work intervention. Evidence of student's participation is charted regularly on their weekly conference sheets, under the sections of individuals, families, groups, organization, and community. In Senior Seminar students complete a theory paper that cover life stage development and other theoretical frameworks to understand how to engage client systems.

6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies

In SWK 278 Interviewing, students learn about what it means to use empathy in clinical settings with individuals and families. Students participate in an empathic role play and then demonstrate these skills through their video-taped interviews and self-reflection. In the upper level practice courses these role plays and case studies are explored and practiced at more advanced levels while focusing on the diversity of individuals, families, and groups. Students demonstrate empathy and other appropriate interpersonal skills of engagement within sponsored community events in SWK 457 Macro Practice. Within SWK 488 Senior Seminar students apply critical thinking and reflection on theoretical conceptual frameworks prior to engaging with diverse client systems at all practice levels.

2.1.7. Assess Individuals, Families, Groups, Organizations, and Communities

7.1 Collect and organize data, and apply critical thinking to interpret information from clients, and constituencies.

In SWK 457 Macro Practice, students complete a five county community assessment towards the *Pay It Forward* project, establishing the greatest community need of northwest Ohio. In Practice with Individuals SWK 355 students gather hypothetical client data through case studies or through television shows where they then apply critical thinking to interpret the information and link these hypothetical clients to necessary services in the Comprehensive Assessment Assignment. In SWK 356 Groups and Families students complete a Family Assessment Simulation where students complete a mock family assessment in real time and must work together to discover the best way to interpret the assessment of client data and needs. Also in SWK 356 students go observe and assess a group in the community and reflect on their experience and research the best practices for the group observed in their Group Research Paper. In the field students participate in the planned change process at all levels of social work intervention. Evidence of student's participation is charted regularly on their weekly conference sheets, under the sections of individuals, families, groups, organization, and community. In Senior Seminar students identify the strengths and challenges of the communities in which their organizations are located within the community assessment paper.

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

In SWK 379 Applied Behavior (HBSE Capstone) students analyze all of theories covered in their initial HBSE classes and write a capstone theory paper assignment on which theories they agree and disagree that "make people tick". In addition, in this course students cover life development stage theories and discuss how these theories affect their assessment of client systems. In SWK 355 Individual Practice, students review theories of human behavior in the social environment and then are able to complete a genogram project and paper exploring these theories. In SWK 356 Groups and Families, students focus on these theories while completing their group proposals and discuss these theories when working through family assessment. Within Senior Seminar SWK 488 students utilize the planned change process, including assessment within their senior case presentations.

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, challenges within clients and constituencies.

Beginning in SWK 278 students learn the foundation of how to write and complete mutually agreed goals and objectives. In SWK 355 students can then demonstrate and apply these skills when they complete a comprehensive assessment where goals and objectives are completed within the assessment process. In SWK 356 students formulate mutually agreed upon Goals as a task force group as they prepare a sponsored community event to help aid hunger for the homeless in the community. Also within this course students complete a Family Assessment Simulation, being a mock family assessment in real time and must work together to discover the best way to interpret the assessment of client data and formulate goals and objectives for the family. Students in SWK 457 Macro Practice complete a five county community assessment where they identify regional strengths and limitations towards the *Pay It Forward* project, eventually agreeing upon the greatest community need of northwest Ohio. Students in Senior Seminar identify the strengths and challenges of the communities in which their organizations are located within the community assessment paper.

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

In SWK 355, students reflect upon their client assessment and critically analyze client's presentation, behavior, and development in the Mental Status Exam portion of the comprehensive assessment assignment towards selecting appropriate intervention strategies for the client. Also in SWK 356 students go observe and assess a group in the community and reflect on their experience and research and decide upon the best practices and interventions for the group observed in their assessment. Furthermore students complete a group proposal assessing research to create and intervene hypothetically in class with students as group members. SWK 457 Macro Practice has students completing a five county community assessment where they identify regional strengths and limitations towards the *Pay It Forward* project. After a thorough critical analysis students select an agency to best addresses the greatest community need. In field students demonstrate the ability to assess and critically analyze appropriate intervention strategies within their field placements. Students within Senior Seminar select appropriate intervention strategies within their senior case presentations based upon their previous assessments.

2.1.8. Intervene with Individuals, Families, Groups, Organizations and Communities

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Beginning in SWK 355 Practice I students learn intervention strategies to accentuate and develop client strengths and resources that serve as protective and resilient against future client system risks. In class case studies and role plays include a focus on how to implement interventions that enhance client capacities. The comprehensive final exam simulation has students identifying intervention goals for the simulated problem. In SWK 356 information related to intervention strategies, strengths, and resources is overviewed as it relates to Groups and Families. Macro Practice (SWK 457) finds students learning organizational theories and processes instrumental towards achieving organizational goals. Likewise students note the value of working in environments compliant with the NASW code of ethics towards effective social work macro practice. Within *Night without a Home*, students initiate committee actions to achieve NOCAC'S organizational goal of raising community awareness on rural homelessness. In SWK

488, discussions occur regarding achieving organization goals and effective social work practice. Such issues are also addressed within the senior case presentation.

8.2 Apply Knowledge of human behavior in the social environment, person in environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

In SWK 379 Applied Behavior (HBSE Capstone) students analyze all of theories covered in their initial HBSE classes and interventions that are most evidenced based, along with writing a capstone theory paper assignment on which theories they agree and disagree that “make people tick”. In addition, this course has students covering life development stage theories and discussing how these theories affect their interventions with clients. Within SWK 457 Macro Practice the course covers theoretical perspectives regarding organizations and communities. Students are introduced to the IMAGINE model of implementation within the planned change process. Lastly, students within Senior Seminar SWK 488 utilize the planned change process, including implementation within their senior case presentations.

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

In the practice courses students learn and value techniques joining with client systems and constituencies in the planned change process that helps client systems resolve problems. Juniors and seniors use inter-professional collaboration within sponsored community events such as *Empty Bowls*, *Pay it Forward*, and *Night Without a Home*.

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

In the practice course sequence students learn how to explore the connections client systems have with their environments, how to manage resources on behalf of their client systems, and how to link client systems with necessary resources through in class case studies, role plays, and hands on community projects. Juniors and seniors accomplish inter-professional collaboration via hands on sponsored community projects such as *Night without a Home*, *Pay it Forward*, and *Empty Bowls*. In SWK 355, students reflect upon and critically analyze and discuss their experiences with negotiating, mediating, and advocating on behalf of diverse client systems.

8.5 Facilitate effective transitions and endings that advance mutually agreed upon goals

Beginning in Interviewing and continuing into the practice sequence courses students learn multiple methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice. In SWK 488 students demonstrate methods and techniques to facilitate transitions and endings with clients within the planned change process. In the first two practice courses the students adequately demonstrate methods and techniques for facilitating endings and transitions within the client systems through separate individual and family assessment simulations. In Macro practice students implement appropriate transitions from activities within creating the *Night without a Home* agenda.

2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9.1 Select and use appropriate methods for evaluation of outcomes

In SWK 301 students are tested upon their knowledge of methods of evaluation and outcomes. In the practice courses students begin to select and use methods of evaluation of outcomes and the many techniques and rationale in evaluating client outcomes. Students are required in SWK 356 Groups and Families to complete a group project that prompts them to select a method of evaluation of current interventions as outlined in scholarly readings. Within Macro Practice students learn a method for evaluating macro practice within the IMAGINE model. Utilizing this model students select techniques to evaluate *Night without a Home*. Additionally students create a rubric to determine the greatest community need for the *Pay it Forward Project*. Lastly, in SWK 488 Sr. Seminar students discuss examples from the field and how to select and use specific methods to evaluate interventions in various settings with a diversity of client systems. Students demonstrate the ability to select methods to determine client outcomes within the case presentation.

9.2 Apply Knowledge of human behavior in the social environment, person in environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

In SWK 379 Applied Behavior (HBSE Capstone) students analyze all of theories covered in their initial HBSE classes and write a capstone theory paper assignment on which theories they agree and disagree that “make people tick”. Furthermore, students cover life development stage theories and discuss how these theories affect their evaluations of outcomes. In SWK 355 students complete a comprehensive assessment in which they must explain thoroughly how they will evaluate the client outcomes after assessment. Students in SWK 356 Groups and Families focus on these theories while completing their group proposals and discuss these theories when working through how to evaluate outcomes of family assessments. Within Senior Seminar (SWK 488) students utilize the planned change process, including evaluation of outcomes within their senior case presentations.

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

In Practice I (SWK 355) and Research Methods (SWK 355) students learn multiple methods for monitoring and evaluating their practice interventions with client systems. Class case studies, role plays, and simulations provide students with opportunities to evaluate their use of interventions through reflection and discussion. In SWK 356 Groups and Families, students review literature to assess and evaluate current intervention techniques used in group work. Students are also required to complete a group project that prompts them to critically review, analyze, and evaluate current interventions as outlined in scholarly readings to determine what type of group intervention to propose. Within Macro Practice (SWK 457) students learn methods for evaluating macro practice and identify barriers to and problems in completing evaluations at the macro level. As a result students evaluate the implementation of *Night without a Home* and the event’s ability to increase community awareness on issues of rural homelessness. In SWK 488, students discuss examples from the field and how to critically analyze, monitor, and evaluate interventions in various settings with a diversity of client systems. Students demonstrate the ability to evaluate their own interventions within the case presentation.

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Within the community sponsored event *Empty Bowls* students learn to apply their evaluation findings from the community event suggestion cards to help improve the practice and implementation of the event for the following year. Students in Practice II (SWK 356 Groups & Families) write and facilitate a mock group proposal, where they use students in the class as members of the group. After facilitation of the group, students reflect upon and evaluate what they would do differently to improve the group in future sessions. In SWK 457, students evaluate implementation of *Night without a Home* and the event's ability to increase community awareness on rural homelessness, as well as reflect on improvements for proceeding events. Lastly in SWK 488 (Sr. Seminar), students reflect on interventions used in field and discuss within their senior case presentation how their client outcomes could be used to improve future practice effectiveness.

2.2.1. The Program explains how its field education program connects the theoretical and conceptual contributions of the classroom in field settings.

Field work has been a key component of the learning experience from the beginning of social work education. The field experience is an opportunity for the students to apply classroom learning in a professional setting, to develop and use skills, and to test their commitment to social work and the values of the profession. There are two field placements in the social work program at Defiance College, the first being SWK 397 Junior Field Experience, and the second SWK 486 Senior Field Instruction.

SWK 397 Junior Field Experience finds students beginning to utilize social work knowledge, values, cognitive and affective processes, and skills through participation in supervised learning activities within an assigned agency. The Junior Field Experience is taken concurrently or after successful completion of SWK 355 Generalist Practice I. Because SWK 355 is an introduction to the generalist model of social work, it provides the appropriate framework for the junior field experience in relation to intervention levels in the planned change process. Likewise, SWK 355 explores evidenced based best practices, appropriately preparing students on how to approach the rationale for treatment within field settings. In this course the students use case studies and bring in real cases from their field experience and process ethical and professional decision making together. Within SWK 397 Junior Field Experience students begin their experiences with the practice behaviors of the core competencies during a 140 hour placement. In the initial weeks of this practicum students complete an agency and policy overview to begin to understand the environmental context of practice. After midterm of this field experience, focus is placed on professional oral, electronic, and written communication skills, with students developing individual resumes and completing mock interviews with area professionals from social service agencies.

Within SWK 486 Senior Field Instruction students begin to work independently as generalist social workers while concurrently enrolled in SWK 488 Senior Seminar, with the seminar serving as the capstone of integration of all previous curricular content with practice skills in the field. Senior Field Instruction is structured for students to demonstrate competency with practice behaviors of the core competencies within a 450 hour practicum. The seminar assists in accomplishing core competencies by connecting the classroom with the practice setting, allowing students to reflect on their experiences within the field in relation to values, ethical dilemmas, critical thinking, self-reflection, theoretical rationales behind practice, and evidenced based best practices. Additionally the seminar creates a collegial learning environment and provides guidance from the instructor.

SWK 488 is a two and one-half hour senior seminar consisting of assignments that encourage students to apply critical thinking to inform and communicate professional judgements. Assignments incorporate literature reviews, evidence based practice, sensitivity to vulnerable populations, and agency dialogue. Senior seminar assignments include an agency overview, policy critique, community assessment, theoretical rationale for interventions, and a research project surrounding evaluation of practice and future implications. In addition, a diversity assignment encompasses students speaking to the diversity of clientele and staff, possible indications of marginalization and oppression, strategies to address discrimination, and evidenced based best practices for working with the diversity represented in the agency. Lastly, students must self-reflect on their personal biases and demonstrate personal reflection and self-correction towards cultural humility. Also within the seminar, both hypothetical and real life case scenarios are discussed where students apply an ethical decision making model with emphasis on social work values and the code of ethics. Ethical use of technology is covered in the seminar with weekly coverage of the pamphlet "Technology and Social Work Practice," as sponsored by NASW, ASWB, CSWE, and CSWA (2017).

As the senior capstone project seniors complete a major case presentation at the conclusion of the senior seminar (SWK 488). Presentations are presented to classmates, juniors, faculty, agency field instructors, and professionals serving on the social work advisory board. Utilizing material from the field, students follow a client system through the planned change process, demonstrating utilization of conceptual frameworks to guide the processes of practice. Presentations include rationale behind intervention, sensitivity to diversity and justice, impact of policy, and adherence to social work values and ethics. A particular attention is given to human behavior in the social environment and the

utilization of research to inform practice. As a result, the senior case presentation assesses core competencies surrounding conceptual frameworks to guide practice and comprehension of person in environment. [Sr. Case Presentation Rubric within SWK 488 Syllabus; Please See Below.]

Skills	Exceeded Competency 5	Above Average Competency 4	Demonstrated Competency 3	Below Average Competency 2	Unsatisfactory Competency 1
1. Demonstration of Professional Communication [CSWE 2.1.1.3; 2.1.1.4]	Excellent eye contact. Voice really captured the audience's attention. Great professional articulation of material. Responded to questions thoroughly. Excellent and ethical use of audio-visually with organized and professional PowerPoint slides and handouts.	Good Eye Contact. Voice held audience's attention. Good professional articulation of material. Responded well to questions. Good and ethical use of audio-visually with easy to read and understand PowerPoint slides and handouts.	Average eye contact. Audience understood the speaker. Appropriate professional articulation of thought. Addressed questions. Appropriate and ethical PowerPoint slides and handouts.	Poor eye contact. Audience had some difficulty understanding. Inadequate professional articulation of thought. Inadequate addressing of questions. Audio-visually somewhat difficult to read, unorganized, and lacking in necessary information. Ethics of information presented in question.	Limited or no eye contact. Audience could not understand. Unprofessional articulation of thought. Minimal or no attempt to address questions. Poor or non-existent audio-visually. PowerPoint slides and/handouts if present difficult to read, cluttered, unorganized, and without sufficient information. Information presented unethical.
2. Utilization of Conceptual Frameworks to Guide the Processes of Practice [↔CSWE 2.1.7.1, 2.1.8.1, 2.1.9.1/3; 2.1.7.3/4, 2.1.8.3/5. 2.1.9.4]	Excellent critical thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation.	Good relevant thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation.	Adequate thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation.	Inadequate thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation.	Minimal or no thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation.
3. Application of Theory surrounding Human Behavior in the Social Environment [CSWE 2.1.4.1/2/3; 2.1.6.1; 2.1.7.2; 2.1.8.2; 2.1.9.2]	Thorough coverage of theories that explain development through the life span. Excellent understanding of biological, social, cultural, psychological, and spiritual development. Thorough review of the reciprocal relationships among systems and the role environment plays in human behavior.	Good coverage of theories that explain development through the life span. Demonstrated a good understanding of biological, social, cultural, psychological, & spiritual development. Appropriate review of the reciprocal relationships among systems and the role environment plays in human behavior.	Sufficient coverage of theories that explain development through the life span. Exhibited an understanding of biological, social, cultural, psychological, & spiritual development. Adequate coverage of the reciprocal relationships among systems and the role environment plays in human behavior.	Poor coverage of theories that explain development through the life span. Inadequate understanding of biological, social, cultural, psychological, and spiritual development. Limited review of the reciprocal relationships among systems and the role environment plays in human behavior.	Insufficient coverage of theories that explain development through the life span. Little or no understanding of biological, social, cultural, psychological, and spiritual development. Deficient in review of the reciprocal relationships among systems and the role environment plays in human behavior.
4. Utilization of Research to Inform Practice [CSWE2.1.4.1, 2.1.4.2, 2.1.4.3]	Excellent use of professional research towards evidence based practice to inform, evaluate, and improve interventions.	Good use of professional research towards evidence based practice to inform, evaluate, and improve interventions.	Adequate use of professional research towards evidenced based practice to inform, evaluate, and improve interventions.	Inadequate coverage of professional research towards evidence based practice to inform, evaluate, and improve interventions.	Limited or no coverage of professional research towards evidence based practice to inform, evaluate, and improve interventions.

<p>5. Sensitivity to Cultural Diversity and Social, Economic & Environmental Justice [CSWE 2.1.2.1↔/2/3.3; 2.1.3.1/2; 2.1.8.4]</p>	<p>Thorough exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Excellent self-awareness and self-regulation in managing personal biases and values.</p>	<p>Good exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Good self-awareness and self-regulation in managing personal biases and values.</p>	<p>Adequate exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Adequate self-awareness and self-regulation in managing personal biases and values.</p>	<p>Inadequate exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including inadequate coverage of evident areas for advocacy. Concern regarding self-awareness and self-regulation in managing personal biases and values.</p>	<p>Minimal or no exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including absence of evident areas for advocacy. Absence of self-awareness and self-regulation in managing personal biases and values.</p>
<p>6. Identified how policy impacted client well-being, access to social services, +/or service delivery. [CSWE 2.1.5.1/2/3]</p>	<p>Excellent identification of how policy impacted client well-being, access to services, +/or service delivery.</p>	<p>Good identification of how policy impacted client well-being, access to services, +/or service delivery.</p>	<p>Adequate identification of how policy impacted client well-being, access to services, +/or service delivery.</p>	<p>Inadequate identification of how policy impacted client well-being, access to services, +/or service delivery.</p>	<p>Limited or no identification of how policy impacted client well-being, access to services, +/or service delivery.</p>
<p>7. Demonstrated social work values and ethics and self-regulation. [CSWE 2.1.1.1; 2.1.1.2↔]</p>	<p>Thorough demonstration of social work values and application of the NASW Code of Ethics. Student demonstrated great reflection and self-regulation to manage personal values and maintain professionalism.</p>	<p>Good demonstration of social work values and application of the NASW Code of Ethics well. Good reflection and self-regulation to manage personal values and maintain professionalism.</p>	<p>Adequate demonstration of social work values and application of the NASW Code of Ethics. Fair reflection and self-regulation to manage personal values and maintain professionalism.</p>	<p>Inadequate demonstration of social values and application of the NASW Code of Ethics. Inadequate reflection and self-regulation to manage personal values and maintain professionalism.</p>	<p>Poor or no demonstration of social values or application of the NASW Code of Ethics. Poor or no reflection and self-regulation to manage personal values and maintain professionalism.</p>

B.2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings

There are two field placements in the Social Work program at Defiance College. The first being SWK 397 Junior Field Experience and the second SWK 486 Senior Field Instruction. Junior and senior placements both provide generalist practice opportunities for students to demonstrate practice behavior, self-reflection, and critical thinking within the nine core competencies. SWK 397 Junior Field Experience, a 140 hour placement, is designed to provide students within eighteen practice behaviors of the first six competencies. In comparison, SWK 486 Senior Field Instruction, a 450 hour practicum, is structured for students to demonstrate competency within all thirty-one practice behaviors of the nine competencies. Within the initial site visitations of either field practicum the handout *Understanding Generalist Practice for Field* is provided, discussed, and initialed by the agency field instructor for review of the key components of generalist practice as the structural framework for field. [Please See Below.]

UNDERSTANDING GENERALIST PRACTICE FOR FIELD

Knowledge - Values - Cognitive and Affective Processes – Skills

Eclectic Knowledge Base

Theoretical Foundations (Systems Theories), HBSE, Policy, Practice, Research, Values

Critical Thinking

Client Empowerment, Strengths, Resiliency

Professional Values

NASW Code of Ethics, Self-Awareness, Ethical Dilemmas

Importance of Human Diversity

Human Rights Advocacy

Social, Economic and Environmental Justice

Social Work Levels of Intervention

Micro: Individuals

Mezzo: Families and Groups

Macro: Organizations and Communities

Planned Change Process

Engagement-Assessment-Planning-Implementation- Evaluation-Termination-Follow-Up

Professional Social Work Roles

Enabler-Mediator-Coordinator-Manager-Educator-Analyst-Broker-

Facilitator-Initiator-Negotiator-Mobilizer-Advocate

Research-Informed Practice

Agency Field Instructor's Initials: _____

Date: _____

Both field placements offer demonstration of core competencies through field activities as mutually created between students, college field coordinator, and agency field instructor. The evaluation tool used in field placements is a combination of a student learning contract and evaluation tool of the competencies. This field evaluation tool is reviewed in detail with the agency for clarification of criteria for evaluation. To ensure adequate opportunities towards demonstration of core competencies, students create two student learning agreement activities for each practice behavior in the initial weeks of their field practicums. Seniors are instructed to include a mix of activities of all social work levels of intervention (micro, mezzo, and macro) within competencies six through nine. At the top of the field evaluation tool where competency six begins, senior evaluations have the following statement:

WITHIN COMPETENCIES 2.1.6 - 2.1.9 STUDENTS MUST COMPLETE A MINIMUM OF TWO LEARNING ACTIVITIES PER CLIENT SYSTEM (Individuals, Families, Groups, Organization, Communities). The two minimum is in total, NOT per competency or competency practice behavior.

The overall *student learning agreement activities* are used to monitor student progress throughout the semester. As a result, this instrument supports a competency based focus throughout the practicum and establishes the conceptual framework for the field experience. Additionally, the evaluation tool includes a section for student self-reflection on strengths and areas in need of development. Students are evaluated at both the Midterm and Final through self-evaluation and separately by agency field instructors through utilization of the evaluation tool. One final note, areas for student development (last page of field evaluation) at the end of the junior field experience is carried into conversation at the initial site visitation of the senior field practicum towards student professional growth.

During the initial site visitation of a field placement the handout, *Understanding Generalist Practice for Field* is reviewed with students and agency field instructors by the college field coordinator for understanding and clarification of key components of generalist practice [See below; spacing condensed]. Throughout the practicum students complete *Weekly Conference Sheets* highlighting experiences within each key area of the generalist practice model as outlined within the *Generalist Practice Log* section. This ongoing log ensures a generalist emphasis for the practicum. Within this framework the students are provided with experiences at all levels of social work intervention (individuals, families, groups, organization, and community) with a focus on developing skills within the planned change process. Additionally, the *Weekly Conference Sheets* also promote self-reflection and critical thinking within the *Student Weekly Journal* section, especially focusing on personal bias and cultural humility. Lastly, both sections of the conference sheets highlight *Cognitive and Affective*

Processes as established within our curriculum matrix. Students review the *Weekly Conference Sheets* on a routine basis during consultation and supervision with their agency field instructors.

STUDENT WEEKLY CONFERENCE SHEET

Student:

Beginning Date of Week:

GENERALIST PRACTICE LOG

Levels of Social Work Intervention

Experiences with Individuals:

Experiences with Families:

Experiences with Groups:

Experiences within the Organization:

Experiences within the Community:

Eclectic Knowledge Base

Examples of application of **theory** to practice:

Examples of **policy** that influenced practice:

Discussions of how available **research** informed practice:

Questions from practice that led to further **research**:

Examples of **evaluation** improving practice effectiveness:

Professional Values & Ethics

Application of **Social Work values**:

Application of **NASW Code of Ethics** (Code #s):

Examples of **ethical dilemmas**:

Discussions on **cultural humility**:

Discussions on **vulnerable populations**:

Discussions on advancing **social, economic, & environmental justice**:

Examples of **client empowerment, strengths, & resiliency**:

Planned Change Process

Participation with Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and/or Follow-Up:

Professional Social Work Roles

Examples of **roles** utilized (enabler, educator, counselor, broker, case mgr., mediator, organizer, initiator, facilitator, advocate):

Oral and Written Communication Skills

Interviews conducted:

Documentation provided:

Ethical use of **technology**:

Consultation and Supervision

Example of Effective Use of Consultation/Supervision:

Critical Thinking

Demonstration of Critical Thinking Skills:

STUDENT WEEKLY JOURNAL

I was most satisfied with the following experience(s) this week:

I was least satisfied with the following experience(s) this week:

The most difficult aspect of field for me this week was:

I managed personal values and maintained professionalism this week when I:

I demonstrated empathy and other interpersonal skills this week by:

This week I realized the importance of diversity and difference in shaping life experiences when:

Based upon experiences of diversity and difference I need further training on:

Based upon experiences of diversity and difference I need to better manage personal biases and values regarding:

I demonstrated good practice behaviors in the following areas this week:

Based upon my performance this week I need further development in the following practice areas (engagement, assessment, planning, intervention, evaluation, termination):

Questions/Concerns I want to discuss with my agency field instructor this week:

Any other comments:

Student Initials:

Agency Field Instructor Initials:

B. 2.2.4 The program explains how all students across all program options in its field education program demonstrates social work competencies in person contact with clients and constituencies.

SWK 397 Junior Field Experience serves as the first required level of field placement the student is placed for an average of ten hours a week for a total of 140 hours of an academic semester. Juniors take this Junior Field Experience concurrently with SWK 355 Practice One with Individuals concurrently or after a successful completion of SWK 355. As their first practicum students begin to utilize social work values, knowledge, cognitive and affective processes and skills through observation and participation in supervised activities at the assigned agency. Because this is an entry level field experience it is primarily observational in nature with all direct client contact supervise. As a result, the field evaluation tool only evaluates students through the first six competencies.

Within SWK 486 senior field instruction, students are placed for 30 hours a week for a total of 450 hours total for the practicum. The students begin to work independently as generalist social workers under supervision within in agency setting. Senior Field Instruction is structured for students to demonstrate competency within all thirty-one practice behaviors of the nine competencies. The field placement offers demonstration of core competencies through field activities as mutually created between students, college field coordinator, and agency field instructor. The evaluation tool used in field placements is a combination of a student learning contact and evaluation tool of the competencies. This field evaluation tool is reviewed in detail with the agency for clarification of criteria for evaluation. To ensure adequate opportunities towards demonstration of core competencies, students create two student learning agreement activities for each practice behavior in the initial weeks of their field practicums. Seniors are instructed to include a mix of activities of all social work levels of intervention (micro, mezzo, and macro) within competencies six through nine. The overall *student learning agreement activities* are used to monitor student progress throughout the semester. These learning activities are to be accomplished through direct client contact as agreed upon in the *field agency contract* and covered by college field coordinator during agency site visitations. As a result, this instrument supports a competency based focus throughout the practicum and establishes the conceptual framework for the field experience. Additionally, the evaluation tool includes a section for student self-reflection on strengths and areas in need of development. Students are evaluated at both the Midterm and Final through self-evaluation and separately by agency field instructors through utilization of the evaluation tool. [Example below.]

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context.	

B.2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

There are two field placements in the Social Work Program in the Social Work Program at Defiance College, the first being SWK 397 Junior Field Experience, and the second SWK 486 Senior Field Instruction. The Junior Field Experience is designed to provide students with generalist practice opportunities within a 140 hour placement. Within a typical semester the junior student averages about 10 hours per week in the agency setting. In contrast senior field Instruction is a 450 hour practicum, with student averaging 30 hours per week in a typical semester. All students must complete 140 hours within SWK 397, and 450 hours within SWK 486 for a total of 590 hours in the field practicum upon graduation from the Defiance College Social Work Program. For those applying for Degree Completion, there must be proof of a previous successful practicum in order to have SWK 397 Junior Field Experience waived.

B.2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the programs specified criteria

As previously stated, there are two field placements in the Social Work Program at Defiance College, the first being SWK 397 Junior Field Experience, and the second SWK 486 Senior Field Instruction. Criteria for application to field is found within the Field Manual. SWK 397 Junior Field is typically taken fall semester junior year concurrently with SWK 355 Practice I. On occasion students may complete the junior field experience after the fall semester as long as he/she has successfully completed SWK 355 Generalist Practice I. The minimum number of hours in the field for the junior level is 140 hours, averaging 10 hours per week during a typical semester. The eligibility criteria for enrolling in SWK 397 Junior Field Experience include the following students have been accepted for admission into the Defiance College Social Work Program (near the conclusion of the sophomore year); students have completed an application field placement and submitted to the Field Coordinator; and students must maintain a

cumulative GPA for 2.25 overall and a 2.5 GPA in all social work courses taken. Transfer students who prove successful completion of a practicum at a prior institution can have SWK 397 waived.

SWK 486 Senior Field Instruction is typically taken spring semester of the senior year concurrently with SWK 488 Senior Seminar. On occasion students may complete the senior field during a summer or fall semester, or split the practicum between two semesters. Regardless, the minimum number of hours in the field for the senior level is 450 hours, averaging 30 hours per week during a typical semester. The eligibility criteria for enrolling in SWK 486 Senior Field Instruction include the following: students have successfully completed SWK 397 Junior Field Experience or transfer equivalent; students have completed all required social work course work except SWK 488 Senior Seminar or have received permission from the program to complete course work concurrently with senior field instruction; students have submitted a resume with references to the Field Coordinator; students have provided proof of student professional liability insurance (typically through NASW membership) to the Field Coordinator; and students must maintain a cumulative GPA of 2.0 overall and 2.5 GPA in all social work courses taken.

B.2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selection field settings; placing and monitoring students; supporting student's safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

Field Agency Selection

Field agencies are pursued where students will have the opportunity to practice generalist social work and demonstrate program competencies within practice behaviors. A variety of social work settings is sought so that the interests and skills of students can be matched with agency mission and needs, resulting in a mutually beneficial placement. A majority of agencies are located within fifty-mile proximity of the college within rural northwest Ohio, however placements outside the immediate area are encouraged and supported, especially within urban settings. Agencies that are selected for student placements have the following characteristics:

- Agency has a volume and flow in its programs that offer a wide range of learning experiences with multi-level client systems.
- Agency provides opportunities for practicing the full scope of generalist social work.
- Agency maintains a learning environment that supports demonstration of program competencies within all levels of social work intervention.
- Agency clearly defines its mission, programs and intervention methods.
- Agency ensures weekly supervision to students by qualified social workers as well as professionals from related disciplines.

- Agency provides adequate student orientation including safety precautions and takes necessary measures to protect student safety.
- Agency provides services to diverse population groups in consideration of ethnicity, race, national origin, immigration status, color, sex, gender identity or expression, social class, age, religion, marital status, sexual orientation, physical or mental ability, political beliefs, or veteran status.
- Agency complies with the NASW Code of Ethics.
- Agency supports the educational goals and mission of the Social Work Program of Defiance College.
- Agency ensures a system of community accountability (i.e., board of directors, accrediting agency, fiscal reviews, etc...).
- Agency does not engage in illegal discriminatory practices in hiring, acceptance of students, or clients and supplies evidence of anti-discrimination or harassment policies.
- Agency maintains sufficient staff to support the mission of the agency without reliance on students.
- Agency releases staff to attend field instructor training as offered by the college.
- Agency is willing to sign the Field Agency Contract.

Agencies that should not be considered for student placements include the following:

- Agency is without a key supervisory or administrative position.
- Agency is undergoing massive reorganization.
- Agency is suffering unusually, intense morale problems, resulting in high staff turnover.
- Agency is not in compliance with applicable federal, state, or local laws regarding non-discrimination.
- Agency consistently refuses to release staff to attend training provided by the college for field instructors.
- Agency does not meet the criteria for field instructors as designated by the Social Work Program of the college.
-

It should be noted that agencies must evidence policies surrounding equal opportunity/non-discrimination/harassment regarding employment and clientele served, in order to be considered as a field site. Such policies are maintained in field agency files.

Placing and Monitoring Students

Upon admission into the Social Work Program the field education process begins with the student completion of the *Field Placement Application* indicating field interests, prior experience, and special needs. Applications are submitted to the program Field Coordinator. The Field Coordinator provides field agency resources based upon student interests and needs. An agency without a previous partnership with the program may be considered if all agency selection criteria are met as indicated within the Field Manual. Students are required to submit an application for field placement within the

semester preceding the perspective field placement.

In the preceding semester of a field placement an agency with preference from a student is contacted to confirm willingness to supervise a student, and to ensure all agency selection criteria are met. Upon confirmation of agency eligibility, the student contacts the perspective agency for an interview. During an interview seniors are required to have resumes available, as resumes are created during SWK 397 of the junior year. Both the perspective agency and the student are contacted by the Field Coordinator following an interview to inquire on the appropriateness of the said placement in meeting the goals of the level of field education. If all are in agreement, the student contacts the field agency to schedule the expected starting date of the placement. If after an interview the placement was not deemed an appropriate fit for the field agency and/or the student, then the process continues under the orchestration of the college Field Coordinator with another perspective agency until an appropriate placement can be secured.

The progress of students within field education is monitored several ways. First, the Field Coordinator makes site visitations to the field agency to meet with the student and agency field instructor. Occasionally other staff pertinent to the experience of the student may also join these on-site meetings. At the junior level the Field Coordinator typically makes an initial and final site visitation, with the senior level encompassing site visitations within an initial, midterm, and final meeting. To encourage field education beyond the immediate boundaries of northwest Ohio site contacts may take place though technology, such as the use of telephone conferencing, Facetime, Google Hang, Skype, or similar means. Clients remain anonymous during such communication.

Within the initial site visitation the *Field Manual* is reviewed for clarification on expectations of the field level, such as hours, weekly conferencing, and monthly time logs. All field instructors are offered a hard copy of the manual and how to access online. Semester calendars are provided for notifications of dates and times for future visitations, as well as the agendas for each visitation. At the senior level the syllabus is distributed from the concurrent seminar courses, for explanation on corresponding coursework, topics of discussion, assignments and important semester dates, the handout *Understanding Generalist Practice for Field* is provided, discussed, and initialed by the agency field instructor for review of the key components of generalist practice as the structural framework for field. Additionally *Weekly Conference Sheets* are introduced as the means to highlight experiences within each key area of the generalist practice model as outlined within the *Generalist Practice Log* section, as well as promotion of self-

reflection and critical thinking within the *Student Weekly Journal* section. Most important to agency site visitations is the review of the field evaluation tool. This tool is reviewed in detail with the agency field instructor and student for clarification of criteria for evaluation of practice behaviors within core competencies.

Supporting Students Safety

As stated in the field agency selection section of the *Field Manual*, as well as within the *Field Agency Contract*, field settings are to provide the student with an orientation to the agency that includes safety precautions. As evidence to an orientation with safety precautions agency field instructors must provide a signed statement in writing stating that the orientation occurred. This signed and dated document is then placed in the students field file. In addition, students are reminded to review the safety tips available in the *Field Manual*. Students are also encouraged at the junior level and then required at the senior level to obtain student professional liability insurance.

Evaluating Student Learning and Field Setting Effectiveness Congruent with the Social Work Competencies

During the initial weeks of field placements students and agency field instructors identify specific learning activities within the field agency to ensure adequate agency opportunities towards student demonstration of core competencies. Students and agency field instructors identify **at least two** learning activities per practice behavior of the core competencies. Seniors are instructed to include a mix of activities of all social work levels of intervention (micro, mezzo, and macro) within competencies six through nine.

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context.	

Students are evaluated by agency field instructors at midterm and at the conclusion of a practicum. Likewise students will also complete evaluations on their performances as a means to self-evaluation. At both points in time a student is evaluated on his/her progression towards skill competencies within

learning agreement activities establishes at the beginning of the practicum. At the junior level the performance evaluation range includes: students not meeting expectations in a given area (0); students not meeting expectations but with evidence of meeting expectations in the near future (1); and students gaining experience and meeting expectations in a given area (2). In addition to the junior range the senior field level includes: student demonstrating beginning competency in a given area (3); students demonstrating competency (4); and students exceeding competency in a given area (5). Additional graduations of performance expectations are utilized from the junior to the senior field experience. As a result the junior field experience is designed to evaluate the foundational development of social work skills, while the senior level evaluates the advanced mastery of core skills needed for the profession. Final grades for the college Field Coordinator assigning the formal grade. The junior level of field is a Pass/Field course, with the senior practicum assigned a letter grade at the conclusion.

SENIORS	5	The student is exceeding expected competency in this area for generalist social work practice.	
	4	The student is demonstrating expected competency in this area.	
	3	The student is demonstrating beginning competency in this area	
	JUNIORS	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Several other evaluations occur at the end of the field practicum to encourage reciprocity of constructive reflection of supportive environments to student development. At the conclusion of a field placement, students complete and share the *Student Appraisal of Field Instructors* with their agency field instructors. Students also complete the *Student Evaluation of Field Placement* with the college Field Coordinator. Both evaluations provide student feedback surrounding agency supervision, overall field setting, educational focus, and program coordination. Lastly agency field instructors complete *Field Agency Evaluation of Program and Field Coordination*, providing constructive feedback regarding the collaborative partnership with the college program. All three evaluations assist in the identification of field strengths, limitations, and suggestions for improvement. Such evaluations are part of the continuous process of developing supportive field environments conducive to student performance of core competencies, and thus successful preparation for the profession of social work.

Besides the obvious appraisals obtained within the field evaluation tool, student learning and supportive environments can be further assessed within seminar discussions and assignments. In addition to evaluation forms and seminar, student learning and field setting effectiveness can be monitored in a few

other ways. *Weekly Conference Sheets* can be reviewed by the college Field Coordinator for experiences within key areas of generalist practice as outlined within the *Generalist Practice Log* section, as well as self-reflection and learning achieved within the *Student Weekly Journal* section. Lastly, issues surrounding field policy, design, and effectiveness are discussed within weekly faculty program meetings, and within advisory board meetings.

Senior Field Evaluation Tool to Follow. Both the Student (self-evaluation) and the Agency Field Coordinator complete the evaluation tool, however only an example of the Agency Field Coordinator follows. It should be noted however that both instruments are identical, including the mutually determined *Student Learning Agreement Activities to Meet Competency*; only the title at the top of the tool differs between *Student* and *Agency Field Instructor* at each level of field placement. It should also be noted that the Junior Field Evaluation Tool only covers the first six competencies. An *Agency Field Instructor* senior example follows.

Defiance College Social Work Program
AGENCY FIELD INSTRUCTOR SENIOR FIELD EVALUATION
(To be completed by Field Instructor)

Student: _____ Initial Site Visitation Date: _____

Agency: _____

Field Instructor: _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

SENIORS	JUNIORS	5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	2	The student is gaining experience and meeting expectations in this area	
	1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.	
	0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.	
	N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area	

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context.			
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
1.3	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.			
1.4	Use technology ethically and appropriately to facilitate practice outcomes.			
1.5	Use supervision and consultation to guide professional judgment and behavior.			

Instructor Comments

Student Comments

SENIORS	5	The student is exceeding expected competency in this area for generalist social work practice.
	4	The student is demonstrating expected competency in this area.
	3	The student is demonstrating beginning competency in this area.
JUNIORS	2	The student is gaining experience and meeting expectations in this area.
	1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
	0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
	N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area.

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
3.1	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
3.2	Engage in practices that advance social, economic, and environmental justice.			

Instructor Comments

Student Comments

SENIORS	5	The student is exceeding expected competency in this area for generalist social work practice.
	4	The student is demonstrating expected competency in this area.
	3	The student is demonstrating beginning competency in this area.
JUNIORS	2	The student is gaining experience and meeting expectations in this area.
	1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
	0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
	N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area.

2.1.4 Competency: Engage in Practice-Informed Research and Research-Informed Practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
4.1	Use practice experience and theory to inform scientific inquiry and research.			
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
4.3	Use and translate research evidence to inform and improve practice, policy and service delivery.			

Instructor Comments

Student Comments

2.1.5 Competency: Engage in Policy Practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
5.1	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.			
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services.			
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			

Instructor Comments

Student Comments

WITHIN COMPETENCIES 2.1.6 - 2.1.9 STUDENTS MUST COMPLETE A MINIMUM OF TWO LEARNING ACTIVITIES PER CLIENT SYSTEM (Individuals, Families, Groups, Organization, Communities). The two minimum is in total, NOT per competency or competency practice behavior.

SENIORS	5	The student is exceeding expected competency in this area for generalist social work practice.
	4	The student is demonstrating expected competency in this area.
	3	The student is demonstrating beginning competency in this area
JUNIORS	2	The student is gaining experience and meeting expectations in this area
	1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
	0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
	N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.6 Competency: Engage with Individuals, Families, Groups, Organizations, and Communities

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
6.2	Use empathy, reflection and other interpersonal skills to effectively engage diverse clients and constituencies.			

Instructor Comments

Student Comments

2.1.7 Competency: Assess Individuals, Families, Groups, Organizations, Communities

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.			
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

Instructor Comments

Student Comments

SENIORS	5	The student is exceeding expected competency in this area for generalist social work practice.
	4	The student is demonstrating expected competency in this area.
	3	The student is demonstrating beginning competency in this area
JUNIORS	2	The student is gaining experience and meeting expectations in this area
	1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
	0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
	N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.8 Competency: Intervene with Individuals, Families, Groups, Organizations, Communities

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.			

Instructor Comments

Student Comments

2.1.9 Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Midterm	Final
9.1	Select and use appropriate methods for evaluation of outcomes			
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.			

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____

Date: _____

Signature certifies that student has completed the necessary 450 hours for field

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

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

Agency site visitations assist in monitoring the progress of students within field education. The Field Coordinator makes two – three site visitations to the field agency to meet with the student and agency field instructor. Occasionally other staff pertinent to the experience of the student may also join these on-site meetings. At the junior level the Field Coordinator typically makes an initial and final site visitation, with the senior level encompassing site visitations within an initial, midterm, and final meeting. To encourage field education beyond the immediate boundaries of northwest Ohio site contacts may take place through technology, such as the use of telephone conferencing, Facetime, Google Hang, Skype, or similar means. Clients remain anonymous during such communication. Teleconferencing is extremely rare, only occurring on two occasions in the Field Coordinator's eighteen years of experience. Generally on-site visitations are made within a four hour or less, one-way distance.

In addition to campus orientations and on-site agency visitations the program is in contact with field instructors within junior mock interviews, the senior case presentations, and the social work advisory board. Field agencies are called upon to serve as potential interviewers for our junior mock interviews, which occur within the semester of the junior field experience. A majority of our field instructors or field agency representatives also serve on our social work advisory board, keeping abreast of the program's curriculum and field education. The advisory board also provides professional judges for the program's senior case presentations, being the senior capstone to the senior field practicum. Field instructors, however, are not permitted to judge seniors they once supervised, ensuring the program maintains ethical standards. All field instructors, regardless if serving or ever served on the advisory board, are invited to the senior case presentations. The advisory board, Mock Interviews, and Senior Case Presentations are just other examples of how the program remains in continuous dialog with field instructors and field settings surrounding the goals and educational focus of the field program.

B.2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the

program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The Defiance College Social Work Program provides quality field instructors dedicated to mentoring students through its field education. Agency field instructors possess degrees in social work from CSWE accredited programs, as well as post-degree practice experience within social services. Likewise field instructors show evidence of competence in the field, typically being state licensed, and adherence to social work values and NASW Code of Ethics. All proof of documentation (copies of degree or degrees, license, resume) is kept on file in the Field Coordinator's office as well as the individual field instructor's credentials kept within the perspective student's field file. Instructors exhibit a willingness to provide meaningful supervision that invites students to process and reflect on field experiences toward effective generalist practice. Additionally agency field instructors demonstrate the ability to select appropriate learning opportunities that results in the integration of academic content with practicum experiences. To ensure quality field instruction criteria for instructors is established and posted within the program's Field Manual as follows:

An agency field instructor must meet the following criteria:

- Received a BSW or MSW degree from a CSWE accredited school.
- Completed two years post-degree practice experience in social services.
- Commits to the values of the social work profession and abides by the NASW Code of Ethics.
- Exhibits competence in social work practice, such as being state licensed.
- Demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- Knowledgeable about the community surrounding the field setting and its resources.
- Commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- Attends field instructor orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field Coordinator.
- Openness to reflect on own professional practice for educational purposes of mentoring students.
- Provides meaningful supervision time for students to process and reflect on their experiences.

The majority of agency field instructors are LISW-S licensed, MSW credentialed. BSW credentialed agency field instructors are generally reserved for junior field practicum, with the exception of a limited few with most possessing years of extensive experience. In recent years **all** field instructors are social work degreed, with rare exception of an instructor degreed but without social work license.

In all practicum placements the emphasis is to provide the student with an appropriately matched field site with BSW or MSW supervision. However there are a few potential practicum sites in the northwest Ohio area that have no degreed social workers on staff, even though these agencies provide generalist social work service. To rule these sites out of consideration deprives students of potentially excellent exposure to social work populations. It also deprives agencies of the opportunity to be exposed to the advantages of professional social work training, and the social work profession the potential for upgrading educational requirements in future job openings. Therefore, the Defiance College Social Work Program is open to placing a limited number of students (**however none since the last re-affirmation**), particularly at the junior field level, in such placements given the following:

- The designated field instructor possesses credentials appropriate to services provided at the field setting. Examples include a grandfathered LSW, national or state certified professional, or degreed professional in a related field such as psychology, counseling, or criminal justice.
- The field instructor has appropriate length of practice experience in relation to the services provided at the agency field setting.
- The agency director and designated field instructor understand the link between their services and BSW generalist education.
- The field instructor is willing to attend orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field Coordinator.
- The field coordinator has been given the necessary release time by the program to provide necessary support, education, and supervision to the field instructor.
- The field instructor is aware of the values of the social work profession and NASW Code of Ethics.
- The designated field instructor is knowledgeable about the community surrounding the field setting and its resources.
- The field instructor commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- The field instructor demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- The field instructor is willing to reflect on own professional practice for educational purposes of mentoring students.
- The designated field instructor provides meaningful supervision time for students to process and reflect on their experiences.

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

Orientation for new field instructors occurs through campus orientation training and within individualized field agency site visitations. On campus orientation training can be offered up to two times an academic year dependent upon the number of new agency field instructors, as a majority of

the program's field instructors are long standing. Within the past academic year, however, new and seasoned field instructors were invited to campus for training on the new EPAS standards of CSWE within field education. The training covered the new standards, application to field evaluation tools, generalist practice, and ensuring generalist practice in field settings, including student use of *Weekly Conference Sheets* containing *Generalist Practice Logs*. Lastly, the trainings allowed for field instructors to network, share productive ideas, and provide the program with constructive feedback.

The primary mechanism for orientation of new field instructors occurs within the agency site visitations. At the junior level the Field Coordinator makes an initial and final site visitation, with the senior level encompassing site visitations within an initial, midterm, and final meetings. As indicated by feedback received of the field instructors, individualized meetings have been the most beneficial in assisting agencies in the supervision of students. Within the initial site visitation the Field Manual is reviewed with field instructors and pertinent agency staff for clarification on expectations of the field level - such as hours, weekly conferencing, and monthly time logs. All field instructors are offered a hard copy of the Field Manual and how to access Online. Semester calendars are provided for notifications of dates and times for future visitations, as well as the agendas for each visitation. For seniors, the syllabus is distributed from the concurrent seminar course for explanation on corresponding coursework, topics of discussion, assignments, and important semester dates. The handout *Understanding Generalist Practice for Field* is provided, discussed, and initialed by the agency field instructor for review of the key components of generalist practice as the structural framework for field. Additionally *Weekly Conference Sheets* are introduced as the means to highlight experiences within each key area of the generalist practice model as outlined within the *Generalist Practice Log* section, as well as promotion of critical thinking and self-reflection within the *Student Weekly Journal* section. Most important to agency site visitations is the review of the field evaluation tool. During site visitations the field evaluation tool is reviewed in detail with the field instructor for clarification of criteria for evaluation of practice behaviors within core competencies. Even with long-standing field instructors initial site visitations with the agency are at a minimum of one hour in length. Most on site visitations average an hour and one-half. On-site orientation of new field instructors typically averages two hours in length.

Ongoing dialog with field instructors is made possible through agency site visitations, solicited feedback on student assignments and evaluations, and training offered through the program. At the midterm site visitation *Weekly Conference Sheets* are surveyed in the presence of field instructors to ensure coverage

of key components of generalist practice, and the evaluation tool is revisited for student progression toward skill competencies. Throughout the practicum key assignments are reviewed by field instructors with comments prior to student submittals, ensuring field instructor knowledge of, and feedback regarding student comprehension of how generalist practice applies to specific agency settings. As a result the midterm site visitation and periodic assignment reviews allow for the dialog and collaboration between College Field Coordinator and agency to note satisfactory progress, as well as areas in need of attention.

Several evaluations occur at the end of a field practicum to encourage reciprocity of constructive reflection of supportive field environments. In addition to field instructor evaluations of students on completion of skill competencies, students also complete and share the *Student Appraisal of Field Instructors* with their agency field instructors. The student appraisal provides student feedback surrounding agency supervision, overall field setting, educational focus, and program coordination. Lastly agency field instructors complete *Field Agency Evaluation of Program and Field Coordination*, providing constructive feedback regarding the collaborative partnership with the college program. All three evaluations assist in the identification of field strengths, limitations, and suggestions for improvement. Such evaluations are discussed during the final site visitation and become part of the continuous dialog surrounding supportive field environments.

In addition to the campus orientations and on-site agency visitations the program is in contact with field instructors within junior mock interviews, the senior case presentations and the social work advisory board. Field agencies are called upon to serve as potential interviewers for our junior mock interviews. A majority of our field instructors or field agency representatives also serve on our social work advisory board, informing our program about the regional community needs, speaking on areas of expertise, and providing insight into agency needs. The advisory board also provides professional judges for the program's senior case presentations. However, if a field instructor also serves on the advisory board, judging a student one supervised is not permitted. All field instructors, regardless if serving or ever served on the advisory board, are invited to the senior case presentations. The advisory board, Mock Interviews, and Senior Case Presentations are just other examples of how the program remains in continuous dialog with field instructors and field settings surrounding the goals and educational focus of the program.

The Defiance College Social Work Program became a member of the Behavioral Health Professionals of Northwest Ohio as a means to offer additional training opportunities to agency field instructors and field agency settings. The association with BHP has allowed the program to assist field instructors with continuing education opportunities to remain current in the field, and thus allowed them to assist students with the latest professional trends in best practices (DSM V, licensure, dual diagnoses, treatment modalities). Additionally BHP offers ethics training on a yearly basis reminding field instructors of the values and ethics of the profession, as well as updating them on the current legal issues surrounding the social work practice. One recent example was *Ethics of Social Media and New Technologies*. One last area of content offered through BHP on an annual basis has been training on issues of diversity. In recent years topics have included cultural education and best practices with people living in poverty; the transgender community; the oppressed (*Anatomy of Prejudice*); diversity in older adults; elder abuse; Veterans; the deaf or hearing impaired; cultural sensitivity in the workplace; and persons with mental health issues (opioid addiction, PTSD, youth diagnosed in the past with ODD Oppositional Defiant & Disruptive Disorder). In the fall of 2018 Defiance College will host a BHPNWO workshop titled *Bridges out of Poverty*. Both as members of BHP, our program will collaborate with the Northwestern Ohio Community Action Commission to host the all-day event.

B.2.2.10 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

The growth and development of social work students benefits from exposure to a wide variety of practice experiences and social work settings. As a result, using a student's place of employment as a field placement is not encouraged. A practicum within a place of employment, however, is permitted on an individual basis as decided by the college Field Coordinator under advisement of the program. Such placements are to be limited and generally due to extenuating circumstances, such as student economic hardship and threat of job loss if student should relinquish employment to allow time and travel to another practicum site, and/or lack of available field agency settings in close proximity of student's residence.

Specific criteria need to be followed to ensure field instruction remains educationally focused rather than solely centered on provision of agency services. Likewise, a practicum within a place of employment should be administered in accordance with the field instruction policies and procedures as established by

the program for all students and stated within the Field Manual. To ensure an educationally focused practicum the following guidelines must be met:

- The agency meets the standards for consideration as a field agency as established by the program for all placements.
- Field instruction hours and assignments are completed in a different program or service area than from the area of employment, and offer a new and different learning experience than those experiences within regular employment.
- The agency has a qualified social worker (as established by the program for all placements) who can serve as the field instructor and who is NOT the supervisor for regular employment.

Implicit Curriculum

3.0 Diversity

B.3.0.1 The Program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

Defiance College within its four pillars of its mission and The Defiance College Covenant seeks to inspire within students *“a commitment **to know** the truth; **to understand** our world, and the diverse cultures within it; **to lead** within our profession; and **to serve** our families, our communities, and our world as responsible citizens.”* As members of the overall Defiance College community, students are to *“...respect the dignity and worth of each person”,* and to *“...move beyond tolerance and acceptance to understanding and appreciation of religious, cultural, and individual diversity.”* The mission statement is a reflection of the central values of Defiance College, and designed and supported by the entire college community with the understanding that it is always a work in progress. Likewise, the mission statement of the Social Work Program aims to develop professional generalist social workers who *“embody the values of our profession, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world.”* The Defiance College Social Work Program strives to uphold the overall mission of the college and the mission of the program at various levels as follows.

It is the policy of Defiance College, under its *Non-Discrimination and Equal Employment Opportunity Policy*, that there be no discrimination on the basis of *“race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, veteran status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies”* (pp. 28-29). The college has specific policies surrounding Equal Opportunity, Harassment, Discrimination, and Sexual Misconduct. The college, to which the Social Work Program supports and subscribes, is committed to multiculturalism in the belief that this is beneficial to all people and essential in strengthening the fabric of society.

When examining the staffing history of the Defiance College Social Work Program since its inception, there is evidence of a continuing commitment to provide students with a learning context which underscores both the program's and college's ongoing efforts toward diversity. The very first Schauffler Chair of Social Work at Defiance College was Ellen Moose, an African-American woman, who taught the first social work classes on our campus beginning in 1967. Since its inception a diversity of faculty of various ages has served the program as follows:

African American Female	2
African American Male	1
White Female	4
White Male	2
Korean/Asian American Female	2
White Male with Blind Disability	1

In all past faculty searches, strenuous efforts were made to hire minority faculty to enhance the diversity of the academic environment. In addition, part-time female and male practitioners of different sexual orientations and ages have taught upper division courses to broaden student exposure to diversity within the social work profession. At present, the program is served by two white females, ages 30 and 54. Defiance College as an institution presently has a 44% female full time faculty ratio and 56% percent full time male faculty; the average age of faculty is 50 years old.

According to the Director of Admissions, there has been an ongoing and concerted effort to recruit minority students to the campus. Some progress has been made in the recruitment and retention of students of minority status since the last CSWE reaccreditation. In looking at statistics of enrollment data of entering students, minority status of students increased from 28% in 2013 to 39% in 2017. Overall undergraduate ethnic breakdown indicated students of minority status at 25% during the fall of

2017, which was a steady increase from 20% in fall of 2015, 22% in fall of 2016, and a significant increase from 13% during the fall of 2010, which was reported in our last accreditation.

While it has been a challenge for Defiance College to attract international students, having only ten during 2017 (Jamaica, Canada, England, Mexico) there was an increase from only having four international students in 2010. There has been an increase in student representation from various states across the nation as well. Of course, the tri-state area of Ohio, Michigan, and Indiana produce the largest numbers, but Florida does come in fourth. In 2017, twenty-three states were represented at Defiance College, which was an increase from our last accreditation cycle.

In comparison to diversity of ethnic breakdown, gender diversity has found male students to represent 54% of the overall DC student body in recent years. In contrast, the Social Work Program of Defiance College has been 80 percent female, however our male demographic increased from the last CSWE accreditation from 8% to 20%. Overall diversity within the Social Work Program has indicated students of minority status have averaged approximately 18% in regards to self-identified Hispanic, Black/African American, or Asian American. Non-traditionally aged students within social work have averaged at 20%, which is almost double the overall campus percentage of non-traditionally aged students at 10.5 percent in 2017.

Our geographic area and rural demographic composition offer both opportunities and challenges. The surrounding five counties, in which the program has its largest proportion of field placements are overwhelmingly rural, the largest city being Defiance containing a population of approximately 16,687 people (Census Bureau, 2017). Defiance City is 87% white, with the county being 95.6% white. The surrounding four counties report white population ranging from 96.4%-97.2%. The Largest minority population in the region are persons who self-identify as "Hispanic" (versus Latinx). Defiance City has a Hispanic population of 14.7% versus 9.7% percent of persons who identify as Hispanic in the county, both of which exceed the 3.7 % for the state of Ohio. Additionally the surrounding counties have populations with Hispanic backgrounds ranging from 4.4%-8.5% (Census Bureau, 2017). The poverty rate in Defiance City is 18.8% (above the state rate of 14.6%), with Defiance County having a poverty rate of 10.4%. Other counties in the area have poverty rates ranging from 8.3%-10.7% (Census Bureau, 2017).

Defiance is within fifty miles of two cities with populations in excess of 250,000 people. According to the U.S. Census Bureau (2017) Fort Wayne, Indiana, located to the west of Defiance College, has a metro population of 265,904. Fort Wayne consists of an overall average minority population of 25.7% in regards to race and ethnicity. In comparison Toledo, Ohio, located northeast of the campus, has a metro population of 276,491. Toledo is comprised of a 36.5% overall average minority population.

Defiance College works hard to create a learning environment in which diversity is both supported and embraced. The efforts and resources that the college dedicates to that end include several offices and organizations.

The Office of Inter-Cultural Relations was established to foster a community at Defiance College that embraces multiculturalism and celebrates diversity and differences among students, faculty, and staff. Alesia Yakos-Brown, Associate Professor of Practice and Field Coordinator within the Social Work Program of Defiance College was one of two faculty members that served on the search committee to fill the position of the current Director, Mercedes Clay. Programs through the office are offered addressing diversity, sensitivity, and cross cultural issues for all members of the college community: Black History Month, Dr. Martin Luther King Jr. Day, Women's History Month, Rites of Passage celebration, and Hispanic Awareness Month. Some of the events this office held for the campus are: Documentary- *The Deportation of Innocence, Power and Representation: American Indians Sports Mascots, I am not your Negro* (James Baldwin), *Marshall* movie viewing, *I DREAM* Rhythm and Blues Opera, Lecture on Muslim Women's Rights, and Lecture on Civil Rights: Past and Present. This office also provides individual counseling regarding personal/academic concerns, information referrals, and other services that enhance the social, academic, and personal development of students of diverse ethnicities and international students on campus.

In the fall of 2017 The Charles K. and Esther C. Krieger Foundation awarded \$1 million to Defiance College for a visiting scholar program. This Visiting Scholar Program brings religious specialists to the DC campus each year in the fields of Judaism, Christianity or Islam. The First Scholar, Dr. Wendy Soltz joined the campus in January 2018 as the inaugural Krieger Visiting Scholar, of which Professor Alesia Yakos-Brown was on the search committee. Dr. Soltz holds a Ph.D. in Modern Jewish History from The Ohio State University. She earned a Master of Arts in Near Eastern and Judaic Studies from Brandeis University, a Master of Arts in Anthropology and Museum Studies from George Washington University,

and a Bachelor of Arts in Anthropology from Indiana University. Dr. Soltz has taught at The Ohio State University, Purdue University North Central, Indiana University East, Columbus State Community College, George Washington University, and most recently at Indiana University Purdue University Fort Wayne. She is executive director of the Indiana Jewish Historical Society. She is a member of Achduth VeSholom Synagogue in neighboring Fort Wayne, Indiana, as well as Association for Jewish Studies, American Jewish Historical Society and the Council of American Jewish Museums. She teaches courses in her area of interest as well as the course Global Issues. She also will coordinate a series on interfaith dialogue and understanding as well as engage in research benefiting students and society. Dr. Soltz also presented at the 2018 Defiance College McMaster Symposium with her research- *BEYOND SWASTIKA OR JIM CROW: A LOOK AT JEWISH SCHOLARS AND HBCUs, 1900-1960*.

Alesia Yakos-Brown, along with Defiance College staff member Jodi Holava (Athletic Director), were instrumental in starting GLASS (Gays, Lesbians, and Straight Supporters) on campus in 2008. The student named organization provides programming for the campus intended to broaden and deepen campus understanding of diversity within sexual orientation. This organization later became DC PRIDE, thus allowing students to recognize the universal term PRIDE for the LGBTQIA2 community. DC PRIDE has sponsored an annual "Day of Silence". Day of Silence is a predominantly student run event which strives to shed light on the silencing effect of anti-LGBT+ harassment, mocking, and bullying. By showing support this day brings awareness to these abuses and can portray through our shared silence that we are with the victims of these acts. This past year DC PRIDE decided to raise funds for The Trevor Project, which is a crisis intervention and suicide hotline for those within the LGBT+ community.

BASA, The Black Action Student Organization, provides several avenues for students to interact positively with the heritage of African-Americans and other cultures. BASA serves as a "family unit" with respect to personal, social, and intellectual growth for its members and others who participate in the campus community. BASA is open to all students within the campus community and hosts annual parties, poetry slams and other diversity programming. Two events that BASA held this previous year were the Interracial Dating Panel discussion and the *Lest We Forget: Looking Back, Looking Forward* event. One faculty was present on the Interracial Dating Panel, and both faculty attended Lest We Forget to observe five social work students demonstrate historical experiences through reciting poems, singing, and dancing.

The Intercultural Community Task Force (ICCTF) was a Defiance College committee that promoted intercultural and international community both within the college and with the Defiance community. It was originally established to give voice to underrepresented populations and to improve campus communication on issues of diversity. This task force later became known as the Diversity Council, of which Professor Alesia Yakos-Brown has been an ICCTF / Diversity Council member since 2001. Under the Diversity Council, the college's Diversity Statement reads as follows: *Defiance College is a community of individuals committed to creating a solid platform that acknowledges, respects, and accepts the diversity of our students, staff, faculty, alumni, and external stakeholders. We will embrace, support, and value the diverse cultural norms, backgrounds, and attitudes as well as the diverse ideas and experiences each member contributes to the community. Through open minds and an intellectual process, we strive to create an inclusive and safe community that celebrates our diversity.*

The following are the four objectives of the Diversity Council:

- **Objective #1** - Increase all aspects of diversity within our campus community by increasing recruitment efforts for faculty, staff and students to reach a broader national and international base
- **Objective #2** - Expand and enhance programming opportunities and academic support for first generation, academically challenged and gifted students
- **Objective #3** - Improve and more widely promote academic and extracurricular cultural experiences for students, faculty and staff globally, nationally, regionally and locally
- **Objective #4** - Heighten awareness and promote inclusiveness, respect, value and support of diversity within our college community

Defiance College offers a variety of services and resources to help students succeed. The Accessibility Services office works closely with students who have documented disabilities requiring accommodation to ensure equal access to the college's programs, activities, and services. Defiance College complies with all applicable state and federal laws and regulations related to the accommodation of students with physical disabilities, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Accessibility Services is the College's designated office that maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations, and coordinates services for students with disabilities. All Syllabi within the Social Work Program explains the Accessibility to Accommodations policy and encourages applicable students to contact the Accessibility Services Coordinator.

The Office of Students Academic Support Services (SASS) provides service to all students in their transition to and future success at Defiance College. The mission of SASS is to provide undergraduate students at Defiance College with a comprehensive array of resources and opportunities to become more independent and efficient learners, so that they are able to meet or exceed the college's academic standards and attain their personal educational goals. This office provides academic counseling and allows for faculty, staff, and students to submit academic and other concerns. Some of the other services this office assists with include: First-Year Seminar, Undeclared Advising, Study Skills Workshops, Success Coaching, and Individual Plan for Academic Success (IPAS).

As previously mentioned one service under SASS is the First Year Experience course. FYE 100, College Engagement Seminar, is designed for first year students to successfully engage in college life, including both the academic and social arenas. This course is organized around framing research questions and a course schedule with assignments that reflect the following focus:

1. To welcome students into the Defiance College (DC) academic community. A community based on academic curiosity, commitment, and conversation.
2. To explore the liberal arts and how they inform intellectual curiosity, academic commitment and personal success.
3. To develop a connection with your DC academic advisor, and an academic and co-curricular plan for your 4 years at DC.
4. To develop an understanding about conducting research at the college level, a skill known as information literacy.
5. To establish a sense of connection and belonging to DC.

The Social Work Program at Defiance College requires students to take SWK 265 Cultural Diversity, and SWK 235 Social Problems which introduce and enhance student understanding of diversity, discrimination, mechanisms of oppression, and strategies for change that advance social, economic, and environmental justice. In addition REL 201 Approaches to Religion provides students with a better understanding of religious ideas, values, and experiences within Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, and Christianity. SWK 265 covers diversity issues surrounding ethnicity, race, religion, gender, sexual orientation, age, physical/mental ability, social class, language, and geographic location. Within this course students self-reflect on their own cultural identities toward elimination of personal biases in professional practice, and explore a variety of cultures toward enhancement of cultural humility. SWK 235 facilitates increased awareness and understanding of social problems in the

United States and throughout the world surrounding well-being, human diversity, inequality, and globalization. Within this course strategies for action surrounding various social problems are examined toward advancement of social, economic, and environmental justice. Both courses incorporate readings, classroom exercises, simulations, games, internet activities, videos, guest speakers, experiential extensions, and literature reviews.

Courses in the Human Behavior and Social Environment sequence such as SOC 120 Life in Society and SWK 239 Marriage and Family teach differences in family structure, parenting, and life style, as well as the impact of race, ethnicity, culture, and class on family life and individual development. Additionally, social work majors are presented with the standard that ethical practice requires a striving toward cultural humility and that social workers must continually seek to expand their knowledge base to better serve the needs of their diverse clients. Likewise social workers are to engage in advocacy and social action within their ethical responsibility to clients. Therefore, each practice course requires textbook reading, supplemental reading, and case examples to further develop understanding and context for skill development regarding cultural humility and advocacy.

The Defiance College Social Work Program seeks opportunities to expose students to guest speakers of diverse backgrounds, or speakers from practice settings serving a diverse clientele. Often times the program can collaborate with other campus offices to secure notable speakers, such as working with the Office of Intercultural Relations, or the McMaster School for Advancing Humanity. Guest speakers, coming onto campus and/or into the classrooms, complement the program's curriculum surrounding issues of diversity and advocacy. The following agencies and/or guest speakers have enhanced the learning environment regarding diversity and difference in recent years.

Ability Center, <i>Aging in Northwest Ohio</i>	Bryan, Ohio
Ability Center, <i>No Wrong Door: Help Wherever You Turn!</i>	
Ability Center, <i>What to Know about Disability</i>	
Adams, Mike, <i>Geriatrics and Alzheimer's</i>	
ADAMhs (Alcohol & Drug and Mental Health Services) Board	Northwest Ohio
Andrew Ade, <i>Plays with Purpose: Shedding Theatrical Light on Social Issues</i>	Westminster College
AAUW (American Association of University Women), <i>Sexual Harassment on College Campuses</i>	
AAUW & Zonta, <i>Sister to Sister Summit for Girls</i>	Defiance, Ohio
<i>Sister to Sister Summit for Girls</i>	
Terry Anderson, <i>Unlocking the Wealth of Indian Nations</i>	Stanford University

Dr. Ruben Viramontez Anguiano, <i>Latino Families in the Great Lakes: Understanding Their Migration and Immigration Realities in Community and Educational Context</i>	Univ. of Colorado, Denver
Marcella Balin, <i>Anatomy of Prejudice</i>	Xenia, Ohio
Jeremy Ball, <i>A Dialogue</i>	Columbus, Ohio
Alumna Stephanie Barnard, <i>Social Work within the VA</i>	Dallas, TX
Rev. Jan Bechtel <i>Dialog in a Religiously Diverse World</i>	Defiance, OH
Jan Bechtel & Dean Johnson, <i>Can We Talk about Religion?</i> College	Defiance
Alumnus Craig Bills, <i>Ohio State University MSW Program</i>	Columbus, Ohio
Betty Blockenberger, <i>De-Escalation within Mental Illness</i> , Coping Center	Defiance, Ohio
Alice J. Brinkman, <i>ART within REACH</i>	Lansing, MI
Center for Child & Family Advocacy and Family Justice Center	Northwest Ohio
Chicago Center for Urban Life & Culture	Chicago
Community Health Professionals, <i>Hospice Bereavement</i>	Northwest Ohio
Dan Scribner of the Defiance County Probation Department ISP Unit	Defiance, Ohio
Dean Johnson, <i>How Race Impacts Understanding of Religion</i>	Defiance College
<i>Defiance College Honors Our Veterans</i>	Defiance College
<i>Defiance College Peace Pole Observance</i>	Defiance College
Defiance County United Way	Defiance, Ohio
Denique Dennis, <i>Conversation on Feminism</i>	St. Marys, Jamaica
Brenda Delarber and Cindy Shaffer, <i>Ageism</i>	Defiance College
First Presbyterian Church & Zion Lutheran Church, <i>Poverty in America: It's Not What You Think</i>	Defiance, Ohio
Arianna Galligher, LISW-S, <i>Culturally Competent Care for the Transgender Community</i>	Columbus, Ohio
Adrienne Gavula of the Ohio NASW – Interviewing Skills (Mental Illness and Disability)	Columbus, Ohio
Mark Hampton, <i>Think Like a King</i> , Dr. Martin Luther King, Jr. Celebration	Columbus, Ohio
Jenny Hoeffel of Veteran Prevention and Outreach Manager of MVGC	Defiance, Ohio
David Lyons, Mental Health Manager of U.S. Dept. of Veterans Affairs Medical in Washington, D.C.	
Jeff Markley of Positive Resource Connection, (Needle Exchange-Opioid Crisis)	Ft. Wayne, IN
Tabby Mowel and Jen Sims, <i>Female Veteran Social Work Majors at DC</i>	Defiance College
Ohio Attorney General's Office, <i>Elder Abuse: A Multidisciplinary Approach</i>	Columbus, Ohio
Ohio Attorney General's Office, <i>Servicing Victims with Disabilities and Victims Who Are Deaf or Hearing Impaired</i>	
PATH Center (Shelter for the Homeless/Soup Kitchen)	Defiance, OH
PFLAG (Parents, Friends, Family of Lesbians & Gays)	Ft. Wayne, IN
Brian Patrick, <i>De-Escalation of Adolescents</i>	Stryker, Ohio
Primeau, Rachel- <i>Mental Health and Aromatherapy</i>	
Qatar Foundation for Combating Human Trafficking	Doha, Qatar
Lindsay Robillard, ACCESS and Arab American National Museum	Dearborn, MI
Janie Rodriguez, <i>Northwest Ohio Hispanic Population and Migrants</i>	
Dave Serio, ACCESS and Arab American National Museum	Dearborn, MI
Sheltered Reality	West Liberty, Iowa
Silvia Pedraza, <i>Immigrants Then and Now</i>	Univ. of Michigan
Suicide Prevention Coalition, <i>One Step at a Time</i>	Northwest Ohio

Minn Nan Tin, Director of Burmese Advocacy Center <i>Tunnel of Oppression</i>	Ft. Wayne, IN Defiance College
Turner, Claire- <i>Dying with Dignity and Hospice Care</i> Margie Warren of the Allen County Department of Youth Service, Laurel Weaver, MSW/LISW-S, Ohio Network of Children's Advocacy Centers <i>Spotlight: Labor & Rural Trafficking</i>	Lima, Ohio
Yom Hashoah, Holocaust Remembrance Day	Defiance College

In recent years the Social Work Program has showcased diverse alumni from the program who have had successful careers, often in urban settings, by awarding the Schaufler Legacy Award. In 2015, the award went to Ray Santiago (Oakland, California) for his dedicated work and advocacy for human rights and social justice causes. Some of his causes included: leadership in Spanish speaking neighborhoods, bridge programs for inner city youth, healing programs for the indigenous in New Mexico, farm labor organizing, and the *Advancement of Non-White Cultures*. Likewise, in 2017 this award was presented to Dr. Terry Boyd (Columbus, Ohio) for his accomplishments in academia and public service. During his time at Defiance College he was a founding member of Black Action Student Association. After Defiance College, Terry earned an MSW and PHD from The Ohio State University, and later an MBA. Boyd is a Professor Emeritus of Franklin University, and former program chair at Ross College. He also established an educational program in the Middle East within Oman. This upcoming Homecoming we will be awarding Darnell Parker, who will also be inducted into the Defiance College athletic hall of fame. Darnell, also a member of BASA, spent time working with at risk youth and individuals with addictions. Additionally he was founder of *Mentoring Men for a Higher Calling*, co-founder of an after school program for youth, as well as helped to develop a multicultural library and created Hancock County's first youth and adult Diversion programs. The Schaufler Legacy Awards are presented during the fall Homecoming celebrations, with special time set aside for students to visit with the award winners within an informal Q & A session to learn about the experiences, passions, and expertise of the alumni.

During the fall semester the Student Social Work Organization joins with the Introduction to Social Work (SWK 121) class to organize an annual trip to an urban area. This urban experience began twenty-eight years ago, and is open to all students in the program. The trip is invaluable to exposing students to the strengths and challenges of social work practice in an urban setting with diverse populations. It serves as an opportunity to see social problems and service delivery systems on a much larger scale than in the northwest Ohio, rural environment in which the college is located. Within this diverse learning

environment students are exposed to the multiculturalism of an urban area and meet professionals and clients from diverse backgrounds. As a result, students come away from the experience with a new awareness and understanding of urban social work practice beyond what the textbook could ever provide. Furthermore, students are challenged to confront their cultural biases and frames of reference. The trip also provides a method through which students from different cohorts get to know each other as well as the social work faculty. Lastly, the trip concludes with a visit to a social work graduate program within the urban area being visited. Urban trips in recent years have included the following experiences:

2012

Through the Chicago Center *Learn CHICAGO* Program

Chinatown

Meeting with Arvis Averette, Urban Social Work Practicum Coordinator

African-American Community of Chicago's South Side

Wood Street Urban Farm – Job Creation & Fresh Produce to Urban Center

B.J.'s Market of Soul Food

Holsten Human Capital Development – Mixed Housing

Speaking in Tongues: The Chronicles of Babel within Greenhouse Theatre

Oral histories of extended family living in Chicago's housing projects.

Center on Halsted LGBT Community

2013

FALL

Annual Social Work Organization Urban Trip – **Detroit, MI**

Community Care Service, Taylor, MI

Mental Health; DC SW Alumna Najla Muta provided tour

Arab American Community and Islam; Ethnic Dinner

Arab American National Museum, Dearborn, MI

Merrill Palmer Skillman Institute; Wayne State University

Children and Families Research

Eastern Michigan School of Social Work, Ypsilanti, MI

SPRING

Visited the Burmese Advocacy Center to increase awareness on the Burmese Community in **Ft. Wayne, IN**

20 members of the Student Social Work Organization attended.

The center assists immigrant and refugees from Myanmar/"Burma"

Trip included introduction of staff and tour, presentation on the history of Burma, presentation on the organization and services, and visit to a Buddhist Temple.

2014

Annual Social Work Organization Urban Trip/IMAGINE Edventure – **Washington, D.C.**
NASW National Association of Social Workers
US Department of Veterans Affairs Medical Center
AARP
Amnesty International
Breakfast with Ohio US Senator Sherrod Brown

2015

Annual Social Work Organization Urban Trip **Columbus, Ohio**
NYAP National Youth Advocacy Program
Somali Community Center
Ohio State University MSW Graduate Program
21 Social Work Majors and 3 Faculty Participated.

2016

Annual Social Work Organization Urban Trip– **Chicago**
Refugee One
Halsted Center
Hall of Fame Legacy Walk with Social & Economic Justice Concentration
Feather Fist
Chicago International Hostel

2017

Annual Social Work Organization Urban Trip to **Cleveland, Ohio**
UCC Church Middleburg Heights, Ohio
Nazomi Acuti of Cleveland UCC Outreach
Case Western Reserve Mandel School of Applied Social Sciences Graduate Program
Cuyahoga County Children Protective Services - Supervisor of Emancipation Unit
Asians in Action Office
Cleveland Hostel
Confucius Institute of Cleveland State University
Office of Inclusion & Multicultural Engagement
Dr. Sandra Golden – College Students Transitioning from Foster Care System

2018

Annual Social Work Organization to **Detroit, Michigan**
University of Michigan Graduate School
Plymouth UCC United Church of Christ
AANM Arab American National Museum (Smithsonian Affiliate)
CHASS Community Health and Social Services Center
Cass Community *Tiny Houses* Non-Profit for Low-Income
Affirmations LGBTQ
Cultural Restaurants: Detroit 75 Kitchen, Imperil Mexican, Adonis Mediterranean
30 Social Work Majors, 2 Program Faculty, 1 Softball Asst. Coach Participation; 33 Total

In order to offer students opportunities for field placements with diverse learning environments the Social Work Program has offered placements in agencies located across a wide geographic area. The majority of placements have included agencies in a 50-mile radius as far north as Toledo, Van Wert and Delphos to the south, Ft. Wayne, Indiana, to the west, and Bowling Green and Findlay to the east. Although the cost and time has hindered students' ability to travel great distances, the program has continued to encourage placements outside the immediate northwest Ohio area. A few placements have been secured outside the immediate area in urban centers such as Dayton, Detroit and Chicago. Field Instructors within placements within a 50-mile radius of the college tend to represent the racial/ethnic composition of the area, while placements within larger urban centers offer a greater diversity of instructor composition, and thus have been highly recommended by the program. Regardless of location of a field placement, agencies must evidence policies surrounding equal opportunity/non-discrimination/harassment regarding employment and clientele served, in order to be considered as a field site. Such policies are maintained in field agency files.

The McMaster School for Advancing Humanity was founded to serve as a focal point for teaching, service, scholarship and action to improve the human condition worldwide. The mission of the McMaster School is to educate students for responsible citizenship; to produce committed global citizens and leaders who understand the importance of individual liberties in improving the human condition worldwide; and to encourage graduates to take an active role in addressing these issues in whatever professions they may choose. The School serves as a catalyst for innovative, interdisciplinary, community-based work by creating and supporting opportunities for teams of faculty, students, and staff to use their academic and professional skills to address community needs. Since 2004-2005, faculty and students from the social work program have been a part of the program as Fellows, Associate Fellows, and Student Scholars to Belize, New Orleans, Jamaica, Cambodia, and most recently Tanzania and Panama. Furthermore, McMaster established local community initiatives in 2017, with the first being the Independence Educational Center for youth with severe behavioral needs, and another to be determined in the area of foster care in collaboration with Social Work faculty member Tess Homier. The Social Work Program has had over 25 students and 3 faculty participate in McMaster international travel. The projects student scholars and faculty Fellows conduct on site are determined through collaboration with community partners in the identified project countries. Examples of social work student projects in recent years have surrounded: social media safety, human trafficking prevention,

domestic violence education, coping and relaxation skills, conflict resolution, micro-lending towards women's start-up business, sensory activities for children with disabilities, and vision testing for youth. In addition, Social Work faculty member Alesia Yakos-Brown conducted community assessments in the neighborhoods of Curundu and Mañanitas of Panama City.

B.3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

Defiance College is committed to attain equal opportunity via the *Non-Discrimination and Equal Employment Opportunity Policy*. In an attempt to recruit, admit, employ, and promote inclusivity the Defiance College Website states under Employment: *Defiance College is an equal opportunity employer committed to the diversity of faculty, staff and students. Applicants who will enrich the diversity of our campus and promote a spirit of inclusivity are especially encouraged to apply.* The Social Work Program has modeled such affirmation from the very inception of the program, with the first Schaufler Chair being an African American female, and with 50 percent of full-time faculty representing minority population over the years. In recent faculty searches at Defiance College, strenuous efforts have been made to hire minority faculty to enhance the diversity of the academic environment. In addition, part-time female and male practitioners of different sexual orientations and ages have taught upper division courses to broaden student exposure to diversity within the social work profession. Furthermore, the present social work faculty represents an overall balance in age, enriching the diversity of perspective within the program.

There has been an ongoing and concerted effort to recruit minority students to the Defiance College campus. Gender diversity has found male students to represent 54% of the overall DC student body in recent years. In contrast, the Social Work Program of Defiance College has been 80 percent female, however our male demographic increased from the last CSWE accreditation from 8% to 20%. Overall diversity within the Social Work Program in recent years has indicated students of minority status have averaged approximately 18% in regards to self-identified Hispanic, Black/African American, or Asian American, which is a slight increase from the last accreditation. Non-traditionally aged students within social work have averaged at 20%, which is almost double the overall campus percentage of non-traditionally aged students at 10.5 percent in 2010. Both the program and the college have greater numbers of minority representation than the surrounding counties of Northwest Ohio. The social work major has three of only ten international students on campus, and has maintained students within the

program from a diversity of sexual orientations, race and ethnicities, social classes, abilities, and ages; thus modeling inclusion and respect for diversity.

The College enhances its learning environment by giving voice to underrepresented populations on campus and providing multiculturalism programming. Professor Yakos-Brown, has been an active member of the Diversity Council since 2001, serving previously as a co-chair. Such membership has enabled the social work program to remain current on issues of diversity on campus, as well as connected on issues of diversity within the community. Furthermore, because of this connection, the program maintains a position of leadership regarding advocacy and action. Several required courses on issues of diversity and advocacy for various majors are taught by faculty within the Social Work Program. Examples would include SOC 120 Life in Society, SWK 235 Social Problems, SWK 239 Marriage and Family, and SWK 265 Cultural Diversity. Professor Tess Homier specializes in practice with individuals in the LGBTQIA2+ community and implements working with diverse populations into the Practice course sequence. Such courses teach understanding of differences in lifestyle, the dimensions and intersectionality of diversity, the mechanisms of oppression, professional ethics, and strategies for social, environmental, and economic justice. Having social work faculty teach these courses places the program in a leading role on campus to model affirmation and respect for diversity and difference. The Defiance College Social Work Program seeks opportunities to expose students to guest speakers of diverse backgrounds, or speakers from practice settings serving a diverse clientele, including exposure to the *Schauffler Legacy Award* winning alumni during the Homecoming weekend. Guest speakers, coming onto campus and/or into the classrooms, complement the program's curriculum surrounding issues of diversity and advocacy, and models respect for diversity to the entire campus. Students of other majors also are exposed to the diversity of guest speakers through enrollment within social work classes, or by open invitations to the entire college student body when guest speakers are present on campus. During the fall semester the Social Work Program and the Social Work Organization prepares an annual urban trip, serving as an opportunity for students within the major to see service delivery systems on a much larger scale than in the northwest Ohio, rural environment in which the college is located. Within this diverse learning environment students are exposed to the multiculturalism of an urban area, and meet professionals and clients from diverse backgrounds. The trip is invaluable in exposing students to the diversity of social work practice in an urban setting, as well as providing insight into interventions that increase opportunities for members of minority groups.

In order to offer students opportunities for field placements with diverse learning environments the Social Work Program has offered placements in agencies located across a wide geographic area. The program has continued to support placements outside the immediate area of northwest Ohio, and has encouraged placements in urban areas. Regardless of location of a field placement, agencies must evidence policies surrounding equal opportunity/non-discrimination/harassment regarding employment and clientele served, in order to be considered as a field site. Such a mandate is one manner in which the field program models affirmation and respect for diversity and difference within its learning environments.

The McMaster School for Advancing Humanity of Defiance College serves as a catalyst for innovative, interdisciplinary, community-based work by creating and supporting opportunities for teams of faculty, students, and staff to use their academic and professional skills to address global community needs. Social Work majors that serve as McMaster Scholars within the McMaster School obtain a greater awareness of global differences, respect for diversity abroad, and responsibility for taking an active role in improving the human condition worldwide. The Social Work Program's continuous involvement of faculty and students within the school from its very inception has modeled affirmation and respect for diversity and global differences.

3.0.3. The Program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

As with many small schools in rural areas of the Midwest, retaining skilled qualified people of diverse backgrounds has been a challenge. While the Social Work Program has maintained a diverse representation over the years, the overall institution during the 2017-2018 academic year had a faculty/staff minority representation of only 5.0%, similar to the past re-affirmation narrative. Likewise, attracting students with diverse identities, beyond the confines of northwest Ohio, has also been a challenge. However recent recruiting and retention efforts have been positive, increasing overall campus minority representation from 13% (2010) to 25% (2017). Likewise in the fall of 2017 there was a minority representation of 39%, one of the largest statistics in recent years. DC still faces the challenge of maintaining this momentum in the years to come. Furthermore, the college hopes to continue to geographically expand its recruitment efforts, maintaining the recent momentum of increasing student representation from across the United States, with 23 states being represented in 2017 up from 15 in 2009.

As a result of the challenges of attracting students with diverse identities to rural northwest Ohio, the current college's Strategic Plan has identified focused efforts within *Student Stakeholders* under *Resource Development* with the following goals to:

1. Develop and implement an inclusive, strategic recruitment plan.
2. Develop and implement an inclusive, retention plan.

During the 2018-2019 academic year, Defiance College will be continuing its work to create operational initiatives and measurable indicators to these goals within their Strategic Plan toward an overall framework for an affirming and supportive learning environment.

Several specific strategies have been considered within the Social Work Program to improve the learning environment regarding diverse identities. The main strategies that have been discussed involve field placements and the advisory board. A majority of field placements take place in the immediate surrounding area of the college. While these placements have many qualifying strengths, many reflect the overall racial/ethnic composition of rural, northwest Ohio, thus often lacking a diverse environment for skill development toward cultural humility. While many students desire diverse experiences, such as those within neighboring urban centers, many cannot afford the travel expenses or the travel time due to other obligations.

In consideration of economic justice, the program has discussed researching fundraising through the student organization for student travel stipends. In recent years, the program has tried to assist international students who are often without vehicles and/or driver licenses. Rural Northwest Ohio is without mass transportation and the limited taxi services are expensive. Upper level courses are now offered only on Tuesday/Thursday format to allow greater flexibility and larger blocks of time at placements, more conducive to placements that are farther in distance. In addition to travel stipends, technology now can allow students to participate in the classroom without being physically present. As a result students can pursue qualifying placements with greater diversity, such as within some home communities or other placements of great distance, by providing the means for students to remain connected to seminars and field coordination.

The Social Work Program's advisory board similarly reflects the difficulties experienced in diversifying the field experience, as the board typically reflects the practice community of northwest Ohio. The program has had past representation of male, Black/African American, Asian American, Muslim, and

LGBTQIA2+ members of all ages. Currently the advisory board has 46 percent minority representation, however the board is still comprised of mostly white females. As a result, the Social Work Program continues to explore opportunities to actively recruit practitioners of diverse identities. Again dialog of possible resolutions will include funding for travel reimbursement from neighboring urban centers, or the use of technology to connect with perspective members outside the immediate geographic area.

In recent years the Social Work Program has showcased diverse alumni from the program who have had successful careers, often in urban settings, by awarding the Schauffler Legacy Award. In 2015, the award went to Ray Santiago (Oakland, California) for his dedicated work and advocacy for human rights and social justice causes. Some of his causes included: leadership in Spanish speaking neighborhoods, bridge programs for inner city youth, healing programs for the indigenous in New Mexico, farm labor organizing, and the *Advancement of Non-White Cultures*. Likewise, in 2017 this award was presented to Dr. Terry Boyd (Columbus, Ohio) for his accomplishments in academia and public service. During his time at Defiance College he was a founding member of Black Action Student Association. After Defiance College, Terry earned an MSW and PHD from The Ohio State University, and later an MBA. Boyd is a Professor Emeritus of Franklin University, and former program chair at Ross College. He also established an educational program in the Middle East within Oman. This upcoming Homecoming we will be awarding Darnell Parker, who will also be inducted into the Defiance College athletic hall of fame. Darnell, also a member of BASA, spent time working with at risk youth and individuals with addictions. Additionally he was the founder of *Mentoring Men for a Higher Calling* and co-founder of an after school program for youth, as well as helped to develop a multicultural library and created Hancock County's first youth and adult Diversion programs. The program plans to continue to highlight diverse alumni that have accomplished great achievements within their various paths of social work.

Social Work faculty are involved in recruitment and retention of students from a diversity of backgrounds, by participating in orientations, meetings with perspective students, campus open houses, and attendance at campus student activities. By attending, faculty role model the importance of cultural humility and demonstrate support of all students from various populations. Faculty will continue to seize opportunities to recruit and retain diverse students.

Educational Policy 3.1- Student Development

B.3.1.1. The program Identifies the criteria it uses for admission to the social work program

The criteria for admission to the Defiance College Social Work Program appear in both the Defiance College Catalog and the Social Work Student Handbook in hard copy and online at <http://www.defiance.edu> and <http://www.defiance.edu/academics/bes/documents/social-work-handbook.pdf>. Students who choose to major must make formal application to the Social Work Program. Applications are available in the student handbook as well as being available in the office of the departmental secretary. Applications are submitted to the Social Work Program Director during the spring of the sophomore year. Transfer students with the necessary pre-professional coursework have until fall of their junior year. Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program.

Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program.

1. Sophomore standing and completion of minimum 21 credits in Social Work Pre-Professional Sequence Courses.
2. Have a cumulative grade point average of 2.25 or above.
3. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
4. Complete a written application.
5. Submit a written autobiographical paper.
6. Submit three completed professional reference forms.
7. Transfer students must submit references from a prior agency supervisor and from a faculty based supervisor.
8. Complete the personal disclosure form
9. Participate in an interview with Social Work faculty.
10. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the program.

11. Submit an example of a formal written assignment which includes citations. This paper should be one which was an assignment in a class that you have already completed.

B.3.1.2. The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

When applications are received a file is assembled for each candidate's application materials. The program director verifies the prerequisite coursework and grade point averages to determine eligibility for full or conditional admission into the program. In some cases, if a student is missing one or two of the pre-professional course requirements, the Program Director will allow the application to proceed with the understanding that missing coursework will be taken either in the summer or the following fall semester. This admission process has been in place since the practice sequence begins in the fall semester and each of the practice courses are only offered once a year. Consequently, an incoming major could be delayed by as much as a year. When all references, autobiographical statement, and personal disclosure form are submitted, the students are scheduled for interviews with the two full-time faculty members. All full-time social work faculty have access to the student application materials and during the interview faculty discuss any previous classroom or co-curricular experience concerns with the specific student and other faculty.

The interviews are thirty minutes in duration. The typical line of questions begins with a summary of the application process and informing the students of the possible determinations and timeline for receipt of the committee decision. The student is asked how they can be interested in the field of social work, their perceptions of the strengths they would bring to the field, as well as areas they identify as needing further development in order to be a successful professional. They are asked what their professional goals are and the populations of interest to them. The discussion is then opened to answer any questions the student has about the coursework, the field placement options, and the profession. Students are informed that the degree granted by Defiance College makes them license eligible providing there are no legal or behavioral issues which may be of concern to the licensing board for social workers in Ohio. Students who have disclosed criminal histories or ethical violations are encouraged to contact the Ohio Board for clarification of their licensing eligibility and to provide the program with that information. (Personal Disclosure Statement located in Student Handbook.)

Social Work faculty meets to evaluate the each student's petition for admittance. The likelihood of academic success and success in the field are discussed along with any concerns which arose in the interview or by the student's references. The faculty then reach a consensus as to the determination and a letter signed by the Program Director is sent to the student as well as a duplicate placed in the file. Based on the student's materials and admissions interview, the Committee takes one of three actions, including:

1. Unconditional acceptance:

The student has an overall GPA of 2.25, and a Social Work GPA of 2.5 along with letters of reference which commend their character and academic potential, and have demonstrated an understanding and acceptance of social work knowledge and values.

2. Conditional acceptance:

The student has an overall GPA of 2.25, a Social Work GPA of less than 2.5 but greater than 2.25 and the student's performance in the classroom or in a social setting has indicated some areas of concern; or the student has less than an overall GPA of 2.25 but has other outstanding attributes which indicate the potential for a successful career. A plan will be made to address the designated areas and time-line for review and final acceptance.

3. Non-acceptance ("Selecting Out"):

A Decision of non-acceptance will be based upon situations when one or more of the following criteria are met:

a) Inadequate academic performance (below 2.25) and does not demonstrate compensating attributes or improvement in a corrective direction.

b) Evidence of academic dishonesty (i.e. cheating, intentional plagiarism).

c) Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.

d) Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.

e) Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect interpersonal communication and interfere with the client's self-determination.

f) Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.

g) Refusal of recommended plan for resolution of areas seen as necessary for acceptance such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students who are not accepted into the program will be advised as to an alternate field of study.

B.3.1.4. The program describes its policies and procedures concerning the transfer of credits

The policy and procedures of the Defiance College Social Work Program regarding transfer credit appear in the Social Work Student Handbook in hard copy and online at <http://www.defiance.edu> and <http://www.defiance.edu/academics/bes/documents/social-work-handbook.pdf>.

The procedures are as follows:

1. The Registrar will initially review all previous courses in accord with General and Social Work Transfer policies.
2. Registrar will consult with Social Work Program Director before granting approval.
3. In accord with C.S.W.E. standards, no credit is given for life or work experience. In addition, field placement and practice courses are not transferable from non-accredited social work programs. Other courses transferred for non-accredited programs must have syllabi approved by the Social Work Program Director before transfer credit is granted.
4. Course work from other CSWE accredited Social Work programs will be accepted for Defiance College equivalent courses.
5. Students transferring after the sophomore year must complete an admission process which includes the application form, completion of three references, and faculty interview.

The Defiance College Social Work Program also has a Transfer Articulation Agreement with Northwest State Community College as follows:

**TRANSFER ARTICULATION AGREEMENT 3 + 1
BETWEEN
DEFIANCE COLLEGE
AND
NORTHWEST STATE COMMUNITY COLLEGE
In
Social Work**

This agreement is established to foster, enhance and maintain the timely transfer of Northwest State students to Defiance College's Social Work Program. The course-by-course transfer guide and the attached plan of study are part of the agreement and will be re-evaluated and updated on an annual basis.

Transfer Status

Students completing an Associate's Degree of Applied Science in Human Services at Northwest State Community College, will be granted admission at Defiance College at the senior (fourth year) status. During the third year, students will take additional general education/humanities classes from Northwest State Community College. These courses will be accessible at Northwest State Community College or online. To begin the fourth year of studies through Defiance College, students must successfully apply to the Social Work program and meet its requirements. All courses must transfer to Defiance College with at least a C grade. To be eligible for the baccalaureate degree of Social Work from Defiance College, the student must complete a total of 33 residency hours at Defiance College and have a minimum of 120 credit hours. Financial aid and student services afforded Defiance College students will be fully available to transfer students from Northwest State Community College during their senior year.

Transfer Credit

Students completing an Associate's of Applied Science Degree at Northwest State Community College will receive transfer credit of semester hours of all courses completed in the Associate's program in Human Services. Students will be required to complete a minimum of 90 semester hours through Northwest State Community College or transfer credit hours, and then the final 33 residency credit hours at Defiance College. These additional courses will satisfy Defiance College's accredited Social Work Program Requirements. Acceptance into the Defiance College Social Work Program is required, and not guaranteed. The transfer senior students will fall under the academic policies of the Defiance College catalog in effect when they enter Defiance College.

General Education Requirements

Upon application to Defiance College, an evaluation of general education requirements will be completed by the Registrar. The program outlines, which are part of this agreement, indicate the usual course requirements, but students who intend to transfer to Defiance College should work with their Northwest State Community College advisors to ensure that Defiance College academic requirements are met.

Degree Completion

Full time students with Associate of Applied Science Degree in Human Services, and transferring to Defiance College with 90 total credit hours, will be able to complete a Bachelor's degree in Social Work in an additional year of full-time study.

Terms of Agreement

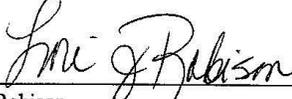
This agreement is in effect for an indefinite period, but is subject to modification or termination by either party upon sixty days written notice.

The Defiance College and Northwest State Community College authorize this agreement to become effective for the fall semester of 2018-2019 academic year on this day:

6/27/18
Date

6/27/18
Date


Agnes Caldwell
Vice President of Academic Affairs
Defiance College


Lori Robison
Vice President of Academic Affairs
Northwest State Community College

Plan of Study leading to a Bachelor of Science degree in
SOCIAL WORK at Defiance College

Northwest State Community College

Based on Human Services- Associate of Applied Sciences (2017-19 Catalog)

Fall Semester		Spring Semester	
ENG111 Composition I	3	ENG112 Composition II	3
HST101 Prin of Human Services	3	HST105 Cultural Competence	3
HST112 Group Work in Human Servs	3	HST212 Principles of Addiction	3
PSY110 General Psychology	3	PSY210 Abnormal Psychology	3
SSC101 Sociology	<u>3</u>	HST240 Social Problems	3
	15	Math elective	<u>3</u>
		<u>(DC recommends MTH105 or MTH109) 18</u>	

Fall Semester		Spring Semester	
HST208 Interviewing Techniques	3	HST214 Human Services Case Mgt	3
HST210 Human Services Methods	6	HST242 Marriage & Family	3
HST222 Ethics in Helping Prof	3	HST290 Practicum I	6
Humanities elective	<u>3</u>	Natural Science elective w/lab	
(DC recommends HUM210)	15	(DC recommends BIO101)	<u>4</u>
			16

Fall Semester		Spring Semester	
PSY 230 Human Growth/Dev	3	ECO 211 Macroeconomics	3
PHI 230 World Religions	3	HUM 230/221	3
STA 120 Intro to Statistics	3	SSC 130 Comparative Government	3
ENG 113 Speech	<u>3</u>	Elective in Art	3
	12	Elective #1	<u>3</u>
			15

Course requirements at Defiance College:

120 credit hours in courses required in Core, general education and majors/minors. This includes a minimum of 24 credit hours required in 300-400 level courses.

The following applies to the Defiance College Core:

Defiance College waives FYE 100. All other general education courses transfer to DC.

ENG 125 Composition I	ENG 111
ENG 225 Composition II	ENG 112
COMM 120 Intro to Comm	ENG 113
GLST 100 World Issues	SSC 130

The following applies to the Defiance College General Education Requirements:

Creative and Express Art Course	Transfers from above elective
Historical, Political and Multicultural Perspectives Course	Transfers as HST 290 above
Quantitative Reasoning	Transfers as Math above

Created April 2018

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

According to our *Transfer Credit Policy* in the Student Handbook:

In accord with C.S.W.E. standards, no credit is given for life or work experience. In addition, field placements toward senior practicum and practice courses are not transferable from non-accredited social work programs. Other courses transferred for non-accredited programs must have syllabi approved by the Social Work Program Director before transfer credit is granted.

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

All full-time faculty, after their first year, advise social work majors. Likewise, all students indicating either an interest in social works as a major or declares social work as their major is assigned a social work faculty member to be their advisor by the Registrar's Office. Any student declaring a double major in social work and another field is given a social work advisor and an advisor in the second field. Minors in other fields are coordinated by the social work faculty advisor. Our enrollment averages 50-60 students a year, freshman through senior, so the average number of advisees is 25-30.

The advising role is extremely important to our program. The advising of students truly begins almost at the point of recruitment to attend Defiance College. All prospective students meet with social work faculty and are given information on course requirements and sequencing at that time.

The freshmen at Defiance College are all advised through a freshman seminar course and their primary advisor is the instructor for that course. However, the freshmen who have an interest in social work are placed into the Introduction to Social Work course their first semester and have substantial contact with the instructor in that class as well as access to the activities of the student organization. The freshman advisors recognize the importance of social work students' contact with social work faculty and support its development.

Beginning in the sophomore year, when students formally declare Social Work, though not yet formally admitted, the primary advisor is a social work faculty member. The advising process involves two different, but not exclusive, processes. First, the class scheduling process requires that at least once a semester students discuss class selections with their faculty advisor. This is reinforced by requiring the

advisor to grant access to their scheduling before registration. The primary advisor is given access to an electronic file that charts the student's progress as well as final grades and transcripts.

The second advising process is professional or career advising. The students are encouraged to give careful consideration to all aspects of their career decisions as they are educated as to the particular personal aptitudes, values, and characteristics that are desired for a career in social work. The early field placement experience is available to students who are looking for more concrete ways of viewing or evaluating the social work practitioner's roles and tasks. The Office of Career Development of the college conducts training on resume preparation and schedules mock interview sessions with students in the fall semester of the junior year. In SWK 488, senior seminar, resume preparation as well as time spent preparing for the licensure exam, graduate school applications, and the role of lifelong learning in maintaining both professional competence and licensure.

Students who are uncertain regarding their own potential for a social work career are encouraged to consult with the social work faculty to aid in reaching a decision. An early career decision may always be reversed, and students are encouraged to bring any personal concerns about this career choice to the faculty at any point in the curriculum. The faculty has a responsibility for bringing what they identify as the student's vulnerabilities in a social work career to their attention. Social work students are also encouraged to interact with each other and to participate in the events sponsored by the social work program

B.3.1.7. The Program submits its Policies and Procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

In SWK 121 Introduction to Social Work, students are informed of the Social Work Program Student Handbook and its location on the webpage. The program's policies and other contents of the handbook are reviewed. At the time of admission to the program, students sign a form which states that they have read the handbook and agree to adhere to all policy statements within it. The disclosure form is also signed by a social work faculty member and placed in their file.

The Social Work Program Student Handbook and the Social Work Program Field Manual contain a section called "Standards for Social Work Education" which elaborates the expectations and criteria for evaluation in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional

Abilities; Professional Performance Skills; and Scholastic Performance. The Social Work Program faculty lists its grading policies in their course syllabi and provide rubrics for assignments. Both SWK 397 Field Experience and SWK 486 Field Instruction have field evaluation instruments which are in the Social Work Field Manual and on the website. Additionally, in the Student Handbook student rights and responsibilities as members of the program are clearly defined and accessible to students.

The Social Work Program Student Handbook and the Social Work Program Field Manual contain the Grievance Procedure, the procedure is outlined for program and divisional resolution as well as referring students to both the catalog and college student handbook for college-wide appeals.

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

In SWK 121 Introduction to Social Work, students are informed of the Social Work Program Student Handbook and its location on the webpage. Students also have access to hardcopies. The program's policies and other contents of the handbook are reviewed. At the time of admission to the program, students sign a form which states that they have read the handbook and agree to adhere to all policy statements within it. The disclosure form is also signed by a social work faculty member and placed in their file.

The Social Work Program Student Handbook and the Social Work Program Field Manual detail the policy of termination from the social work program as well as referencing student's right to appeal following the program's grievance procedure. There is also a procedure for students to be readmitted to the program in the event of their having been dismissed. There too, is referenced the appeal process if denied re-admission.

The Social Work Program Admissions Committee reserves the right to request that a student withdraw from the Social Work Program if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served.

A decision for terminating a student from the Social Work Program will be based upon situations when one or more of the following criteria are met:

1. Inadequate academic performance (below 2.0 and does not demonstrate compensating attributes or improvement in a corrective direction).
2. Evidence of academic dishonesty (i.e. cheating, intentional plagiarism).
3. Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
4. Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.
5. Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect interpersonal communication and interfere with the client's self-determination.
6. Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.
7. Refusal of recommended plan for resolution of the problem such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students have a right to appeal their termination from the Social Work Program. Students should submit their appeal first to the Social Work Program Director and follow the process outlined in the Program's Grievance Procedure. Students who have been dismissed from the Social Work Program may apply to be readmitted upon meeting the following criteria:

- 1) Students must submit an application and three letters of recommendation.
- 2) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.
- 3) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 4) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the

Social Work Program faculty. Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

B.3.1.9. The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Students who are in the Social Work Program have certain rights and responsibilities that are clearly defined and are included in the Student Handbook. In SWK 121 Introduction to Social Work, students are informed of the Social Work Program Student Handbook and its location on the webpage. Students also have access to hardcopies. The program's policies and other contents of the handbook are reviewed. At the time of admission to the program, students sign a form which states that they have read the handbook and agree to adhere to all policy statements within it. The disclosure form is also signed by a social work faculty member and placed in their file.

Students have four representatives on the Social Work Program Advisory Board and the Schauffler Advisory Board for the program. Students are involved in the faculty search process. Student rights items 13 through 16 speak directly to this standard.

Rights

Social Work majors have the right:

1. To be treated with courtesy, respect and fairness by college faculty and administrators.
2. It is the policy of Defiance College that there be no discrimination against any individual in educational or employment opportunities because of race, ethnicity, religion, national origin, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, veteran status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.
3. To receive reasonably prompt feedback on assignments and tests and be informed in a timely fashion of serious problems in course work through warning slips. A student also has the right to be informed about what they need to correct or improve performance.
4. To privacy, not to have personal or academic information released to the Field Instructor without the student's written consent.
5. To request a change in field placement when a conflict cannot be resolved by the student, the Field Coordinator or the Field Instructor when the conflict is not related to inappropriate student behavior.

6. To appeal and go before the appropriate committee concerning an academic grade.
7. To appeal and follow procedures concerning dismissal from the Program.
8. To request a change in advisor when there has been a poor fit between advisor and student and to be provided with a new advisor.
9. To have a voice and be heard in choosing client populations and agency settings for internships and field placements.
10. To choose not to participate in any research study conducted by the college, the Program or faculty member.
11. To not have student's written assignments copied or distributed without student's consent.
12. To receive information about important professional matters, such as licensing, graduate school application and NASW membership.
13. To be elected and participate in the Social Work Program's Community Advisory Board.
14. To participate and give feedback to the faculty regarding the hiring of full-time tenured-track Social Work faculty by meeting the candidates and hearing presentations by the candidates.
15. To participate in curriculum development and revision by providing feedback to the Social Work faculty by filling out evaluations and completing the senior evaluation of the Social Work Program.
16. To participate in meetings with the Council on Social Work Education accreditation site team, either individually or as a group.
17. To be informed of changes in the Social Work curriculum in a timely manner that impacts a student's requirements for the major.
18. To form organizations and/or clubs with other social work majors and to plan activities with them.

In addition to their rights, Social Work majors have the responsibility:

1. To treat college administrators, Social Work faculty, Agency Field Instructor and fellow students with respect and courtesy.
2. To act according to the NASW Code of Ethics.
3. To read the Program's Student Handbook to be familiar with the requirements, curriculum and policies of the Social Work Program and the NASW Code of Ethics.
4. To be familiar with the Council of Social Work Education's Curriculum Policy Statement, which is in the Student Handbook and the Field Manual.

5. To read the Field Manual and be familiar with and follow the expectations and requirements for fieldwork placements.
6. To fill out course evaluations, service learning, internship and field placement evaluations and senior's evaluation of the Social Work Program.
7. To respect confidentiality both in the classroom and in the fieldwork placement.
8. To meet with their advisors regularly concerning their courses and schedules and graduation requirements.
9. To share important information that affects their academic and/or field placement performance with advisors.
10. To maintain good attendance, be punctual for class and field placements, turn in assignments on time and make appointments with faculty and Fieldwork Supervisors as necessary.
11. To notify their advisors of any decision to change majors and/or transfer to another college, preferably discussing these issues with the advisor prior to making the decision.
12. To work collaboratively with the Fieldwork Coordinator and social work faculty on finding service learning projects, internships and field placements by filling out the necessary forms, making calls and setting up appointments with potential supervisors.
13. To meet all deadlines and paper work required for course registration, dropping and adding courses, incomplete grades, academic courses and fieldwork.
14. To allow adequate time for requesting letters of reference from Social Work faculty and provide the faculty with the necessary information on student's academic performance.

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

The Social Work Student Organization was created in 1976 for the benefit of Defiance College social work students. The organization has space in the Schauffler student lounge for their monthly meeting. Meetings are conducted by the officers and program director who are kept informed of program issues and proposed changes in the program. They are an officially recognized campus organization and receive funding from the student senate in addition to program support. The organization also has representation on that body. Annually the organization co-sponsors the *Welcome to Campus* Party, the Empty Bowls fund-raiser for the local homeless shelter, an urban trip to a major metropolitan city, the end of the year pizza party, volunteering trips to the nursing homes, various speakers and workshops on

relevant social issues, as well as other social and professional activities. Students in the Defiance College Social Work Program also have the opportunities to raise issues affecting their interests in the classroom. This happens frequently, as most of the curriculum has one section offered a year. Consequently, all juniors are in SWK 355 in the fall semester and SWK 356 in the spring semester and seniors are in SWK 457 in the fall and SWK 488 in the spring thus creating another point of contact for communicating and organizing among and between themselves. The cohort provides a strong cohesive unit because of this structural curricular design. Many of the students' interests are advanced through the cohort and classes in addition to the student organization.

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes emulates and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service- as well as their interactions with one another, administration, students, and community- the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Tess Homier MSW, LISW-S

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701 N. Clinton Street Defiance, OH 43512
419-783-2556

The Ohio State University

05/11-05/12 - *Master of Social Work Degree*;
Advanced Standing Social Work Program

Bluffton University

08/06-05/10 - *Bachelor of Arts in Social Work; Minor in Psychology*
Social Work Organization Student Social Work Assistant
Cross-cultural experience in San Antonio, Texas, which focused on adolescent treatment on the US/Mexican border (06/09)

Academic Appointments

Defiance College Defiance, Ohio

August 2014- Present

Social Work Program Director/ Assistant Professor of the Practice of Social Work

- SWK 121 Introduction to Social Work
- SOC 120 Life in Society
- SWK 290 Abnormal Psychology
- SWK 235 Social Problems
- SWK 239 Marriage & Family
- SWK 278 Interviewing and Interpersonal Communications
- SWK 265 Cultural Diversity
- SWK 355 Practice 1
- SWK 356 Practice 2
- SWK 379 Applied Behavioral Science
- SWK 476 Social Welfare Policy
- Human Sexuality

The Ohio State University Lima, Ohio

Summer 2016/Summer 2017

- Introduction to Social Welfare

Northwest State Community College Archbold, Ohio

Spring/ Summer 2018

- Social Problems

Professional Experience in the Clinical Field

AJA Behavioral Private Practice Napoleon, Ohio

Licensed Clinician 01/2015- Present

The National Youth Advocate Program Columbus, OH

Licensed Clinician- Outpatient Mental Health Therapist 11/12- Present

- ◆ Worked closely with Franklin County Probation to help facilitate treatment for sexually aggressive adolescent females
- ◆ Experience with treating children and youth in foster care and outpatient mental health
- ◆ Facilitated reunification treatment with families and sexually aggressive youth

Mid-Ohio Psychological Services Newark, OH

Licensed Clinician 05/12- 11/12

Licensed Practicing Intern 09/11-05/12

- ◆ Experienced with diagnosis and treatment of mental health disorders and dual diagnosis clients; and sexually aggressive youth and survivors of sexual abuse
- ◆ Experience with Co-facilitating Dialectical Behavioral Therapy treatment group
- ◆ Experience with treating families and couples
- ◆ Formally completed diagnostic assessments (including ISP's) within the time frame allotted
- ◆ Administered projective and achievement testing
- ◆ Collaborated with other clinicians for the purpose of engaging clients in couples and family counseling
- ◆ Empowered and advocated for clients to increase positive functionality in the client's lives.
- ◆ Effectively provided crisis intervention
- ◆ Utilized many various treatment modalities, which include: Cognitive Behavioral Therapy, Solution Focused Therapy, Motivational Interviewing, Exposure Response Treatment and Mindfulness Based Treatment.

Professional Organizational Memberships

2010 – Present	National Association of Social Workers
2010 – Present	Ohio NASW
2014 - Present	Association of Baccalaureate Social Work Program Directors
2012 – Present	Licensed Independent Social Worker
2014- Present	Defiance College Social Work Advisory Board, Defiance, Ohio

Curriculum Vitae
Alesia Yakos-Brown, M.S.W./L.I.S.W
Ohio LISW # 5953 (expires 11/18/2018)

Home: 4446 Monmouth Road
Convoy, OH 45832
419-749-2955

Office: Schauffler Hall Room 207
701 N. Clinton St,
Defiance, OH 43512
419-783-2425
aybrown@defiance.edu

Education

1986 - Defiance College – Bachelor of Science - Social Work & Psychology
1990 - Ohio State University - Master of Social Work Concentration:
Clinical Practice of Child & Family Services

Academic Appointments

August 2002- Present	Associate Professor of Practice, Field Coordinator & Advising Social Work Program Defiance College, OH. SW 235 Social Problems SW 265 Cultural Diversity SW 397 Junior Field Experience SW 457 Social Work Macro Practice: Communities & Organizations SW 486 Senior Field Instruction SW 488 Senior Seminar SW 373 McMaster Panama Learning Community
2015 – 2017	Promotion and Tenure Committee
2016-2018	Commuter Committee
2015	Strategic Planning Team
2014 – 2015	Defiance College Assessment Committee
2013 – 2016	Defiance College Teacher Education Committee
2009 – 2016	Co-Chair, Defiance College Strategic Planning Committee
2009 – 2010	Chair, Defiance College Strategic Planning Committee
2008 – 2009	Strategic Planning Committee
2006 – 2010	Defiance College Diversity Council (Formerly Intercultural Community Task Force)
2011 – 2016	Intercultural Community Task Force
2002 – 2011	Adjunct Professor of Social Work Defiance, College, OH. SO/SW 235 Social Problems SO/SW 265 Cultural Diversity SW 457 Social Work Macro Practice: Communities & Organizations SW 486 Senior Field Instruction SW 488 Senior Seminar
August 2001 – August 2002	Adjunct Professor of Sociology Wright State University, Lake Campus, Celina, OH
1990-1991	

Presentations

Yakos-Brown, A. *Panama Learning Community*. Presented at the McMaster Symposium – *The Question of Individual Liberties as Critical to Improving the Human Condition*. April 6, 2017. Defiance College, Defiance, Ohio.

Yakos-Brown, A. Small Group Facilitator at *Conversation on Feminism*, Presenters Harper, M.C. & Dennis, D. March 31, 2017. Defiance College, Defiance, Ohio.

Yakos-Brown, A. *Panama Learning Community*. Presented at the McMaster Symposium – *The Question of Individual Liberties as Critical to Improving the Human Condition*. April 14, 2016. Defiance College, Defiance, Ohio.

Yakos-Brown, A. *Panama – Nicaragua honors exploratory trip*. Presented at the McMaster Symposium – *The Question of Individual Liberties as Critical to Improving the Human Condition*. April 8, 2015. Defiance College, Defiance, Ohio.

Yakos-Brown, A. *Communication techniques to avoid workplace conflict*. Presented for Promedica's Defiance Regional Medical Center. May, 2014; Promedica DRMC, Defiance, Ohio.

Golden, S. & Yakos-Brown, A. *An action plan to D.I.E. for*. Diversity Council Workshop. April, 2014; Defiance College, Defiance, Ohio.

Yakos-Brown, A. *Ethical decision making in practice*. Distinguished Faculty Presentation. March, 2014; Defiance College, Defiance, Ohio.

Defiance College Diversity Council. *Crossing Borders*. Presented at the McMaster Symposium - *The Question of Individual Liberties as Critical to Improving the Human Condition*. April, 2013; Defiance College, Defiance, Ohio.

Bechtel, J., Johnson, D. & Yakos-Brown, A. *Can we talk (about religion)?* Diversity Council Workshop. February, 2013; Defiance College, Defiance, Ohio.

Delarber, B., Shaffer, C., & Yakos-Brown, A. *Ageism*. Diversity Council Workshop. November, 2012; Defiance College, Defiance, Ohio.

Yakos-Brown, A. *LGBT and first year seminar*. Panel Discussion. November, 2012; Schomburg Auditorium, Defiance College, Defiance, Ohio.

Woodfield, C. & Yakos-Brown, A. *Ethical decision making within home health care*. Presented for the Community Health Professionals. October, 2012; Defiance College, Defiance, Ohio.

- Woodfield, C. & Yakos-Brown, A. *Ethical decision making within home health care*. Presented for the Community Health Professionals. October, 2012; Community Health Professionals, Van Wert, Ohio.
- Yakos-Brown, A. *Poverty in America: It's not what you think*. Panel Discussion. October, 2012; First Presbyterian Church and Zion Lutheran Church, Defiance, Ohio
- Defiance College Diversity Council. *Embracing diversity: Best practices for both the individual and the institution*. Presented at the McMaster Symposium – *The Question of Individual Liberties as Critical to Improving the Human Condition*. March 29, 2012. Defiance College, Defiance, Ohio.
- Intercultural Community Task Force: Clay, M; Golden, S.; Harper, M. C.; Shaffer, C.; Suzo, M. & Yakos-Brown, A. *Embracing Diversity: Best practices for both the individual and the institution*. Presented at the McMaster Symposium - *The Question of Individual Liberties as Critical to Improving the Human Condition*. March 31, 2011. Defiance College, Defiance, Ohio.
- Robison, L. & Yakos-Brown, A. *Social worker ethics training for those in the developmental disabilities, mental health & healthcare professions*. Presented for the Northwest Ohio Waiver Administration Council. February, 2010; Northwest State Community College, Archbold, OH.
- Plant, M., Tabit, M. & Yakos-Brown, A. *The power of possibility, process and partnership* Presented at McMaster Symposium Collegiate Global Summit - *Humanity at the Crossroads: Challenges to Sustainable Community Development*. Presented with Defiance College students of the Campus Connects Student Philanthropy Project. April, 2009, Defiance, OH.
- Forward, K., Gunsch, G., Knueve, K., Weaner, P., Weirauch, K. & Yakos-Brown, A. *Combating domestic violence here at home*. Presented during the Defiance College Honors Symposium. April, 2008, Defiance, OH.
- Powell, L. & Yakos-Brown, A. *ETHICS: In the helping professions*. Workshop for Area Office on Aging of Northwestern Ohio. October, 2006, Toledo, OH.
- Parker, C., Wojtas, J. & Yakos-Brown, A. *Increasing access*. Served as a panelist at the Collegiate Global Summit of the Bonner Summer Leadership Institute – *It's Up to You: Students Impacting the Globe*. June, 2006, Defiance, OH.
- Yakos-Brown, A. *Access to housing*. Served as a panelist during the McMaster School for Advancing Humanity Symposium – *On the Border of Discovery: The Fact of Global Citizenship*. April, 2006, Defiance, OH.

Powell, L & Yakos-Brown, A. *ETHICS: In the helping professions*. Workshop for the Fulton/Henry Networking Association of Northwest Ohio. September, 2005; Northwest State Community College, Archbold, OH.

Yakos-Brown, A. *The culture of engagement: Integration of Night without A Home with social work practice course*. Workshop for Ohio Campus Compact. February, 2005; Bowling Green State University, Bowling Green, OH

Powell, L, Sanford, R. & Yakos-Brown, A. *Senior case presentations: Integration of academic content with practice in the field*. Workshop for 22nd Annual Association of Baccalaureate Social Work Program Directors Conference. November, 2004, Detroit, MI.

Yakos-Brown, A. *Application of the Defiance College Generalist Model to the field practicum*. Workshop for Defiance College Social Work Agency Field Instructors. November, 2003, Defiance, OH.

Powell, L., Weaner, J. & Yakos-Brown, A. *One program's model of outcome assessment*. Workshop for 21st Annual Conference of the of Baccalaureate Social Work Program Directors Conference. October, 2003, Reno, NV.

Yakos-Brown, A. *Understanding family dynamics in terminal illness*. Workshop for the Community Health Professionals. October 18 & 23, 2001; Defiance & Van Wert, OH.

Wasserman, B. & Yakos-Brown, A. *Helping those who are seriously ill and their loved ones*. Workshop for the Community Health Professionals and over 20 nursing homes in Northwest Ohio. January – May, 2001.

Pike, P & Yakos-Brown, A. *Lessons on living and loving: The dying process*. Workshop for the Community Health Professionals and over 20 nursing homes in Northwest Ohio. January – May 2000.

Yakos-Brown, A. *Understanding Medicare & Medicaid*. Workshop for the Community Health Professionals. Spring of 2000, Van Wert, OH.

White, F. & Yakos-Brown, A. *Meeting psychosocial and communication needs of the terminally ill*. Workshop for the Community Health Professionals and over 20 nursing homes in Northwest Ohio. January – May 1999.

Yakos-Brown, a. *Patient Self-Determination*. Workshop for the Community Health Professionals. Spring 1999, Van Wert, OH.

Yakos-Brown, a. *Patient Self-Determination*. Workshop for the Community Health Professionals. Winter 1998, Van Wert, OH.

Yakos-Brown, A. *Psychosocial Needs Assessment*. Workshop for Community Health Professionals and over 20 nursing homes in Northwest Ohio. January – May 1998.

Yakos-Brown, A. *Understanding Medicare & Medicaid*. Workshop for the Community Health Professionals. Spring of 1997, Van Wert, OH.

Professional Experience

June 1990 – August 2002	Social Service Supervisor, Community Health Professionals, Van Wert, OH.
June 1997 – June 2002	Coordinator, TRAILS Children’s Bereavement Camp, Community Health Professionals and St. Rita’s Hospice, Lima, OH.
February 1992 – 2002	Coordinator, Hospice Memorial Service, Community Health Professionals, Van Wert, OH.
April 1995 – April 2002	Local Discussion Monitor, Living with Grief Annual Teleconference, Hospice Foundation of America, Van Wert, OH.
1992 – 2002	Hospice Volunteer Trainer, Community Health Professionals, Van Wert, OH.
1992 – 1994	Contracted Instructor, Court Mandated A-OK Program for Divorcing Parents, Northwest Ohio.
June 1990 – November 1991	Senior Clinician, STARR Commonwealth Schools for Boys, Van Wert, OH.
May 1986 – June 1990	Social Service Worker, Van Wert County Juvenile Court Youth Bureau, Van Wert, OH.
1988 – 1989	Contracted Instructor, STEP Parenting Program, Van Wert, OH.
1988 – 1991	Hospice Social Worker, Van Wert & Paulding Area VNA, Van Wert, OH.

Professional Organizational Memberships

2013 – Present	Defiance County F amily and C hildren F irst Council
2004 – 2016	Northwest Ohio Housing Coalition
2003 – Present	National A ssociation of S ocial W orkers
2003 – Present	Ohio N ASW
2007 – 2009	Representing Region 1 (Toledo) on the N ominations, I dentification & L eadership C ommittee
2002 - Present	Association of B accalaureate S ocial W ork P rogram D irectors
2002 – Present	B ehavioral H ealth P rofessionals of N orthwest O hio
2002 - 2004	O hio A ssociation of U ndergraduate S ocial W ork E ducators
1997 – 2005	National Bereavement Facilitator, American Academy of Bereavement (# 999005593)
1992 – Present	L icensed I ndependent S ocial W orker

Community Board Memberships

2013 – Present	Defiance County F amily and C hildren F irst C ouncil S teering C ommittee
1998 – 2001	W omen & F amily S ervices, Defiance, Ohio
1997 - Present	Defiance College Social Work Advisory Board, Defiance, Ohio

Kathy Williams Homier L.S.W., L.P.C.C.

P.O. box 427
304 Grove Street
Contincatal, Ohio 45831
Phone: 419-596-4201
E-mail: humphack@ids.net

Objectives

To provide mental health treatment to individuals and families who desire to make changes in life.
To provide education to community members and students.

Education

1977-1981 Bachelor degree in Social Work, Bluffton College

1993-1997 Master of Arts in Counseling, Heidelberg College

1998-Advanced Coursework in Counseling, Heidelberg College

Experience

1983-1985 Quadco Rehabilitation Center, Social Skills Trainer

1985-2001 Maumee Valley Guidance Center
Intake Specialist, Vice President of Client Services and Market Development

1997-2010 Dr. Angela Best and Associates, Therapist

2006-Present Defiance College, Part time Faculty

2010-Present Defiance Clinic, Behavioral Health, Therapist

Additional Qualifications

▶ I am a Licensed Social Worker and a Licensed Professional Clinical Counselor

Craig Bills

MSW/LSW
cbills001@defiance.edu
Home 419-953-5048

Current Address
810 Perry Street
Defiance, Ohio 43512

Education

The Ohio State University, Columbus, Ohio
Master's of Social Work from College of Social Work
June 2013 - May 2014

Defiance College
Major: Social Work
Minor: Psychology
August 2009 - May 2013

Professional Work Experience

Williams County Juvenile Court Bryan, Ohio April 2018 - Present
Diversion and Programs Counselor
Obtain referrals through Juvenile Court, Williams County Schools, police departments, prosecutors office, and parents.
Complete screening tools to assist in facilitating a case plan for each case
Provide counseling services and support
Create and facilitated therapeutic based groups for juveniles
Assist in obtaining further resources for youths and their families as needed
Collaborate with professionals within each school to better assist each youth

Assisting Our Kids Van Wert, Ohio December 2017 - Present
Presenter
Co-facilitate three hour presentation to parents going through divorce, dissolution, or change of custody
Educate parents on co-parenting appropriately when going through divorce, dissolution, or change of custody

Recovery Services of Northwest Ohio Defiance, Ohio February 2016 - March 2018
Dual-Diagnosis Counselor
Performed diagnostic assessments for Co-occurring Disorders
Conducted Individual Counseling Sessions for Co-occurring Disorders
Facilitated three hour long drug and alcohol groups
Provided community resources and crisis intervention to Clients
Communicated with community supports including Probation Officers, Case Workers, and other providers
Participated with weekly Family Intervention Court Treatment Team meetings

The Area Office on Aging Napoleon, Ohio
LTC Care Manager (PASSPORT & Assisted Living)

July 2014 - February 2016

- Completed face to face home visits and re-determinations with individuals and families
- Provided education while connecting consumers to local resources
- Advocated for consumers through service providers
- Participated in networking and PR events
- Determined feasibility of individuals to participate in HOME CHOICE Program
- ODA and OSHIIP certified
- Gained invaluable understanding of Medicare/Medicaid systems
- Depicted events through documentation within agency computer system
- Assisted abundantly with Information Technology (IT) within the agency

Social Work Experience

LifeCare Alliance Columbus, Ohio
Social Work Intern

- Developed and presented "Red Flags" training to all LifeCare Alliance Staff
- Created a "Workplace Violence" training to be used by department heads for training

Fresh Friday's

- Managed the program with oversight of 15 or more volunteers
- Organized the distribution of food for over 150 families weekly

Columbus Cancer Clinic

- Helped clients through admission process to obtain services via in person and by phone
- Dealt with Medicaid hotline
- Implemented the transfer of client data into new system database
- Designed improved methods of data collection and insertion into new database
- Lead role of "Adopt A Family" for Christmas

Help At Home

- Performed home visits to complete case openings and reassessments
- Developed a Help At Home brochure
- Created a Prezi and presented to Help At Home Staff on "loving what you do and boundaries"

Area Office on Aging Napoleon, Ohio
Social Work Intern

- Actively participated in initial assessments, home visits, and re-determinations
- Presented information to consumers during home visits
- Acquired improved understanding of Medicare/Medicaid systems
- Contacting service providers
- Involved with networking and PR meetings

Coping Center Promedica Defiance Regional Hospital
Social Work Intern

- Conducted psychosocial assessments
- Assisted with groups
- Participated in treatment plan meetings
- Shadowed couples sessions

- Completed client charts
- Interacted with clients to address/talk to about needs or problems

Domestic Violence Offender Group Center for Child and Family Advocacy
Social Work Intern

- Participated in a male domestic violence offenders group once a week
- Involved in discussions within groups
- Worked with an individual to complete homework

A Night without A Home Defiance College
Publicity

- Led publicity portion of A Night without A Home
- Created brochure for the event, set up signs around town
- Participated in an interview with the local television station
- Advocated for the rural homeless

Empty Bowls Defiance College
Publicity

- Headed publicity portion of Empty Bowls
- Getting information out through emails, faxes, newspaper, phone calls, posters, pamphlets, and radio
- Volunteered to take tickets to places, pick up food from area restaurants, set up center, serve food, and clean up
- Helped sand bowls that were sold to benefit PATH Center

Activities

McMaster School for Advancing Humanity, Defiance College

Cambodia Trip, May 2012 - June 2012

- Researched Cambodian history and culture
- Researched Post Traumatic Stress Disorder and presented findings and self-help tools to staff and clientele at Cambodian Women's Crisis Center & Shelter (CWCC), Health Center for Children (HCC), and Krusar Tamey.

Napoleon Summer Tennis Camp

- Ran tennis clinic 3 days a week from 8:30 A.M. to 4:00 P.M. for 5 weeks
- Taught three different levels of tennis from 5 years of age to 18 years of age
- Made the daily schedule for the clinic and lead each group

Defiance College Men's Tennis Team, Defiance College

- 2012/2013 Team Captain

Becky Simpson, MSSW

PO Box 268, Hager Hill KY 41222

606-793-7006

Rebecca.Simpson@uky.edu

Education

Bachelors of Science in Social Work (BSSW), Spalding College, Louisville KY (1988)

Masters of Science in Social Work (MSSW) Kent School of Social Work, University of Louisville KY (1993)
- Emphasis on Administration and Social Policy, Social Justice

Healing Practitioner Certificate in Healing Touch Spiritual Ministry, Institute of Spiritual Healing and Aromatherapy, Inc. Knoxville TN (2016)

Work Opportunities

Social Worker (1991-1993)

Jefferson County Department of Human Services, Louisville KY

Case Manager (1993-1998)

Physical Rehabilitation Unit, Baptist Regional Medical Center, Corbin KY

Adjunct Professor of Social Work (1997)

Cumberland College, Williamsburg KY

Focus Group Consultant (1999-2001)

Toborg Associates, Washington DC

Cancer Control Specialist (1998-Present)

Kentucky Cancer Program at Markey Cancer Center, University of Kentucky

Research

- **Aspire** Pilot project – a tobacco prevention program in the schools created and sponsored by MD Anderson Cancer Center
- Evidence based research for **Cooper Clayton Method to Stop Smoking - Self Help Method**
- **Health Rocks** Pilot project with Extension Services in KY and Mississippi
- **Kentucky LEADS Collaborative** (Lung Cancer Education, Awareness, Detection, Survivorship) lung cancer screening pilot sponsored by Lung Cancer Alliance, University of Kentucky and University of Louisville
- Hal Rogers **Marty Driesler** lung cancer research project
- **Team Up** National Research project for breast and cervical cancer sponsored by National Cancer Institute
- **Worksite Wellness**- working with Human Resource Departments at local businesses to develop a cancer screening program for colon, skin and lung cancers.
- Conduct focus groups, key informant interviews and surveys

Grants

- Wrote 8 mini-grants funded by the Regional Prevention Center for creation of literature for tobacco cessation
- Developed **low literacy breast cancer materials** for participants of the Mt. Comprehensive Care Center Greenhouse program
- Created a **Story Telling Project** with people who have dealt with colon cancer or had a colon cancer screening with a grant from the East TN State University. A CD was made from the stories and a play was written and performed by community partners.

Conferences

- **District Cancer Conferences-** planned and facilitated annual conferences in each district around current issues on the cancer continuum of care. Worked with community partners to carry out plans formulated from the conference ideas.
- **National Conferences-** Presented 2 poster displays at the CDC Conference in Washington, DC, 2006
 - **Motivating Communities To Action In Colorectal Cancer Screening**
 - **Building Community Capacity In Harlan County Kentucky**

Professional Memberships

- Leadership East Kentucky (1999)
- Fellow, Kentucky Public Health Leadership Institute (2003)
- Delta Kappa Gamma Epsilon Chapter, Ashland KY (2012)

References

Margaret Ward

Nurse Navigator, OLBH Women's Center
 1000 Ashland Drive
 Ashland, KY 41101
 (606) 836-7465
Margaret_Ward@bshsi.org

Margaret Ramsey Simkins

112 Tradepark Drive
 Somerset, KY 42503
 (606) 679-7204
mramsey@kcp.uky.edu

Debra Armstrong, MSW, MPA

Senior Director of Community Programs
 Director, Kentucky Cancer Program
 Markey Cancer Center, University of Kentucky
 2365 Harrodsburg Road, Suite A-230
 Lexington, KY 40504-3381
 Telephone: (859) 323-2002
 E-Mail: dka@kcp.uky.edu

Experiences

- Opened 3 new offices including combining three districts into a Regional Office
- **Community Partnerships/ Coalition Building**
 - Brought community agencies together for common events
 - Started 3 new cancer coalitions
 - Worked with 8 active coalitions on cancer issues in their communities
 - Train and assist facilitators for Cooper Clayton Method to Stop Smoking
- Served on **Community Advisory Boards**
 - Johnson/Martin ASAP Board
 - Floyd/Pike ASAP Board
 - Floyd County Extension Advisory Council
 - Magoffin County Extension Advisory Council
 - Johnson County Extension Health Steering Committee
- Sponsor **Cancer Support Groups**
 - General Cancer Support Group
 - US TOO! Prostate Cancer Support Group
 - Adventure Weekend -a retreat for women cancer survivors
- **Breast Cancer Awareness Month activities with KY Office of the First Lady**
 - Celebration of Hope with Judi Patton
 - Birthday Teas with Glenna Fletcher
 - Horses and Hope activities with Jane Beshear
- **Colon Cancer Awareness Month Activities**
 - Dress in Blue
 - Colon Tour
 - Faces of Colon Cancer display
- **Lung Cancer Awareness Month Activities**
 - Plan to be Tobacco Free Classes
 - Faces of Lung Cancer display

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

The Social Work Program currently employs two full-time faculty and two part-time faculty to teach the present course offerings in the department. In the past five years we have had a total of four part-time faculty teach.

The full-time faculty represents a range of teaching and practice experience and all hold a minimum of an MSW degree from a CSWE accredited institution. Practice courses are taught by Professor Tess Homier and Prof. Yakos-Brown who have approximately twenty-three (23) years of combined experience. (Please refer to the faculty data form and curriculum vitae for each faculty member submitted with this report.) This variety allows the Program to draw from each faculty member's areas of expertise and interests which enhances the course content and learning experience for our students. The complementarities found between faculty foster mutual respect and ease of consultation.

A summary of faculty credentials, areas of interests, and teaching assignments are as follows.

Professor Tess Homier, MSW, LISW-S – Social Work Program Director

Professor Tess Homier started as full time faculty in August of 2014. Prior to higher education Professor Homier worked in mental health and foster care starting in 2011. She continues her practice at a private practice in Napoleon, Ohio. Professor Homier specializes in treating children and adolescents (families), as well as sexuality and sexual deviances. She also has past experiences facilitating Dialectical Behavioral Therapy groups, juvenile sex offender groups, Moral Recantation Treatment Groups, and Wellness Management Recovery groups. Since arriving at Defiance College, Homier has devoted a great deal of focus on clinical work with individuals, families, and groups. She also is the Faculty Director of the Defiance College Social Work Student Organization. In 2017, Professor Homier moved from Interim Social Work Program Director to an official capacity. Her course load includes: Introduction to Social Work, Interviewing, Practice with Individuals, Practice with Groups and Families, and Abnormal Psychology. Her qualifications include as a practice faculty, Professor Homier graduated with her MSW from Ohio State University, a CSWE accredited graduate program.

Professor Alesia Yakos-Brown, MSW, LISW – Field Coordinator

Professor Yakos-Brown had a successful career in practice for fifteen years before moving into higher education at DC. The basis of her practice were community based services with most of her time spent as a Medical Social Service Supervisor with Home Health Care and working with Hospice services. Since arriving at Defiance College, Yakos-Brown has devoted a great deal of time and attention to multicultural/diversity issues both in the area and on campus as well as poverty related community task forces. She has also provided licensure continuing education units on ethics. Her course load consists of Cultural Diversity, Social Problems, Practice III: (Macro Systems Generalist Practice), and Senior Seminar. As Yakos-Brown is also the Field Coordinator, she supervises Junior Field Experience and the Senior Field Instruction. As to her qualifications as a practice faculty, Professor Yakos-Brown graduated with her MSW from Ohio State University, a CSWE accredited graduate program and has twelve years of post-masters experience.

Kathy Homier, LSW, LPCC-Instructor

Professor Homier is a Licensed Professional Clinical Counselor and Licensed Social Worker who has 33 years of clinical experience working with individuals and families. Ms. Homier brings a wealth of experience to the SWK 239 Marriage and the Family, which is in our pre-professional track. She also has in the past has taught Life in Society, Introduction to Social Work, and Policy ,and is a long time member of the Advisory Board for the program. Kathy has taught as a part time instructor for 17 years.

Craig Bills MSW, LSW

Professor Bills is a Licensed Social Work and an alum of the Defiance College Social Work Program. Craig has previous experience working with the geriatric population and with addictions. Craig currently works as the Diversion and programs counselor at Williams County Juvenile Court and has been teaching as a part-time instructor with the program since 2017. He is currently teaching Policy as well as Life in Society (Introduction to Sociology). Craig received his MSW from The Ohio State University.

B.3.2.2. The program documents that faculty who teach Social Work practice course have a master’s degree in Social Work from a CSWE-accredited program and at least two years of post –master’s social work degree practice experience.

The full-time faculty represents a range of teaching and practice experience and all hold a minimum of an MSW degree from a CSWE accredited institution. Practice courses are taught by Professor Tess Homier and Prof. Yakos-Brown who have approximately twenty-three (23) years of combined experience. This variety allows the Program to draw from each faculty member’s areas of expertise and interests which enhances the course content and learning experience for our students.

A summary of faculty credentials, areas of interests, and teaching assignments are as follows.

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Professor Tess Homier started as full time faculty in August of 2014. Prior to higher education Professor Homier worked in mental health and foster care starting in 2011. She continues her practice at a private practice in Napoleon, Ohio. Professor Homier specializes in treating children and adolescents (families), as well as sexuality and sexual deviances. She also has past experiences facilitating Dialectical Behavioral Therapy groups, juvenile sex offender groups, Moral Recantation Treatment Groups, and Wellness Management Recovery groups. Since arriving at Defiance College, Homier has devoted a great deal of focus on clinical work with individuals, families, and groups. She also is the Faculty Director of the Defiance College Social Work Student Organization. In 2017, Professor Homier moved from Interim Social Work Program Director to an official capacity. Her course load includes: Introduction to Social Work, Interviewing, Practice with Individuals, Practice with Groups and Families, and Abnormal Psychology. Her qualifications include as a practice faculty, Professor Homier graduated with her MSW from Ohio State University, a CSWE accredited graduate program.

Professor Alesia Yakos-Brown, MSW, LISW – Field Coordinator

Professor Yakos-Brown had a successful career in practice for fifteen years before moving into higher education at DC. The basis of her practice were community based services with most of her time spent as a Medical Social Service Supervisor with Home Health Care and working with Hospice services. Since arriving at Defiance College, Yakos-Brown has devoted a great deal of time and attention to multicultural/diversity issues both in the area and on campus as well as poverty related community task forces. She has also provided licensure continuing education units on ethics. Her course load consists of Cultural Diversity, Social Problems, Practice III: (Macro Systems Generalist Practice), and Senior Seminar. As Yakos-Brown is also the Field Coordinator she supervises Junior Field Experience and the Senior Field Instruction. As to her qualifications as a practice faculty, Professor Yakos-Brown graduated with her MSW from Ohio State University, a CSWE accredited graduate program and has twelve years of post-masters experience.

B.3.2.3. The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities

In spring of 2018, there were 63 identified Social Work majors enrolled, 32 of whom were junior and seniors. The full-time faculty-to-student ratio was approximately 1:31. Of the 63 identified majors 52 are full-time and 11 are part-time, with a faculty to full-time student ratio of 1:26. Although our program has grown, this faculty-to-student ratio still allows for individualized attention to students, particularly for personalized academic and career advising. The small class size creates an environment for a high

level of student-teacher interaction and increases faculty awareness of the student's preparedness for the profession.

The Social Work Program has sixteen classes listed in the catalog, one which is a general education requirement (Life in Society). With the exception of the course SWK 301 Research Methods, all courses, because of the size of the program are offered only once per academic year. The Life in Society course, being general education is the only course where multiple sections are offered in a given semester. On occasion, if interest and enrollment warrant, social work courses are offered in the summer term. Occasionally, Junior and Senior Field Placements are offered in a given semester to accommodate students schedules and our Degree Completion Program, however all pre-requisites have been met. In any given year, there are sixteen courses necessary to offer, plus the general education offering (SOC. 120). The two full-time faculty's availability for curriculum coverage, accounting for release time, is 12 courses. Two part-time faculty teach three of the sixteen openings. So the number of full-time and part time faculty teaching the Social Work curriculum covers all sixteen courses. Other sections of the SOC 120 course are taught by qualified full time faculty in other departments.

There are currently 63 students enrolled in the Social Work Program which makes a 1:31 ratio of faculty to students of which 32 are juniors and seniors, a 1:16 ratio for upper level courses. Furthermore, of the 63 identified majors 52 are full-time and 11 are part-time, with a faculty to full-time student ratio of 1:26. In recent years in lower level social work courses the class size averages about 20-30 students whereas upper level courses average 15-20 students per class. Class size that exceeds this enrollment would be a rare exception because there are very few classrooms on campus that will accommodate more than 30 students. The Social Work Program and the institution value the intimate classroom setting offered at Defiance College and the personalized attention given students. Therefore, multiple sections of a course are offered, such as with the Life in Society course, and a part-time faculty hired to keep class size small and avoid enrollments of 60-90 students in one course section. The current full-time faculty members in the Social Work Program are meeting their teaching responsibilities, student advising duties, committee work and have been an active resource for both the campus community and the community-at-large.

B.3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work and whose principle assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

**** Former Program Faculty Members**

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part I**

Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

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

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

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

Provide the information requested below for all faculty employed in full- and part-time positions *within the past academic year.*

Initials and Surname of Faculty Member	Date of Appointment	Race / Ethnicity	Gender	Teaching Practice (Y or N)?	Years of Practice Experience		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program**	
							Previous Positions*		Current Position*			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
T. Homier	2014	White	F	Y	1	6			4		100	
A Yakos-Brown	2002	White	F	Y	4	12					100	
K. Homier	2001	White	F	N	14	14 (MA Counsel)					12.5	
C. Bills	2017	White	F	N		4					12.5	
R. Simpson**	2017	White	F	N	5	24					12.5	

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary—Part 2**

Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with *Accreditation Standards* stated below.

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

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

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

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*. List from highest to lowest in rank.

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure (✓ One)			Tenure-Track (✓ One)	
		Part-Time	Full-Time	Yes	No	NA	Yes	No
T. Homier	Program Director/Asst. Professor Practice		X			X		X
A. Yakos-Brown	Field Coordinator/Associate Prof of Practice		X			X		X
K. Homier	Instructor	X				X		X
C. Bills	Instructor	X				X		X
R. Simpson**	Instructor	X				X		X

[Type here]

B.3.2.5. The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the programs mission and goals.

The Social Work Program adheres to the institution's policies with regard to faculty work load. "A normal teaching load is 24 semester hours during the regular semesters or the pre-negotiated equivalent thereof, per academic year... (Defiance College Faculty Handbook, 2017, p. 26-27). A full-time faculty member's duties to the College go beyond his/her teaching load and normally include such responsibilities as academic counseling, faculty and administrative committee work, and other tasks normally associated with faculty responsibilities in higher education. In the Social Work Program, the Social Work Program Director and the Field Coordinator are each given 25% release-time, or the equivalent of one 3 hour course each semester, in order to fulfill their administrative duties in their assigned roles. The teaching of summer courses or any additional courses would be an overload and faculty would receive the appropriate prevailing compensation. The Social Work Program has kept full-time faculty overloads to a minimum, typically reserved for students needing independent studies to meet the plan of study standards, and has utilized part-time adjunct faculty to teach additional course listings This philosophy of active engagement and interaction is an institutional strength and impacts the approach to teaching and learning at the college. The Defiance College Social Work mission encourages us to be a learning and nurturing community of self-reflection, academics, and experiential learning. The present faculty workloads have allowed for the program to fulfill its mission. This is a teaching college and not a research school. The expectation for faculty research and publication is not an institutional emphasis, but engaged teaching is. At the present levels of student enrollment in the Program, faculty workloads are commensurate with faculty interest, experience, administrative functions, the desired level of service to the institution and its mission as amplified through the educational philosophy.

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B. 3.2.6. Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners, through dissemination of research and scholarship, exchanges and 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 missions and goals.

The Social Work program supports professional development as teachers and scholars for its faculty through providing moneys for memberships and travel. Each full-time faculty has a paid Association of Baccalaureate Program Directors membership, the Program Director receives a CSWE membership. Both faculty have an NASW membership. Both faculty also complete thirty hours of continuing education every two years to maintain licensure. Each full-time faculty currently receives \$700.00 of support to attend one major conference per year. This combined with \$300-\$500 that each faculty receives from the divisional fund has ensured that the all full-time social work faculty have attended at least one national conference annually. When presenting papers, faculty members receive support through the VPAA's budget and the Faculty Development Fund. Professor Yakos-Brown is active with Behavior Health Professionals of Northwest Ohio. She takes the lead in our professional community exchanges and works extensively with groups organizing and facilitating different continuing education experiences by bringing them to campus so that our students may also participate. Yakos-Brown also conducts ethics training for licensure renewal. Lastly, Professor Yakos-Brown has presented on her research surrounding community assessments in Panama. She is also the representative for the Defiance Family and Children First Council. Professor Homier has attended Baccalaureate Program Directors annual conference for the past four years, two of which she attended the *New Program Directors Training*. She is also a board member of AGAPE missions. Both full-time faculty are licensed and Defiance College compensates for licensure renewal fees.

The Social Work Program at Defiance College seeks to maintain on-going exchanges with external constituencies in order to continue the quality of education desired for graduates, to impact the local community, and to contribute to the advancing of the profession. One of the primary ways in which the Social Work Program maintains an on-going exchange with the practice community is through the Social Work Program Advisory Board. The Advisory Board members include the Program full-time faculty, four student representatives, and eight to ten members of the local community who are or have been employed in the social service sector. Past members have included agency directors, practitioners, current and former field instructors, alumni, community college faculty. The Advisory Board meets two times during each academic year. The board members are elected for one-year renewable terms. The

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Social Work Program also seeks to collaborate with local social service agencies beyond the field education component. The Program has worked with local agencies such as The Center for Child Advocacy, Jobs and Family Services, The Path Center, the Diversity Council, and Legal Services of Northwest Ohio. Such collaborations have resulted in sponsored workshops and seminars to students, area social workers and the local community. The workshops have often been for continuing education units or for public awareness and education.

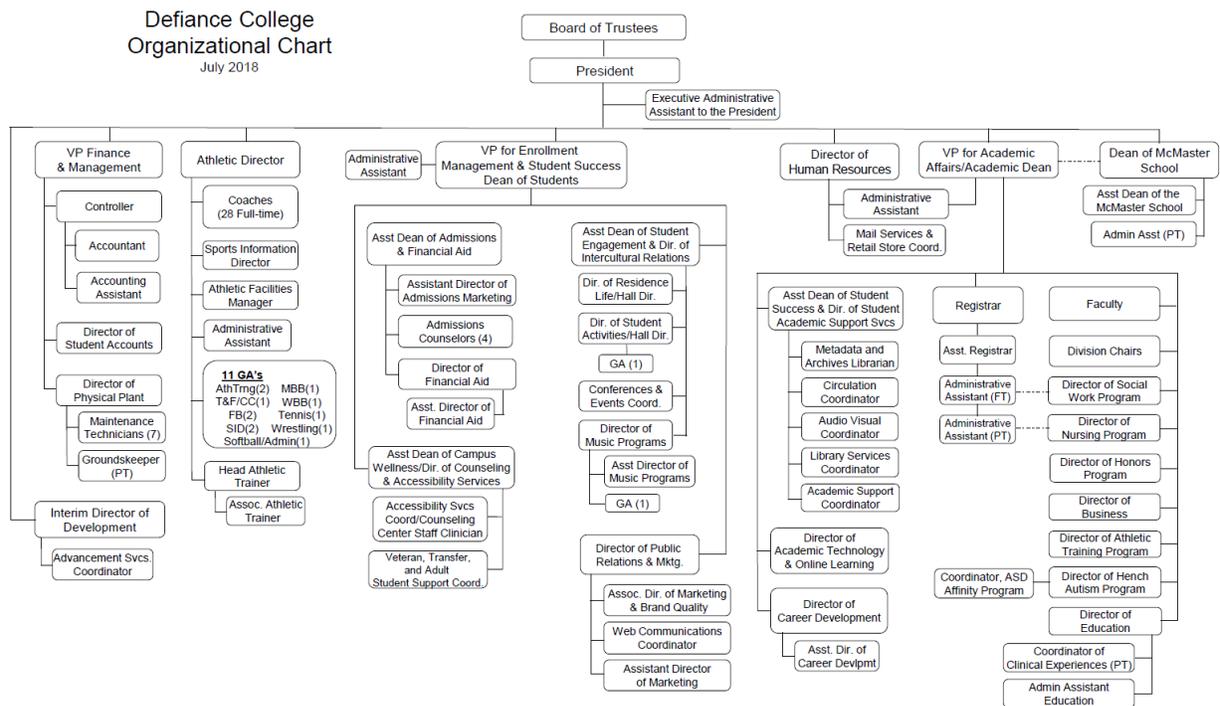
B.3.2.7. The program demonstrates how its faculty models the behavior and values of the profession in the programs educational environment.

The Social Work Program encourages students and faculty to be actively involved in social work professional associations. The Program encourages students to join NASW and to attend the professional development workshops that are held on our campus and in the surrounding area. Our commitment to engagement with the local social work community models professional behavior by our continuously being involved with in joint projects with agencies and practitioners. Each semester there is at least one active project where the faculty and our student are engaged as colleagues whether in Defiance or in Panama (Empty Bowls, Student Philanthropy Project Pay it Forward, Night without a Home). One example of our joint collaborations is the Empty Bowls Project. For the past seventeen years, the Student Social Work Organization partners with the Defiance Art Alum and the PATH Center to bring awareness to the plight of the homeless with its annual Empty Bowls fundraiser. All proceeds go directly to the PATH Center for their food pantry and emergency assistance programs. The fundraiser is well supported by donations and attendance from the local community. The students direct every aspect of the event from soliciting donations to arranging educational information on the area homeless to cleaning the soup pots afterward. The faculty are a part of the team and work as a part of the steering committee. The faculty also models the professions values and behaviors in the manner in which we treat students. Faculty help them to identify their strengths and work to empower them not just through the traditional classroom experience but also through the various projects that occur each semester. The faculty also model professional interaction with both the students and each other and treat them with honesty and integrity

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Educational Policy 3.3 Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing and administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure and adequate resources for systemically designing, supervising, coordinating field education across all program options.



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B.3.3.1: The Program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

The Defiance College Social Work Program is housed in the Accredited Programs Division (Business, Education, and Social Work). The division has a Chair, which is nominated by the divisional faculty and then selected by the Vice President of Academic Affairs. Therefore, the administrative structure goes from Chief Academic Officer, to Division Chair for BES, and then Social Work Program Director who sits on the Deans Advisory Council as well as being a direct report to the CAO. Within the program, the Program Director has the responsibilities for the program listed below. The other individual with administrative responsibilities is the Field Coordinator for the program.

The **Program Director** is an appointment by the VPAA and is a direct report to that position.

Social Work Program Director has the following role, responsibility and authority:

- a) Responsible for monitoring the curriculum and course offerings, and determining the course schedules;
- b) Responsible for facilitating communication among members of the program and conducting program meetings;
- c) Liaison between the program and the Chief Academic Officer's Office;
- d) Responsible for building and monitoring the budget, assuring cooperation with the Library, and with the help of other faculty, developing the Library holdings;
- e) Link with the division chairperson and the Dean's office in the hiring of new full or part-time faculty, and will always serve on search committees relative to the programs;
- f) Monitor and evaluate faculty;
- g) Maintain records and other documents important to the program;
- h) Review grading procedures and be the first link when addressing student grievances;
- i) Responsible for the hiring of the program's student assistants;
- j) Coordinate the admission process to the program;
- k) Preview the college catalog, admission material and other public documents that represent programs to the public;

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- l) Propose any new curriculum changes to the appropriate division;
- m) Active in recruiting new students and in job placement for graduating students;
- n) Direct the programs' self-studies;
- o) Perform any other tasks that administratively relate to the continuing development of quality programs.
- p) The program director will receive release time of one course per semester in compensation for performing the above-mentioned tasks.
- q) The program Director will lead the Student Social Work Organization

The **Social Work Field Coordinator** teaches the equivalent of three courses each semester in addition to the administrative responsibilities associated with the position that is to:

- a) Assist the Director with the monitoring of curriculum and course offerings;
- b) Assist with program assessment and evaluation;
- c) Serve as Field Coordinator for practicums including coordination of placement for junior and senior level students;
- d) Conduct training for agency field instructors;
- e) Serve on faculty committee as assigned/elected;
- f) Assist in the recruitment of new students and placement of graduating seniors;
- g) Perform any other tasks that administratively relate to the continuing development of quality programs;
- h) Teach courses in the Social Work and related curriculums;
- i) Advise students;
- j) Other duties as assigned by the Vice President for Academic Affairs.

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B.3.3.2. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The Social Work Program's curriculum is the responsibility of the Social Work Faculty. The Social Work Program curriculum is continuously reviewed by program faculty to evaluate its consistency with CSWE Educational Policy and Accreditation Standards. Program faculty meet twice monthly or more frequently, if needed, to discuss program policies, procedures, course content, field instruction, program events, applicants to the program, assessment issues and other pertinent aspects of the program. If changes in the curriculum are warranted such as in course syllabi, text and course materials, or program policies and procedures, the changes are made at the discretion of the program faculty. Major changes that result in new courses or additional requirements in the major must follow institutional policy for approval and implementation. This policy requires that proposed changes are submitted for approval by the Division and then move to the Curriculum and Standards Committee for action. Changes that add additional hours to the major requirements or affect general degree requirements must have approval of the entire faculty.

The program faculty meets bimonthly for a year and a half working through the adjustments needed conceptually, in courses, in fieldwork, and the assessment model for the new competencies.

The Social Work Advisory Board is also utilized to assist in oversight of the Social Work Program curriculum, policies and procedures to ensure consistency with CSWE Educational Policy and Standards. The Board was involved in this most recent set of standards. The Board consists of practitioners, educators, alumni, past and present field instructors and students who, in consultation with the Program faculty, suggest changes to enhance and improve the Program.

B.3.3.3. The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion and tenure of program personnel.

The Social Work Program Director is directly involved in personnel decisions with regard to recruitment, interviewing and hiring for the Program and participates in the Faculty Search Committee which ultimately submits a recommendation to the VPAA. The Program Director is responsible for the job description and recommending outlets for posting the position. Social Work faculty are also appointed to the Faculty Search Committee and participate in interviewing and selection of new personnel. This

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process is consistent with personnel decisions in other departments within the institution where department and division members are asked to review candidates for employment and participate in the interviewing and selection process. Currently, the Social Work Field Director participates in the promotion and tenure review process. The Director evaluates program faculty performance and submits recommendations for the review process.

B.3.3.4. The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

Assistant Professor of Practice Tess Homier MSW, LISW-S is the Social Work Program Director at Defiance College.

B.3.3.4. (a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

Tess Homier's CV gives a representation of her career in social work practice and education. She has been a full time faculty since 2014 and has attended and completed *New Program Director Training* at the annual BPD conference twice. Professor Homier has taught every social work course in the program's curriculum except for Field and Macro Practice. Homier is currently assigned to both the Grievance Committee, the Dean's Advisory Council, and Curriculum and Standards Committee. Professor Homier presented a guided relaxation seminar at Urbana University and has taught at both The Ohio State University and Northwest State Community College. Homier also has a private practice where she brings her specializations in practice to assist with teaching the clinical practice courses. In addition to attending BPD annually, she completes 30 CEU's every two years and also holds a supervisory designation where she supervises other social workers who are moving towards independent licensure.

B.3.3.4. (b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

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June 27, 2018

Tess Homier
893 Deerwood Dr
Defiance OH 43512

Dear Tess,

This letter will confirm your appointment to serve in an administrative capacity with release time for the period of July 1, 2018 through June 30, 2019 as the:

Director of the Social Work Program3 Credit Hours per semester

Having served in this capacity during the 2017-2018 academic year, I am asking that you provide me with the following information:

1. Description of the Duties for this Administrative Appointment
2. Report of 2017-2018 Activities and Initiatives (in bullet format)
3. Summary of 2017-2018 Outcomes (bullet points of accomplishments/contributions to Defiance College academics or Defiance College in general)
4. Please identify your Goals and anticipated Outcomes for AY 2018-2019

I am very pleased that you have agreed to these additional administrative responsibilities. Formal employment contracts are not issued for administrative appointments, as an "at will" employment arrangement exists between the employee and the College. This arrangement can be terminated at any time with or without cause, by either the employee or the College.

Receipt of this letter should be acknowledged by signing, dating, and returning it, along with the additional information requested above, to Michelle Call, Administrative Assistant for Academic Affairs, by July 13.

Sincerely,

Agnes I. Caldwell, Ph.D.
Vice President for Academic Affairs and Academic Dean

AIC/mrc

I hereby acknowledge receipt of this letter.

Signature

Date

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B.3.3.4. (c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

The Social Work Program adheres to the institution's policies with regard to faculty work load. "A normal teaching load is 24 semester hours during the regular semesters or the pre-negotiated equivalent thereof, per academic year... (Defiance College Faculty Handbook, 2017, p. 26-27). A full-time faculty member's duties to the College go beyond his/her teaching load and normally include such responsibilities as academic counseling, faculty and administrative committee work, and other tasks normally associated with faculty responsibilities in higher education. In the Social Work Program, the **Social Work Program Director** and the Field Coordinator are each **given 25% release-time**, or the equivalent of one 3 hour course each semester, in order to fulfill their administrative duties in their assigned roles.

B.3.3.5. The program identifies the field education director

Professor Yakos-Brown, MSW/LISW is the Field Coordinator, which is synonymous with Field Education Director and is on a nine-month contract with one-quarter release time to direct the field program.

B.3.3.5 (a) The program describes the field director's leadership 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.

Alesia Yakos-Brown, MSW/LISW has been the Defiance College Social Work Program's Field Coordinator since 2002. After four years of baccalaureate and twelve years of post-masters experience, she brought a wealth of multi-level practice experience with her to the position in such areas as juvenile delinquency, child and family counseling, parenting skills, chemical dependency, adoption, vocational rehabilitation, AIDS/HIV services, geriatrics, home health, Hospice, and bereavement counseling. Speaking to her leadership abilities, she had been the Social Service Supervisor at the Community Health Professionals (home health and Hospice) upon accepting a position with Defiance College. Additionally, prior to becoming a faculty member she served as a field instructor and a member of the program's advisory board. Since assuming her role, she has provided leadership by organizing and conducting trainings for field instructors, innovating, updating and maintaining the field manual, inviting presentational leaders in the field to campus, bringing field policies and practices to the attention of the program director, and finally, assuring that the program follows best practices within our field program through her own professional development and networking. Professor Yakos-Brown has been a

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recognized campus leader in the past by being named chair of Strategic Planning, serving on the Academic Assessment Committee, awarded Distinguished Faculty in 2013, participating in numerous search committees, and continuing to serve on the Diversity Council and other multicultural initiatives on campus and within the community. Presently she serves on the Promotion and Tenure Committee and will begin her term on the Institutional Review Board (IRB) Committee in fall of 2018.

B.3.3.5 (b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

Professor Yakos-Brown received a MSW degree from the Ohio State University. She is a Licensed Independent Social Worker under the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board in Columbus, Ohio. Professor Yakos-Brown brought over twelve years of post-master’s experience to her position in field education.

B.3.3.5(c)

The Social Work Program adheres to the institution’s policies with regard to faculty work load. “A normal teaching load is 24 semester hours during the regular semesters or the pre-negotiated equivalent thereof, per academic year... (Defiance College Faculty Handbook, 2017, p. 26-27). A full-time faculty member’s duties to the College go beyond his/her teaching load and normally include such responsibilities as academic counseling, faculty and administrative committee work, and other tasks normally associated with faculty responsibilities in higher education. In the Social Work Program, the Social Work Program Director and the **Field Coordinator** are each **given 25% release-time**, or the equivalent of one 3 hour course each semester, in order to fulfill their administrative duties in their assigned roles.

B. 3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Professor Yakos-Brown, MSW/LISW serves as the Field Coordinator, which is synonymous with Field Education Director. To administer the field program and meet the program’s mission and goals, Yakos-Brown is on a nine-month contract with one-quarter release time. In addition, support is available from the campus AV Department for technological communication with distant field agencies if necessary, as well as mileage is compensated at \$0.45 on the mile for field travel. Lastly, the part-time faculty secretary to the Social Work Program has been available as needed to assist with any specific tasks required of the field program.

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Educational Policy 3.4- Resources

B.3.4.1. The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program completes a submitted budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

The program budget is funded entirely by institutional monies and the Program Director position is underwritten by the Schaffler Endowment in Social Work and Christian Education which is a part of the larger institutional endowment. The program has its own budget with the Program Director having complete autonomy for budget proposals and expenditures. (See form below). The Program Director has to sign-off on all purchases under \$500.00, purchases exceeding that figure, as per college policy, are signed by the Chief Academic Officer. The budget allows for instructional supplies, instructional and professional travel, professional memberships, postage, and telephone usage. Printing is an institutional budget item at Defiance. The college has always and continues to support the program's efforts to maintain accredited status with additional funds for materials, part-time faculty or CSWE Reaffirmation Trainings.

The Social Work Program budget provides for professional travel and memberships. In the past each faculty receives monies from the program budget to attend one national conference per year in addition to the divisional allotment. Faculties also receive some monies to offset costs of professional memberships and certifications.

The annual budget building process begins at the program level. The budget is developed by the Social Work Program Director in conjunction with the program faculty. The budget is then submitted to the CAO's office through the division chairperson, with no authority of the chairperson to alter the proposal. There is opportunity for the Social Work Program Director to directly defend and advocate for budget allocation. Capital expenditure requests are separate from the operational budget and must compete for monies campus-wide.

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Social Work Program	2009-10	2010-11	2011-12	2016-17	2017-18	2018-19 budget
Faculty & Administrators	\$ 163,143	\$ 177,003	\$ 178,245	\$ 98,110	\$ 99,151	\$ 100,083
Support Staff	\$ 9,056	\$ 9,139	\$ 9,230	\$ 4,388	\$ 4,388	\$ 4,475
Temporary or Adjunct	\$ 4,020	\$ 4,020	\$ 4,020	\$ 20,589	\$ 19,511	\$ 20,000
Fringe	\$ 34,440	\$ 37,228	\$ 37,495	\$ 20,500	\$ 20,708	\$ 20,912
Supplies & Services	\$ 1,912	\$ 2,950	\$ 1,895	\$ 1,201	\$ 1,925	\$ 500
Travel	\$ 3,903	\$ 2,849	\$ 4,350	\$ 5,034	\$ 3,817	\$ 2,000
Student wages	\$ 131	\$ 193	\$ 675	\$ -	\$ -	\$ -
Accreditation Expenses	\$ -	\$ 1,733	\$ 2,500	\$ 1,977	\$ 1,977	\$ 3,500
Memberships	\$ 2,575	\$ 2,685	\$ 2,760	\$ 1,045	\$ 700	\$ 225
	\$ 219,179	\$ 237,800	\$ 241,169	\$ 152,843	\$ 152,177	\$ 151,695

B.3.4.2. The program describes how it uses resources to address challenges and continuously improve the program.

Our monetary resources must first be directed to meeting the fixed costs of operating an accredited program with includes accreditation, memberships, travel, basic supplies, and mileage. The program prioritizes its resources to both maintain the quality of the program and address its challenges. Meeting increasing field instruction travel costs for faculty as well as searching for ways to offset costs for students and the need for increased engagement with diversity are an important priority for our program improvement. Because of the geographic location, there is a need to either import experiences in the form of speakers and trainings or export student to settings where they can experience a greater range of diverse populations than are locally available. The Student Social Work Organization also utilizes monies from the budget to help with *Welcome Week* and our end of the year pizza and movie night toward socialization and building relationships with future colleagues. Other examples of how we are using resources to improve the educational and professional experience for students, while keeping true to our approach to education, are identified in section B.3.0.1., mainly speakers and urban trips. For the immediate future, we are examining ways to offset travel to distant placements for both students and the faculty field supervisor as well as ways to incorporate technologies such as facetime and google hang for use in both maintaining and increasing the contact with students in the field. We

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have also stopped using a student assistant, and will be utilizing our part time administrative assistant. As also indicated previously, we continue to reach out to external organizations or constituencies to partner with in order to create meaningful learning experiences for our students.

Faculty development money, as a resource, has allowed the faculty to attend national conferences annually and maintain their professional memberships and licenses in order to continuously improve their understanding of the new EPAS and be current with emerging best practices in baccalaureate social work education.

B.3.4.3. The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

The Social Work Program Assistant Dawn Buchholz (who also worked with the Registrar) was recently promoted to Assistant Registrar at the end of the academic year. The past two years Dawn has balanced working in both offices and has spent averaging about 5-10 hours a week in the Social Work offices. Recently, Dawn Ferris accepted this position and will begin as Dawn's replacement due to promotion on July 16, 2018.

In addition, the program full-time faculty are provided with personal computers, a networked email system, on campus and off-site internet access and WiFi, and telephone voice mail. A web based interface also allows faculty to access their advisee's academic records and grades as well as class lists. Grade reports and assessment reports can be viewed and submitted on-line. This has increased student communication with faculty. The campus Mailroom provides for the printing, and duplication needs of all faculty. Copy orders can be emailed directly to the Mailroom and are usually filled within twenty-four hours. There is also a copying machine in the Schaffler Hall lounge for faculty and student use.

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B.3.4.4. The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

Librarians Report

Library Building and Hours:

The Defiance College campus is physically compact. The current Pilgrim Library building opened in 1993. The library is centrally located on the east end of the quad between the academic buildings and the residential living complex. Over the past years, the College has intentionally focused on making the library a locus of student engagement and learning through the co-location and collaboration of the office of Student Academic Support Services, the office of Career Development, and the Testing Center. The average entry gate count during Fall Semester 2016 was 1683 and during Fall Semester 2017 the count was 1676. There is not a separate library specific to social work.

The library is open 89.5 hours per week during the academic year (mid-August to mid-May). Normal hours of operation during the academic year are:

Monday through Thursday: 8 am to 12 am Friday: 8 am to 4:30 pm

Saturday: 9 am to 5 pm

Sunday: 3 pm to 12 am

Library hours of operation are reduced to 40 per week during the summer (mid-May to mid-August). Summer hours of operation are:

Monday through Friday: 7 am to 3 pm

Saturday: Closed

Sunday: Closed

Social work students have not requested additional hours. However, the library does have extended hours during the last four weeks of both Fall and Spring semesters. The extended hours of operation during the last part of the semester are:

Monday through Thursday: 8 am to 1 am

Friday: 8 am to 4:30 pm

Saturday: 9 am to 5 pm

Sunday: 3 pm to 1 am

Library Staffing

Pilgrim Library is supervised by the Assistant Dean of Student Success who reports directly to the Vice President of Academic Affairs. The Assistant Dean, who has a Master of Arts, oversees the library budget, approves acquisitions, manages employees, plans library programming, and represents the college at consortia meetings. The library is also staffed by one professional librarian holding the terminal Master of Library Science degree. The professional librarian is the Lead Librarian and Coordinator of Metadata & Archives, who also provides library instruction. In addition, the library employs one administrative professional holding a Bachelor's degree. The administrative professional is the Circulation Coordinator. No library employee is officially designated as a liaison to the social work program.

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No library employee has a specific social work designation. All library employees are trained to provide research and reference assistance to all students and faculty regardless of academic program or discipline.

Technology Available

Students and faculty may use the Library's website (<http://library.defiance.edu/>) to access the library catalog, journal finder, and electronic resources both on and off-campus. A 21 seat PC computer lab and is located in the library and available whenever the building is open and a library instruction session is not scheduled. The computers are all networked to a large capacity printer/copier/scanner. A networked color printer is also available for use by students and faculty. A technology enabled classroom that can be scheduled by faculty as a regular classroom is located on the lower level of the building.

Library Collections, Circulation Policies, and Interlibrary Loan

The library is a member of OhioLINK (Ohio Library and Information Network), the statewide resource sharing consortium for 120 members, including college and university libraries and the State Library of Ohio. The library provides access to a total on-site physical collection of 60,000+ items, as well as the approximate 45,000,000+ items available through the OhioLINK library community.

Innovative Interfaces Inc.'s Sierra, an integrated library management system, is used to manage the physical collection and to provide a web catalog (<http://cat.opal-libraries.org/search~S6/X>) to locate items owned by the library. Students and faculty are also able to directly request books, without charge, owned by other OhioLINK members by using the OhioLINK Central Catalog (<http://olc1.ohiolink.edu/search/>). The OPAL and OhioLINK Catalogs are integrated into one search engine on the library's main page through EBSCO EDS.

Books may be borrowed from Pilgrim Library and other OhioLINK members for an initial three week loan period. Items have the potential to be renewed up to four times for a total of 15 weeks as long as a hold is not placed by another individual. Faculty may place items owned by Defiance College or a personal copy of an item on course reserve for use in the library at their discretion. The library can also digitize book chapters or individual articles not available in a full-text database and make them available through an electronic course reserve system.

The library is able to provide access to books not in Ohio or journal articles not owned by the library or available in a full-text databases through traditional interlibrary loan. Pilgrim Library participates in the OCLC Resource Sharing network and can normally provide the desired book or journal article for free. Students are only charged for traditional interlibrary loan items if the item cannot be obtained for free and then only after agreeing to the cost charged by the lending institution. Only 28 books and 19 articles were requested from students and faculty and filled through traditional interlibrary loan during the 2017-18 academic year. This indicates that the majority of the students and faculty at Defiance College are able to obtain needed items through the local collection, from OhioLINK, or from one of the library's full-text electronic resources.

Pilgrim Library currently holds 812 print monographs classified as social work or social service, from the HV1-HV5999 classification. Items from this subset of the collection have had 1913 initial checkouts and

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986 renewals from 1998 to present. Annual local usage data and usage data of the social work materials borrowed from OhioLINK members are not available. The library provides access to the full-text of recently published social work e-books through OhioLINK's Electronic Book Center. Currently, 627 social work titles published since 2005 are available for students to read online, download, or print from both on and off-campus.

The Library retains 12 print social work journals which are not current subscriptions, but are held to provide access to older articles published before the digital age.

As a member of OhioLINK, the library is able to provide access to 136 social work related scholarly journal and professional magazines, many available in full-text. In addition, e-journal titles are available in the following related subject areas:

Sociology, 1067

Psychology, 1337

Ethnic and Cultural Studies, 1290

Politics and Government, 2054

Public Health, 407

TOTAL: 6291 (though some titles may be double listed under multiple categories)

The library provides online access to the Social Work Abstracts and SocINDEX databases along with a number of other indexing and abstracting resources to help in the discovery of social work literature. All electronic resources are available to current students and faculty both on and off-campus. The table below depicts the number of sessions and searches per year for Social Work Abstracts and SocINDEX from 2016 to the present.

Year	Social Work Abstracts Sessions	Social Work Abstracts Searches	SocINDEX Sessions	SocINDEX Searches
2017/2018	104	324	151	274
2016/2017	39	78	149	266

The above figures only reflect the sessions initiated by patrons who went directly into the databases. Articles from these databases were also accessed via Jacket Search, the library's discovery layer which searches databases and the catalog at the same time.

The library staff use the LibGuide web platform to provide both subject guides and course guides to assist students and faculty in locating resources. The Social Work LibGuide provides additional examples of the research resources available for students and faculty and can be accessed by visiting <http://library.defiance.edu/socialwork>.

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Library Budget and Acquisitions

The library's operating budget for the 2016-17 academic year was \$168,680.00 not including employee salaries and benefits. The library's budget was flat during the previous academic year and will continue to be flat for the upcoming academic year. Approximately 69% of the library budget is allocated to materials acquisitions and fees related to the library's participation in OhioLINK and OCLC.

Due to the small size of the College, the materials acquisitions budget is not allocated by academic discipline. Instead, faculty members are encouraged to recommend items to purchase. Examples from this past academic year included copies of the DSM-5, Social Work Dictionary, and Social Work Desk Reference added to the library's bookshelves as requested by social work faculty. Faculty recommendations are normally approved in accordance with the library's collection management policy. New social work items added to the collection are posted monthly on the library's web site (<http://library.defiance.edu/newitems/index.html>). In addition, an email is sent to the faculty member notifying them that the item has been received, processed, and is available for use.

Likewise faculty are routinely notified of Ohio Link/EBSCO (OPAL) eBook titles of interest. An email is forwarded to all faculty notifying them of the item available. Such examples have included notifications on the following titles:

APA Books E-Collection 2017 (numerous selections)

DSM-5 Guidebook: The Essential Companion

Blame, Culture and Child Protection

Child Maltreatment Fatalities in the United States: Four Decades of Policy

Child Maltreatment in Residential Care: History, Research and Current Practice

Creative Drama for Emotional Support: Activities and Exercises for Use in the Classroom

An Examination of Latinx LGBT Populations across the United States: Intersections of Race and Sexuality

Footwork: Urban Outreach and Hidden Lives

Social Work

The Social Work Experience: An Introduction to Social Work and Social Welfare

Work and Family Commitments of Low-Income and Impoverished Women: Guilt is for Mothers with Good Jobs

PBS #MeToo, Now What?

Reference and Research Assistance

Assistance can be provided in person, on the phone, through synchronous chat using an embedded widget on our web site, or email. Students and faculty may receive assistance during the academic year on: Monday through Thursday from 8 am to 8 pm; and Friday from 8 am to 4:30 pm.

Information Literacy and Library Instruction

The Lead Librarian meets with Defiance College students in FYE 100 – College Engagement Seminar to introduce library resources. In addition, the Lead Librarian collaborated with the First Year Experience coordinator to create and implement a series of information literacy lessons and activities for all incoming first-year, first-time students to complete in their FYE 100 course. The information literacy skills taught in FYE 100: Introduction to Information Literacy and why it matters; Scholarship as Conversation and the Research Process; Types of Sources, Finding Sources, and How to Read a Scholarly Article; Search Techniques; and How to Evaluate your Sources. In addition to this rigorous introduction to information literacy, research skills are reinforced in the other core general education courses: GLST

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100 – World Issues, COMM 120 – Human Communication, and ENGL 125 & ENGL 225 – Composition I and II. By the end of the core general education sequence, the student should be able to: know their information need; access information using a variety of sources; evaluate the information found; use the information effectively; and understand the legal and ethical implications related to information access and use.

.In addition, the Instruction Librarian meets with upper level courses in the disciplines upon the request of the faculty. The teaching goal for upper level courses is to help students learn advanced search techniques in discipline specific resources. The Instruction Librarian met with the following social work classes during the 2017-2018 academic year.

SWK 235 Social Problems (Yakos-Brown) - 27 students

SWK 265 Cultural Diversity (Yakos-Brown) – 28 students

Comments were positive from the students after such presentations and the quality of their final papers improved slightly in both courses. Of course, there are a several variables that can affect the difference in paper scores from one academic year to the next. That said, quality did improve in SWK 235 from an average score of 84.7 to 85.6, and likewise in SWK 265 from 77.4 to 78.6.

B.3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer mediated access to achieve its mission and goals.

The Social Work Program, along with other Social Science programs (Criminal Justice and Psychology) are located in Schauffler Hall on the northwest end of campus. All Social Work Program full-faculty have private office space in this building and a personal computer. The majority of social work classes meet in Schauffler Hall that has four classrooms and a seminar room. Classroom space is assigned in other buildings on campus as needed to accommodate course load and class size. Each classroom is equipped with chalkboard or whiteboard, smartboard, computer, projector and screen. Each classroom has the capacity to show videocassettes, DVD's, and other digitally retrieved material. The seminar room is used for classes with enrollment of less than 16 students and serves as a meeting space for Senior Capstone Case Presentations, Committee Meetings, Social Work Advisory Board meetings, and occasionally Social Work Student Organization meetings. There is a student lounge on the lower level with a Xerox copy and printer machine, desk with computers, office equipment, sectional table and chairs, and microwave. Schauffler Hall also has a large meeting room, the Dix Conference Room, with attached kitchen that has

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been utilized to host seminars, workshops and luncheons for the Program. Other campus facilities are available at no charge to the Program for events requiring a larger meeting space.

B.3.4.6. The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

The Student Academic Success Center and Defiance College Accessibility Services accommodates and assists all students who have or might have academic difficulties. SASS provides tutoring services, writing assistance, research assistance, books-on-tape, computer technology assistance, study sessions, a student resource library, and the coordination of developmental courses. The Accessibility Services also works to ensure that students receive reasonable accommodations for documented disabilities. Accommodations are provided on an individual basis. Some examples of reasonable accommodations included extended time for tests, administration of oral tests, note taking assistance, and use of assistive devices such as calculators, computers, or e-smartpens that record lectures. Availability of these resources to students is on all syllabi.

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Educational Policy 4.0 Assessment of Student Learning Outcomes

B.4.0.1. The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs) Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- **At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.**
- **An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.**
- **Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark**
- **An explanation of how the program determines the percentage of students achieving the benchmark.**
- **Copies of all assessment measures used to assess all identified competencies.**

The Defiance College Social Work's program assessment plan for the current CSWE competencies includes multiple measures of student's performance. The program has both an internal and CSWE assessment. Within the internal assessment, each competency is operationalized into the practice behaviors. These practice behaviors employ methods of measurement from course-embedded assignments, two nationally normed instruments, field evaluations at both the junior and senior years, and senior case presentations. The Assessment Data for Students' Mastery of CSWE Competencies details each competency, method and dimension of assessment, and score indicating the threshold score for demonstrating competency and the benchmark for the competency. The initial benchmarks for our program have been set at 80%. This figure represents the average percentage of students successfully meeting each of the measures for a practice behavior. This benchmark has been determined by the faculty based on our previous assessment history and success in the program. Each Instructor in the program is responsible for collecting assessment data for the classes that have assessment assignments.

Although our curriculum matrix covered all dimensions of knowledge, values, cognitive/affective processes, and skills, within course embedded activities or assignments, the two dimensions chosen

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specifically for **CSWE** assessment were **knowledge** and **skills**. The two dimensions chosen to meet CSWE requirements for assessment (knowledge and skills) were assessed by ACAT, SWEAP, and Senior Field Evaluations. Our protocol of assessment is as follows:

The Field Coordinator is responsible for collecting the field instruments and the ACAT and SWEAP administration. Within Implicit Curriculum Assessment, the Program Director is responsible for the Alumni and Employer surveys and aggregating the data. Data is recorded for each individual student and then aggregated for programmatic review. After the initial year of data collection, data will be analyzed in cohort cycles as well. Faculty will meet and review the data prior to the beginning of the next academic year to discuss and evaluate the data as well as to propose changes. Measures that fall below the benchmark of 80% will automatically be tagged for review. The rationale for the timing is that Defiance College faculty is on nine-month contracts and the second semester data, which would include the senior capstone and field instrument, would not be available before the summer.

Field Evaluations: The field provides the most direct measure of student's performance and mastery of the practice behaviors, and therefore competency. The Senior Field Instrument is aligned with the practice behaviors, which can be observed and evaluated in a field setting. The Agency Field Instructor, in conference with the student and Program Field Coordinator, is responsible for the assignment of score. Each student is evaluated once in SWK 486 and senior field scores must be a 4 or higher.

ACAT : The long form of the ACAT is administered in the SWK 488 Senior Seminar annually. The program uses student scores on the Diversity, Populations at Risk, Social and Economic Justice, Values and Ethics, Policy, Research, HBSE, and practice subscales as one of multiple methods of assessing the knowledge base various competencies. The mean for the ACAT is normed at 500 with a standard deviation of 100. A score of 400 is required to indicate competency.

SWEAP: During the 2017-18 Academic Year the program decided to begin to administer the SWEAP BSW Foundation Assessment with Individualized Reports at the exit of the program. SWEAP was utilized as a measure of the knowledge dimension of graduating seniors. Going forward this assessment will be distributed in SWK 488 along with the ACAT.

Additional Program Assessment

Alumni Survey: The program will conduct an alumni survey that will be electronically administer. Going forward this survey will be conducted every two years. This survey is aligned with the CSWE competencies. The rationale for every two years is the number of graduates is small and meaningful data producing patterns will require combining classes. The Program Director is responsible for the administration of this instrument.

Employer Survey: The employer survey is a nine question survey based off the nine CSWE competencies. This is a Likert scale assessment that allows employers to give feedback on Defiance

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College Social Work Alumni ranging from *incompetent* to *full competence*. This survey is now sent out every several years to help the program assess the performance of recent Alumni of the program in the workplace.

State Licensure Exam: As one of the goals of the program is to prepare students for licensure, the program will continue to track first time passage rates in Ohio. The Program Director has responsibility for the tracking and monitoring self-reported rates. This plan will be reviewed every two years to determine if it is providing meaningful assessment for the program.

Internal Program Assessment

Course-Embedded Assignments: There are multiple course-embedded activities, assignments, and simulations detailed in the Curriculum Matrix (B.2.0.3) that are done annually within the social work curriculum. The scores of these specific assignments are evaluated and recorded by the faculty and saved for aggregation with the other measures at the end of each semester (**Internal Program Assessment Data of Students' Mastery of CSWE Competencies**).

Senior Case Presentation: Each graduating senior must complete the senior case presentation from his/her field practicum that is judged by the program faculty and members of the Social Work Advisory Board. The presentations demonstrate student proficiency in generalist practice. The final scores are the averages of the judges' scores on the rubrics. These rubrics are found in the Senior Seminar SWK 488 course syllabus. The faculty responsible for senior seminar organizes and collects the data.

Defiance College
Social Work Program
Assessment 2017-2018
Data For
Students' Mastery of
CSWE Competencies

Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement	Analysis & Changes
EPA 2.1.1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	2.1.1	ACAT Values & Ethics	400	100%	Met	No changes
		SWEAP	50%	83%	Met	
	2.1.1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.	SWK486 Senior Field Placement	4	100%	Met	No changes
	2.1.1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	SWK486 Senior Field Placement	4	100%	Met	No change
	2.1.1.3. Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.	SWK486 Senior Field Placement	4	100%	Met	No change
	2.1.1.4 Use technology ethically and	SWK486 Senior Field Evaluation	4	100%	Met	No changes

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	appropriately to facilitate practice outcomes.	Skills				
	2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.	SWK486 Senior Field Placement Skills	4	100%	Met	No changes

Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement	Analysis & Changes
EPA 2.1.2. Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power	2.1.2	ACAT Diversity	400	100%	Met	No changes
		ACAT Populations-At-Risk	400	100%	Met	
		SWEAP Knowledge	50%	100%	Met	
	2.1.2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	SWK486 Senior Field Evaluation Skills	4	100%	Met	No changes
	2.1.2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.	SWK486 Senior Field Placement Skills	4	100%	Met	No change
2.1.2.3 Apply self-awareness and self-regulation to	SWK486 Senior Field Evaluation	4	91%	Met	No change	

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	manage the influence of personal biases and values in working with diverse clients and constituencies.	Skills				
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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
EPA2.1.3 Advance human rights and social, economic, and environmental justice. Social workers understand that every 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 understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	2.1.3	ACAT Social & Economic Justice SWEAP Knowledge	400 50%	100% 100%	Met Met	No changes
	2.1.3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	SWK486 Senior Field Evaluation Skills	4	100%	Met	No changes
	2.1.3.2 Engage in practices that advance social, economic, and environmental justice.	SWK486 Senior Field Evaluation Skills	4	100%	Met	No changes

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4</p>	<p>ACAT</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>67%</p>	<p>Met</p> <p>*Not Met</p>	<p>*Consult with professor of SWK 301 Research. Encourage SASS Student Academic Support Services. Place research on SWK 397 Jr. Field Evaluation in preparation for senior year. Increase application of research in Practice courses.</p>
	<p>2.1.4.1 Use practice experience and theory to inform scientific inquiry and research</p>	<p>SW486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>SW486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.</p>	<p>2.1.5</p>	<p>ACAT Policy SWEAP Knowledge</p>	<p>400 50%</p>	<p>100% 75%</p>	<p>Met *Not Met</p>	<p>*Attempt continuity with course instructor. Place policy on SWK 397 Jr. Field Evaluation in preparation for senior year. Continue to emphasize in pre-professional sequence and Practice courses.</p>
	<p>2.1.5.1 Identify social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p>2.1.6</p>	<p>SWEAP</p> <p>ACAT Social Work Practice</p> <p>Knowledge</p>	<p>50%</p> <p>400</p>	<p>75%</p> <p>100%</p>	<p>*Not Met</p> <p>Met</p>	<p>*Add empathetic exercises and role plays to SWK 278 Interviewing and SWK 355 Practice I surrounding engagement with client systems.</p>
	<p>2.1.6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.7 Assess Individuals, Families, Groups, Organizations, Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>2.1.7</p>	<p>ACAT Social Work Practice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>91 %</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	
	<p>2.1.7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>

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	2.1.7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	SWK486 Senior Field Evaluation Skills	4	82%	Met	No changes
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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.8 Intervene with Individuals, Families, groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>2.1.8.</p>	ACAT Social Work Practice	400	100%	Met	No changes
		SWEAP	50%	83%	Met	
	<p>2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	SWK486 Senior Field Placement	4	100%	Met	No changes
	<p>2.1.8.2 Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	SWK486 Senior Field Placement	4	91%	Met	No changes
		Skills ACAT HBSE Knowledge	400	100%	Met	
	<p>2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	SWK486 Senior Field Placement	4	100%	Met	No changes
<p>2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	SWK486 Senior Field Placement	4	100%	Met	No changes	
	Skills					

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	2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	SWK 486 Senior Field Placement Skills	4	100%	Met	No changes
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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>	<p>2.1.9</p>	<p>ACAT Social Work Practice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>58%</p>	<p>Met</p> <p>*Not Met</p>	<p>*Consult with professor of SWK 301 Research. Increase application of evaluation in Practice courses. Emphasize methods of evaluation within field settings in SWK 488 Sr. Seminar</p>
	<p>2.1.9.1 Select and use appropriate methods for evaluation of outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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FX - BSW/MSW Foundation Curriculum @ Exit

EPAS 2015 Foundation (2016)

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value	# Students Meeting & Exceeding Competency
Program N=12	68.71 %	54.72 - 83.02 %	9.23	1.49	0.10	12/12 (100 %)
National N=2461	61.42 %	0.00 - 94.34 %	14.13			

EPAS 2015 Based Forms (2016)

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct	t-test value	p-value	# Students Meeting & Exceeding Competency
1 : Demonstrate Ethical and Professional Behavior	72.62 %	14.82	63.67 %	1.52	0.10	10/12 (83 %)
2 : Engage Diversity and Difference in Practice	76.39 %	10.67	66.44 %	1.45	0.10	12/12 (100 %)

3 : Advance Human Rights and Social, Economic, and Environmental Justice	79.17 %	13.82	65.65 %	1.86	0.06	12/12 (100 %)
4 : Engage in Practice-informed Research and Research-informed Practice	60.71 %	19.45	51.86 %	1.29	0.15	8/12 (67 %)
5 : Engage in Policy Practice	58.33 %	14.82	50.02 %	1.26	0.20	9/12 (75 %)
6 : Engage with Individuals, Families, Groups, Organizations and Communities	65.00 %	18.48	58.62 %	0.92	0.30	9/12 (75 %)
7 : Assess Individuals, Families, Groups, Organizations, and Communities	78.33 %	12.80	70.34 %	1.14	0.20	12/12 (100 %)
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	75.00 %	21.79	73.17 %	0.24	0.80	10/12 (83 %)
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	55.00 %	23.27	58.69 %	-0.49	0.60	7/12 (58 %)

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ACAT

Departmental Score Report

Institution: Defiance College

Discipline: Social Work

Testing Year: 2017-18 (Final)

Date Prepared: 6/11/2018

Report Type: FINAL - Senior - Profile 1

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
Diversity	538	65	6598
Populations at Risk	602	85	6598
Social and Economic Justice	547	68	6598
Values and Ethics	575	77	6598
Policy & Services	555	71	7555
Social Work Practice	536	64	7555
Human Beh in Social Environment	573	77	7555
Research Methods	554	71	7555
OVERALL PERFORMANCE	580	79	6598

Based on a reference group of 6598 graduating students taking an ACAT in Social Work with 8 areas, 79% would be expected to achieve at or below your overall performance score of 580, 21% would be expected to achieve a higher score.

Defiance College
Social Work Program
Internal Program Assessment
2017-2018
Data For
Students' Mastery of
CSWE Competencies

Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>2.1.1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	SWK397/Junior Field Placement	1.5	92%	Met	No changes
		SWK457/Classroom Exercises, Analysis of Ethical Dilemmas	3	100%	Met	
		SWK486/Senior Field Placement	4	100%	Met	
		ACAT Values & Ethics	400	100%	Met	
	<p>2.1.1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	SWK397/Junior Field Placement	1.5	92%	Met	No change
		SWK486/Senior Field Placement	4	100%	Met	
		SWK488/Senior Case Presentation	3	100%	Met	
	<p>2.1.1.3. Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.</p>	SWK397/Junior Field Placement	4	92%	Met	No change
		SWK457/Night without a Home Event	3	100%	Met	
		SWK486/Senior Field Placement	4	100%	Met	
	<p>2.1.1.4 Use technology ethically and appropriately to facilitate practice outcomes.</p>	SWK278/Videotaped Interview Assignment	C+	100%	Met	No changes
		SWK397/Junior Field Evaluation	1.5	92%	Met	
		SWK486/Senior Field Evaluation	4	100%	Met	
	<p>2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.</p>	SWK397/Junior Field Placement	1.5	92%	Met	No changes
		SWK486/Senior Field Placement	4	100%	Met	

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.2. Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>	<p>2.1.2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>SWK265/Wheelchair Exercise & Culture Paper</p> <p>SWK379/Applied Diversity Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p> <p>SWK488/Senior Case Presentation</p> <p>ACAT Diversity; ACAT Populations-At-Risk</p>	<p>C+</p> <p>C+</p> <p>1.5</p> <p>4</p> <p>3</p> <p>400</p> <p>400</p>	<p>100%</p> <p>94%</p> <p>83%</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>SWK397/Junior Field Placement</p> <p>SWK486/Senior Field Placement</p> <p>SWK488/Diversity Paper Rubric Item #7</p>	<p>1.5</p> <p>4</p> <p>75%</p>	<p>92%</p> <p>100%</p> <p>90%</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>No change</p>
	<p>2.1.2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>SWK265/Self-Reflection Paper & Culture Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p>	<p>C+</p> <p>1.5</p> <p>4</p>	<p>88%</p> <p>92%</p> <p>91%</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>No change</p>

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA2.1.3 Advance human rights and social, economic, and environmental justice. Social workers understand that every 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 understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>2.1.3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<p>SWK265/Wheelchair Exercise & Culture Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p> <p>ACAT Social & Economic Justice</p>	<p>C+</p> <p>1.5</p> <p>4</p> <p>400</p>	<p>100%</p> <p>75%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Not Met*</p> <p>Met</p> <p>Met</p>	<p>*Require only one score per practice behavior on evaluation with field instructors. (Either 1 or 2 versus 1.5); Review examples of student learning activities to demonstrate practice behavior during junior field initial site visitation.</p>
	<p>2.1.3.2 Engage in practices that advance social, economic, and environmental justice.</p>	<p>SWK356/Empty Bowls</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK457/Night without a Home Event</p> <p>SWK486/Senior Field Evaluation</p>	<p>C+</p> <p>1.5</p> <p>3</p> <p>4</p>	<p>100%</p> <p>83%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4.1 Use practice experience and theory to inform scientific inquiry and research</p>	<p>SWK301/Research Design Project</p> <p>SWK356/Research Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SW486/Senior Field Placement</p>	<p>C+</p> <p>C+</p> <p>C+</p> <p>1.5</p> <p>4</p>	<p>92%</p> <p>100%</p> <p>94%</p> <p>92%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>SWK301/Research Design Project</p> <p>SWK356/Research Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p> <p>ACAT Research</p>	<p>C+</p> <p>C+</p> <p>C+</p> <p>1.5</p> <p>400</p>	<p>92%</p> <p>100%</p> <p>94%</p> <p>75%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Not Met*</p> <p>Met</p>	<p>*Require only one score per practice behavior on evaluation with field instructors. (Either 1 or 2 versus 1.5); Review examples of student learning activities to demonstrate practice behavior during junior field initial site visitation. Most Juniors without SWK 301 Research, however, decision made to keep on junior evaluation in preparation for senior year</p>
	<p>2.1.4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>SWK397/Junior Field Evaluation</p> <p>SW486/Senior Field Evaluation</p> <p>SWK488/Research Paper</p>	<p>1.5</p> <p>4</p> <p>C+</p>	<p>67%</p> <p>100%</p> <p>90%</p>	<p>Not Met*</p> <p>95%</p> <p>Met</p>	<p>*Require only one score per practice behavior on evaluation with field instructors. (Either 1 or 2 versus 1.5); Review examples of student learning activities to demonstrate practice behavior during junior field initial site visitation. Most Juniors without SWK 301 Research, however, decision made to keep on junior evaluation in preparation for senior year</p>

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
EPA 2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.	2.1.5.1 Identify social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.	SWK397/Junior Field Evaluation	1.5	67%	Not Met*	*Require only one score per practice behavior on evaluation with field instructors. (Either 1 or 2 versus 1.5); Review examples of student learning activities to demonstrate practice behavior during junior field initial site visitation. Juniors without completion of SWK 476 Policy
		SWK476 Social Policy Analysis & Advocacy Project Paper	C+	100%	Met	
		SWK486/Senior Field Evaluation	4	100%	Met	
		ACAT Policy	400	100%	Met	
	2.1.5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.	SWK397/Junior Field Evaluation	1.5	58%	Not Met*	
		SWK476/Social Policy Analysis & Advocacy Project Paper	C+	100%	Met	
		SWK486/Senior Field Evaluation	4	100%	Met	
	2.1.5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	SWK397/Junior Field Evaluation	1.5	58%	Not Met*	
		SWK476/ Social Policy Analysis & Advocacy Project Presentation	C+	100%	Met	
SWK486/Senior Field Evaluation		4	100%	Met		

Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p>2.1.6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>SWK 379 Theory Paper</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p> <p>ACAT HBSE</p>	<p>C+</p> <p>1.5</p> <p>4</p> <p>400</p>	<p>75%</p> <p>92%</p> <p>100%</p> <p>100%</p>	<p>Not Met*</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>*Monitor HBSE courses taught by other disciplines leading up to the capstone.</p>
	<p>2.1.6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>SWK278/Videotaped Interview Assignment</p> <p>SWK397/Junior Field Evaluation</p> <p>SWK486/Senior Field Evaluation</p> <p>ACAT Social Work Practice</p>	<p>C+</p> <p>1.5</p> <p>4</p> <p>400</p>	<p>100%</p> <p>92%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.7 Assess Individuals, Families, Groups, Organizations, Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>2.1.7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	SWK355/Comprehensive Assessment	C+	100%	Met	No changes
		SWK356/Family Assessment Simulation	C+	100%	Met	
		SWK457/Community Assessment toward PIF Project	C+	100%	Met	
		4	91%	Met		
		SWK486/Senior Field Evaluation	3	100%	Met	
		SWK488/Senior Case Presentation	400	100%	Met	
	<p>2.1.7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	SWK 379/Theory Paper	C+	75%	Not met*	<p>*Monitor HBSE courses taught by other disciplines leading up to the capstone.</p>
		SWK486/Senior Field Evaluation	4	100%	Met	
		3	100%	Met		
		SW488/Senior Case Presentation	400	100%	Met	
	<p>2.1.7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	SWK356/Family Assessment Simulation	C+	100%	Met	No changes
		SWK457/Community Assessment toward PIF Project	3	100%	Met	
		SWK486/Senior Field Evaluation	4	91%	Met	

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	2.1.7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	SWK356/Family Assessment Simulation	C+	100%	Met	No changes
		SWK457/Community Assessment toward PIF Project	3	100%	Met	
		SWK486/Senior Field Evaluation	4	82%	Met	

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.8 Intervene with Individuals, Families, groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	SWK457/Night without a Home Event	3	100%	Met	No changes
		SWK355/Comprehensive Final Exam Simulation	C+	93%	Met	
		SWK486/Senior Field Placement	4	100%	Met	
		SWK488/Senior Case Presentation	400	100%	Met	
		ACAT Social Work Practice				
	<p>2.1.8.2 Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	SWK457/IMAGINE	3	100%	Met	No changes
		SWK486/Senior Field Placement	4	91%	Met	
		ACAT HBSE	400	100%	Met	
	<p>2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	SWK356/Empty Bowls	C+	100%	Met	No changes
		SWK457/Night without a Home Event	3	100%	Met	
		SWK486/Senior Field Placement	4	100%	Met	
	<p>2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	SWK356/Empty Bowls	C+	100%	Met	No changes
		SWK457/Night without a Home Event	3	100%	Met	
		SWK486/Senior Field Placement	4	100%	Met	

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	2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	SWK355/Comprehensive Final Exam Simulation	C+	93%	Met	No changes
		SWK356/Family Assessment Simulation	C+	100%	Met	
		SWK457/Night without a Home Event	3	100%	Met	
		SWK 486/Senior Field Placement	4	100%	Met	

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Competency	Practice Behavior	Measures	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>	<p>2.1.9.1 Select and use appropriate methods for evaluation of outcomes.</p>	<p>SWK457/Night without a Home Event</p> <p>SWK486/Senior Field Placement</p> <p>SWK488/Senior Case Presentation</p> <p>ACAT Social Work Practice</p>	<p>3</p> <p>4</p> <p>3</p> <p>400</p>	<p>100%</p> <p>91%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>SWK486/Senior Field Placement</p> <p>ACAT HBSE</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>SWK457/Night without a Home Event</p> <p>SWK486/Senior Field Placement</p> <p>SWK488/Senior Case Presentation</p>	<p>3</p> <p>4</p> <p>3</p>	<p>100%</p> <p>91%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>SWK356/Empty Bowls Evaluation</p> <p>SWK457/Night without a Home Event</p> <p>SWK486/Senior Field Placement</p>	<p>3</p> <p>3</p> <p>4</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>

ADDITIONAL PROGRAM ASSESSMENT

Defiance College Social Work Program Employer Survey Tool (Spring 2018)

Please select the following as a rating for your Social Work Alumni Employee(s)

[Type here]

5 = Full Competence

3= Moderately Competent

1= Incompetent

4= Highly Competent

2= Basic Level of Competence

1. **Over the last five years our Social Work Alumni have demonstrated ethical and professional behaviors: 4.5**
2. **Over the last five years our Social Work Alumni have appropriately engaged in diversity and difference in their practice: 4.3**
3. **Over the last five years our Social Work Alumni have worked towards advancing human rights and social, economic, and environmental justice: 4.5**
4. **Over the last five years our Social Work Alumni have appropriately engaged in practice-informed and research informed practice: 4.2**
5. **Over the last five years our Social Work Alumni have appropriately engaged in policy practice: 4.5**
6. **Over the last five years our Social Work Alumni have appropriately engaged with individuals, families, groups, and communities: 4.9**
7. **Over the last five years our Social Work Alumni have appropriately assessed individuals, families, groups, organizations and communities: 4.5**
8. **Over the last five years our Social Work Alumni have appropriately intervened with individuals, families, groups, organizations and communities: 4.4**
9. **Over the last five years our Social Work Alumni have appropriately evaluated individuals, families, groups, organizations, and communities:4.4**

** Eight agencies responded who employed 1-5 Defiance College Social Work alumni in the last five years.

[Type here]

ADDITIONAL PROGRAM ASSESSMENT

First Time LSW Passage Rates

Graduating Year	Number of Students	# students sat for LSW	Passed LSW Exam
2016 Graduates	5	4	4
2017 Graduates	8	4	3
2018 Graduates	14	4	4

Out of 27 graduates since May of 2016, 12 alumni have self-reported sitting for the Ohio LSW Licensure Exam with 11 passing on the first attempt resulting in a 92% first time passage rate. Passage toward licensure can be proven per individual through the Ohio Counselor, Social Worker, and Marriage and Family Therapist website (www.cswmft.org).

[Type here]

ADDITIONAL PROGRAM ASSESSMENT

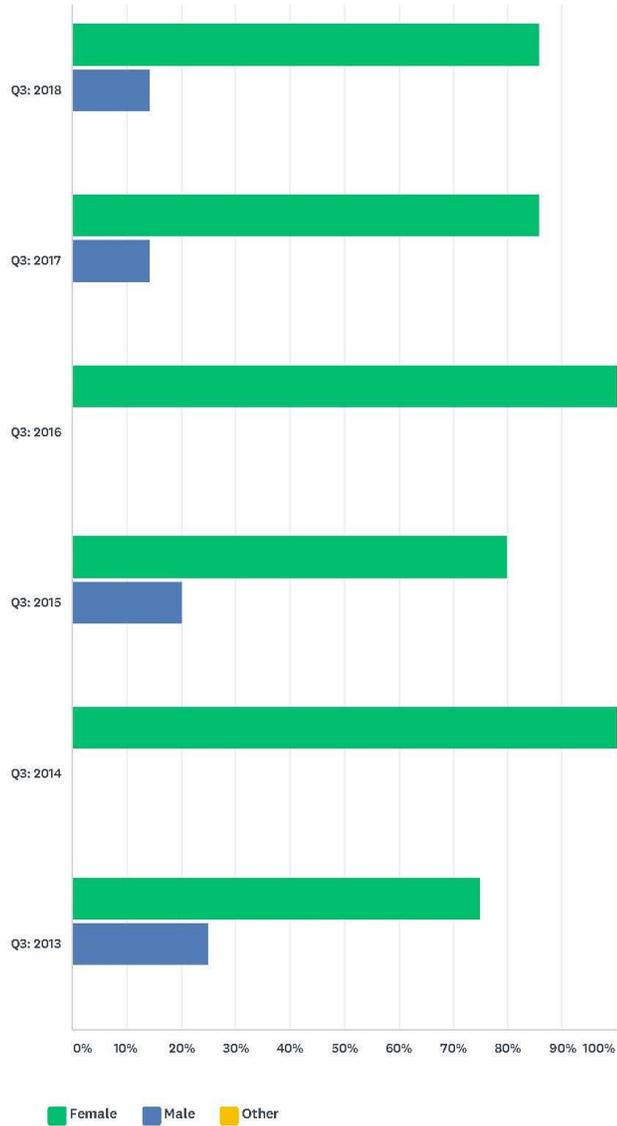
2018 Alumni Survey Results

Out of 72 graduates since May of 2013, 35 alumni responded to this survey, therefore 50 % of these graduates responded. After reviewing the results of the survey, the program met and discussed a plan to identify trends. Even prior to this survey, it was noted that in 2013 alumni expressed desiring a more clinical focus in the program. This was expressed by alumni who graduated from the years 2013-15 to faculty due to concerns with lower LSW first time passage rates. As a result the program hired another individual in 2014 to promote a more clinical focus in the practice courses. In addition, after years of discussion in 2017, the program also acquired Abnormal Psychology as a part of the Social Work curriculum taught by the same professor with a clinical focus. In addition, the program started LSW licensure preparation within Senior Seminar by purchasing the ASWB Group Practice Exam. In summary of these concerns, the survey reflected the prior dissatisfaction and absence of such comments from recent graduates.

The survey also indicated more of a desire for crisis intervention and assessment. This was also expressed to the program previously, and crisis intervention and assessment have become much more of a focus in the Interviewing and practice courses in the last two years. In recent years, we noticed there was a dissatisfaction with the coverage of policy. As a result, the program plans to strive for improvement with instructor continuity in the Policy course. In addition, social work faculty will continue to closely monitor and mentor the instructor. The Program Director will continue to distribute and analyze this data every several years to continually assess student satisfaction and perceived program performance.

Q1 What is your gender?

Answered: 36 Skipped: 0



	FEMALE	MALE	OTHER	TOTAL
Q3: 2018	85.71% 6	14.29% 1	0.00% 0	19.44% 7
Q3: 2017	85.71% 6	14.29% 1	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	2.78% 1

[Type here]

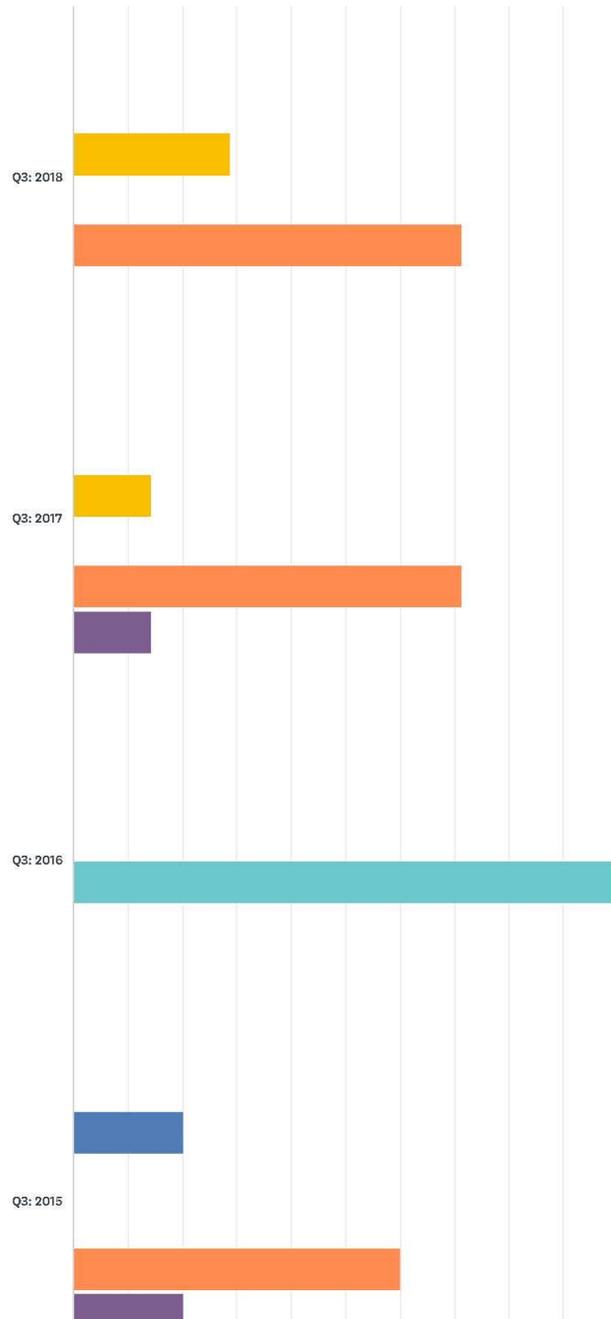
Defiance College Alumni Survey

SurveyMonkey

Q3: 2015	80.00% 4	20.00% 1	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	75.00% 6	25.00% 2	0.00% 0	22.22% 8
Total Respondents	31	5	0	36

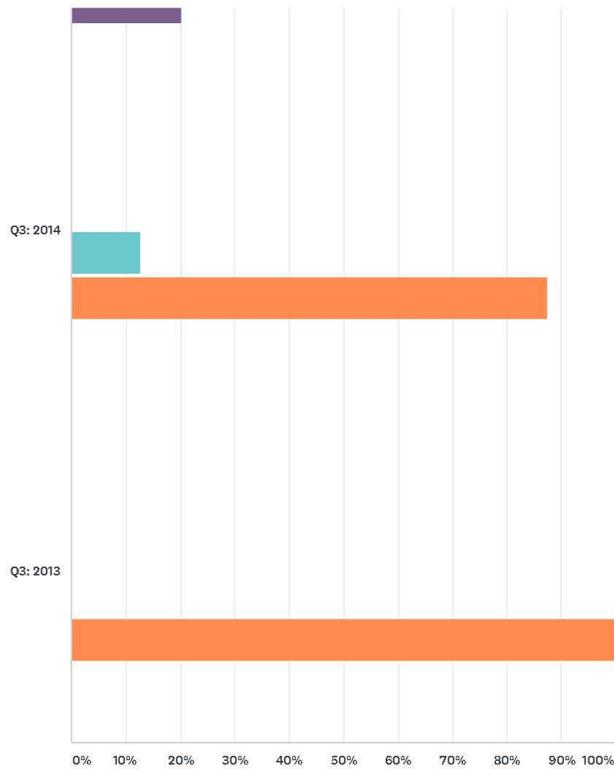
Q2 Which race/ethnicity best describes you? (Please choose only one.)

Answered: 36 Skipped: 0



3 / 46

[Type here]

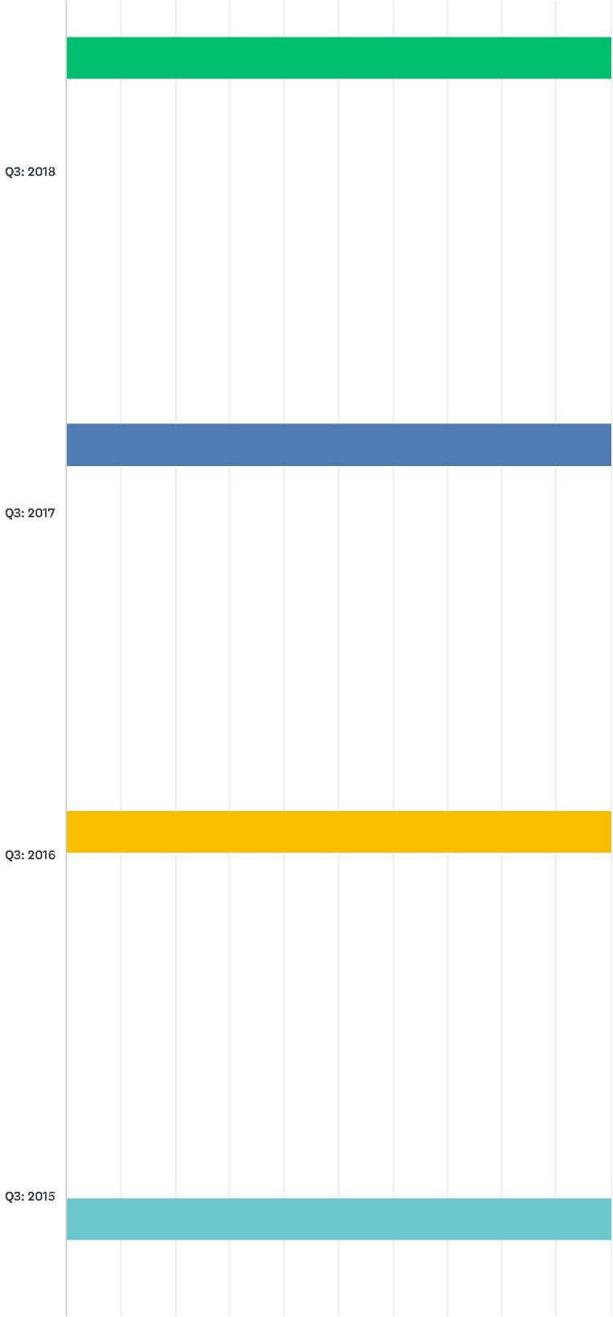


■ American Indian or Alaskan Native ■ Asian / Pacific Islander
■ Black or African American ■ Hispanic/Latino ■ White / Caucasian
■ Multiple ethnicity / Other (please specify)

	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN / PACIFIC ISLANDER	BLACK OR AFRICAN AMERICAN	HISPANIC/LATINO	WHITE / CAUCASIAN	MULTIPLE ETHNICITY / OTHER (PLEASE SPECIFY)	TOTAL
Q3: 2018	0.00% 0	0.00% 0	28.57% 2	0.00% 0	71.43% 5	0.00% 0	19.44% 7
Q3: 2017	0.00% 0	0.00% 0	14.29% 1	0.00% 0	71.43% 5	14.29% 1	19.44% 7
Q3: 2016	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	0.00% 0	20.00% 1	0.00% 0	0.00% 0	60.00% 3	20.00% 1	13.89% 5
Q3: 2014	0.00% 0	0.00% 0	0.00% 0	12.50% 1	87.50% 7	0.00% 0	22.22% 8
Q3: 2013	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 8	0.00% 0	22.22% 8
Total Respondents	0	1	3	2	28	2	36

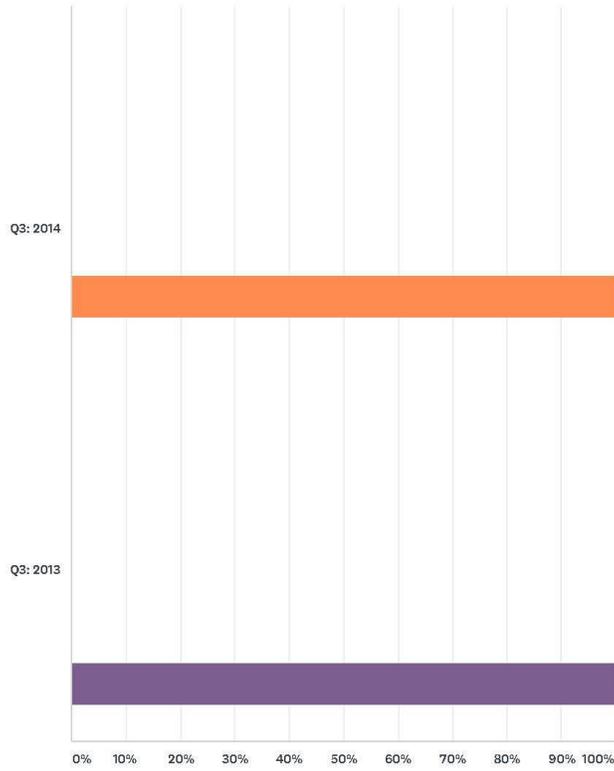
Q3 When did you graduate from Defiance College

Answered: 36 Skipped: 0



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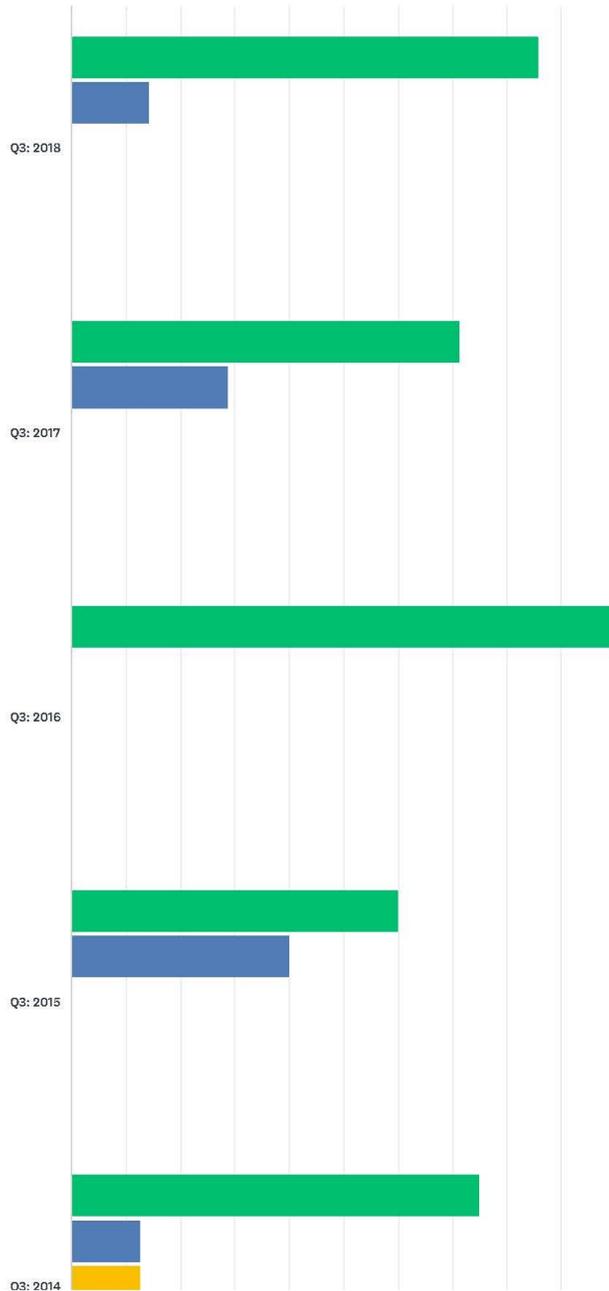


■ 2018
 ■ 2017
 ■ 2016
 ■ 2015
 ■ 2014
 ■ 2013

	2018	2017	2016	2015	2014	2013	TOTAL
Q3: 2018	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	0.00% 0	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 8	0.00% 0	22.22% 8
Q3: 2013	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 8	22.22% 8
Total Respondents	7	7	1	5	8	8	36

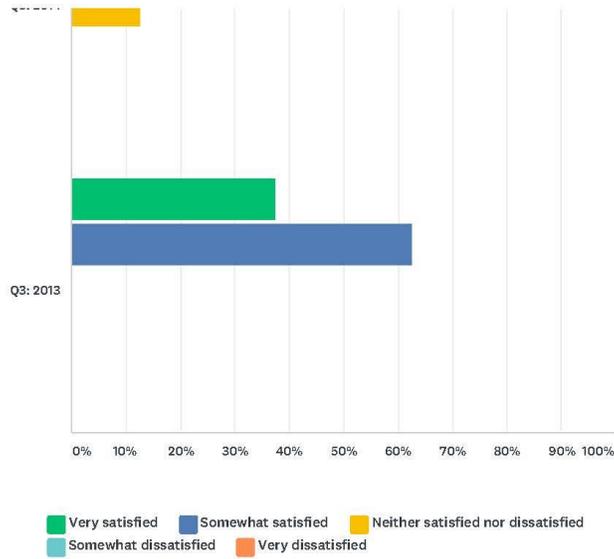
Q4 Please rate the quality of advising in regards to course selection and curriculum planning

Answered: 36 Skipped: 0



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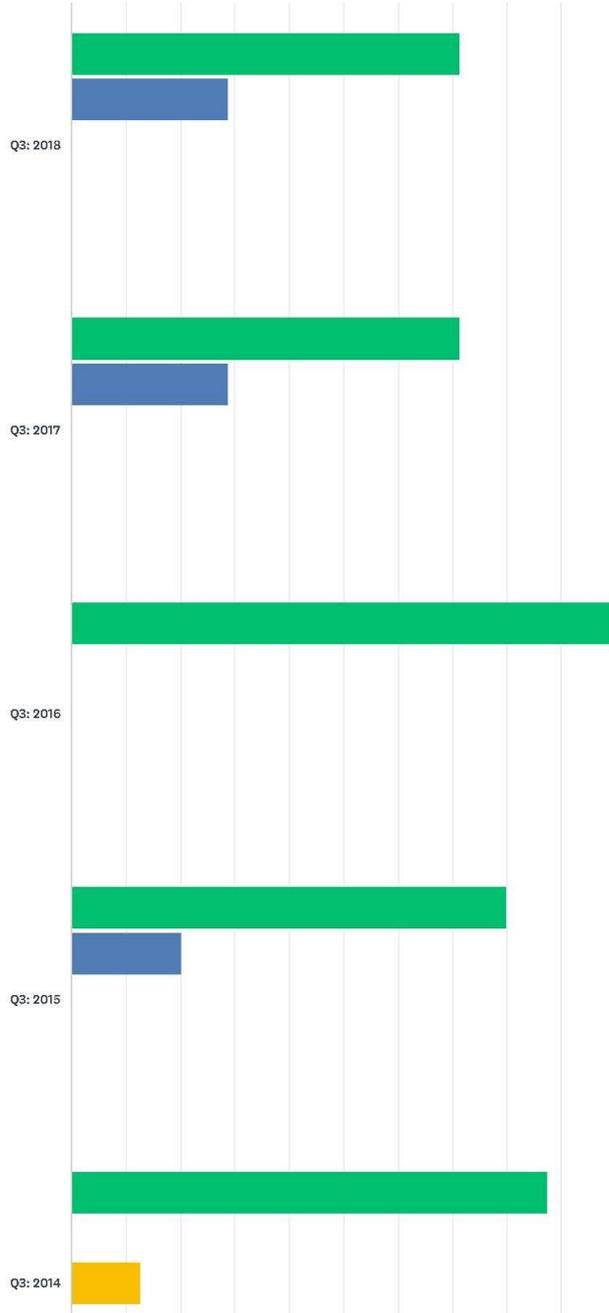
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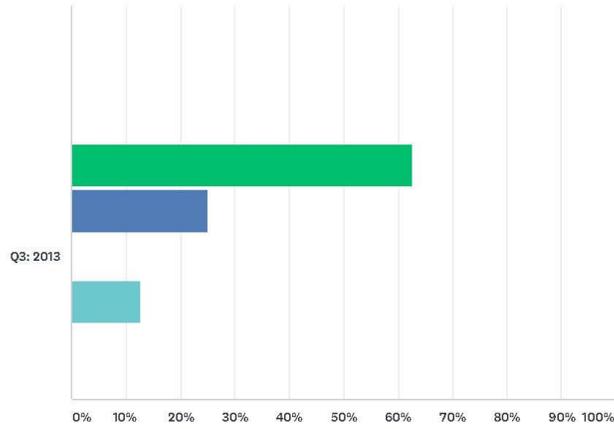


	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	37.50% 3	62.50% 5	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Total Respondents	24	11	1	0	0	36

Q5 Please rate the quality of advising in regards to professionalism

Answered: 36 Skipped: 0



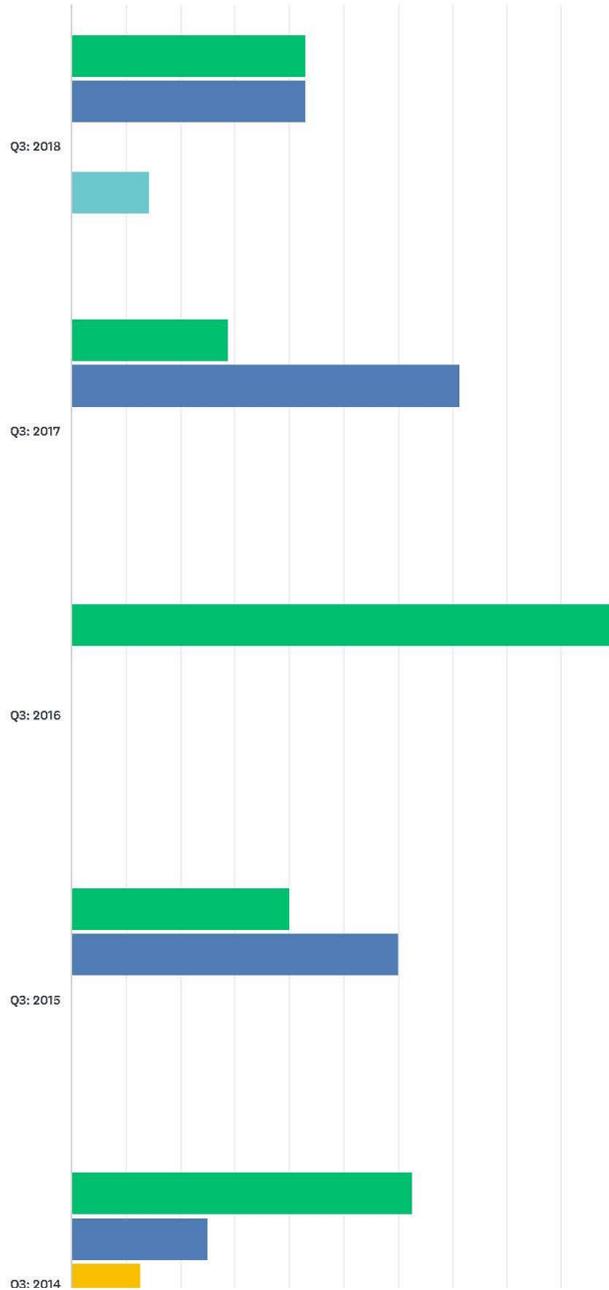


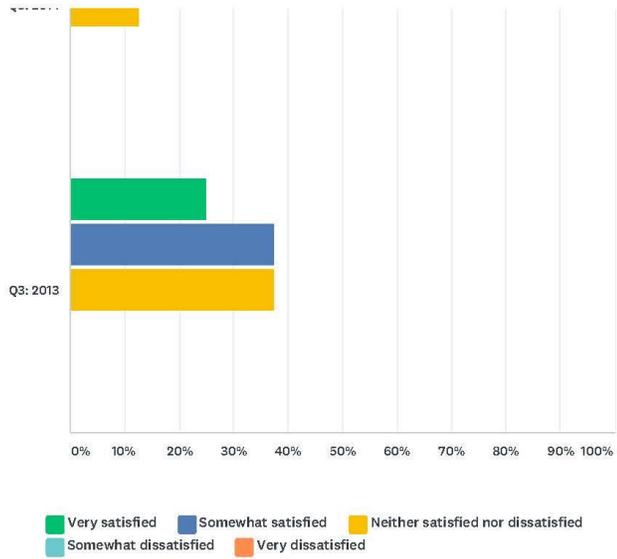
■ Very satisfied
 ■ Somewhat satisfied
 ■ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied
 ■ Very dissatisfied

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	62.50% 5	25.00% 2	0.00% 0	12.50% 1	0.00% 0	22.22% 8
Total Respondents	27	7	1	1	0	36

Q6 Please rate the quality of advising your received in regards to career planning and graduate school?

Answered: 36 Skipped: 0

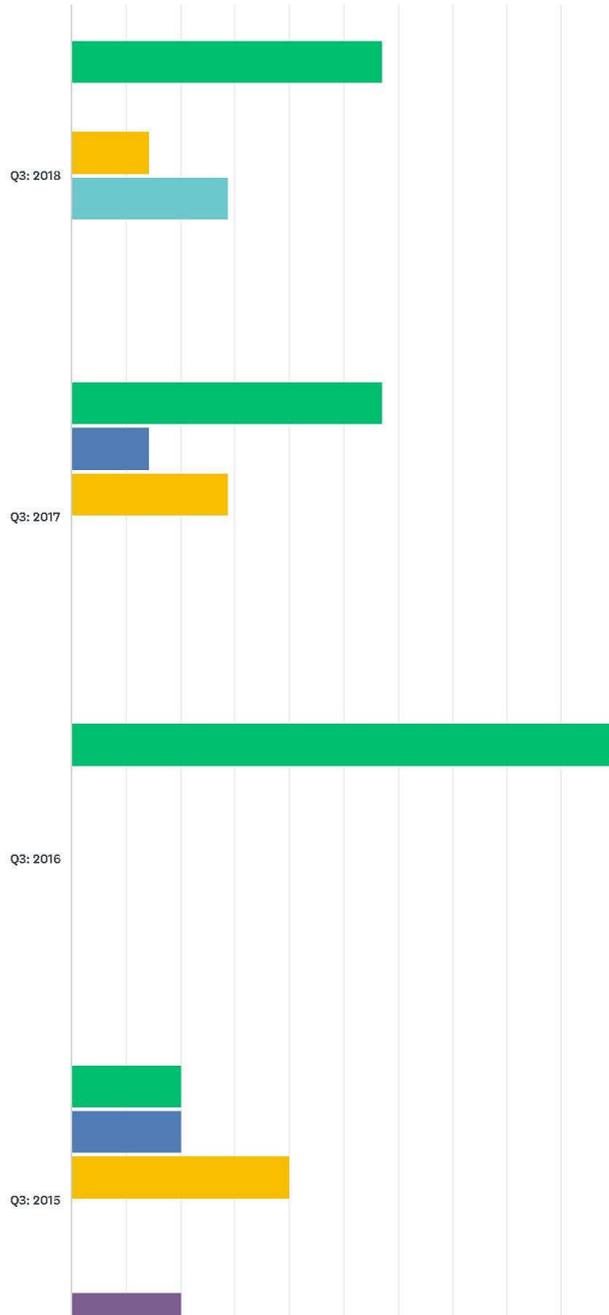




	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	42.86% 3	42.86% 3	0.00% 0	14.29% 1	0.00% 0	19.44% 7
Q3: 2017	28.57% 2	71.43% 5	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	25.00% 2	37.50% 3	37.50% 3	0.00% 0	0.00% 0	22.22% 8
Total Respondents	15	16	4	1	0	36

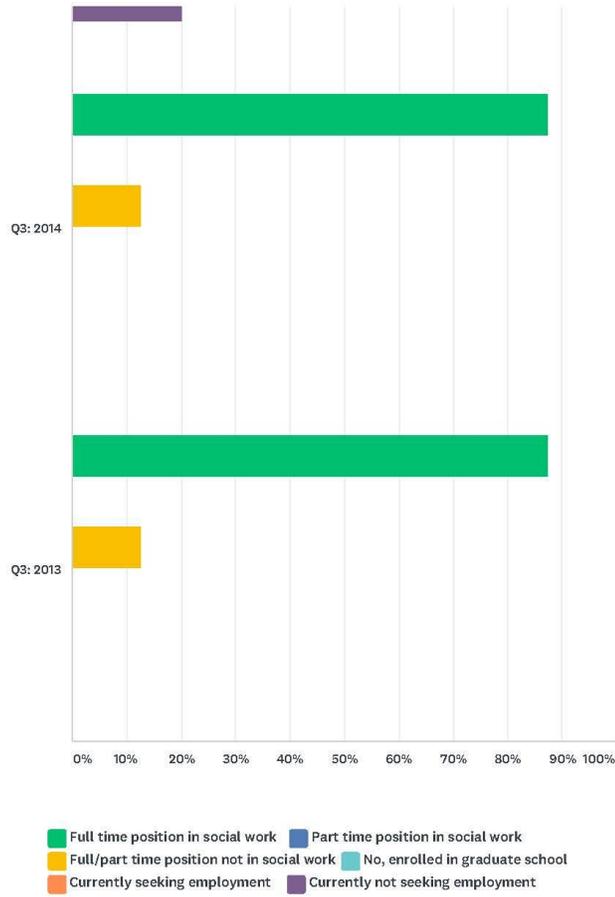
Q7 Are you currently employed?

Answered: 36 Skipped: 0



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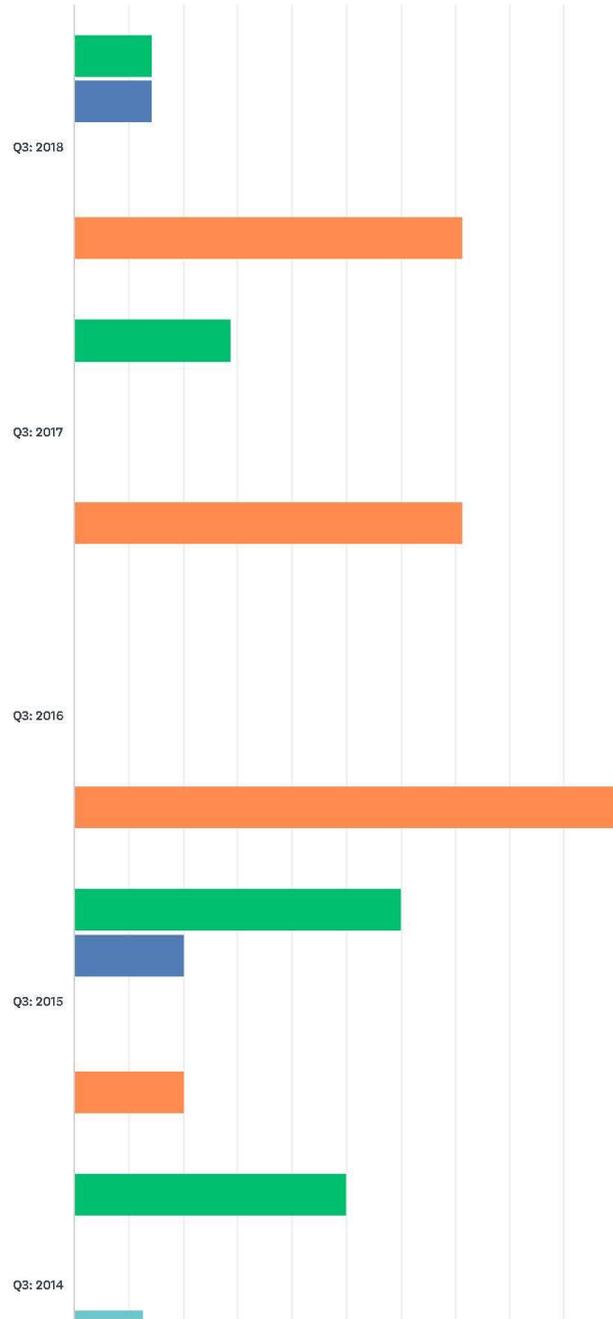
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	FULL TIME POSITION IN SOCIAL WORK	PART TIME POSITION IN SOCIAL WORK	FULL/PART TIME POSITION NOT IN SOCIAL WORK	NO, ENROLLED IN GRADUATE SCHOOL	CURRENTLY SEEKING EMPLOYMENT	CURRENTLY NOT SEEKING EMPLOYMENT	TOTAL
Q3: 2018	57.14% 4	0.00% 0	14.29% 1	28.57% 2	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	57.14% 4	14.29% 1	28.57% 2	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	20.00% 1	20.00% 1	40.00% 2	0.00% 0	0.00% 0	20.00% 1	13.89% 5
Q3: 2014	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Total Respondents	24	2	7	2	0	1	36

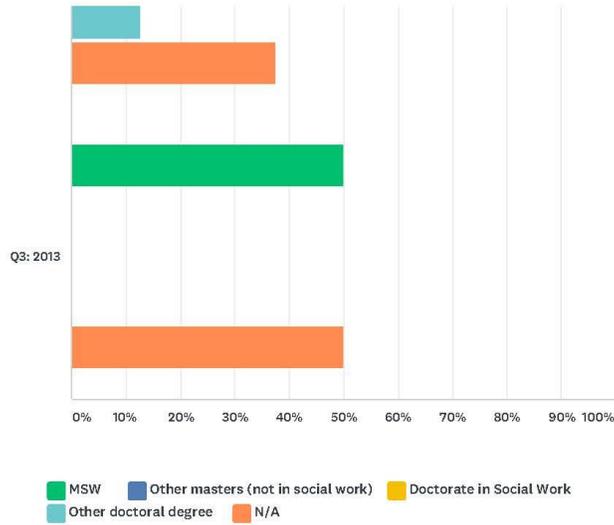
Q8 Please indicate if you have sought an advanced degree from below

Answered: 36 Skipped: 0



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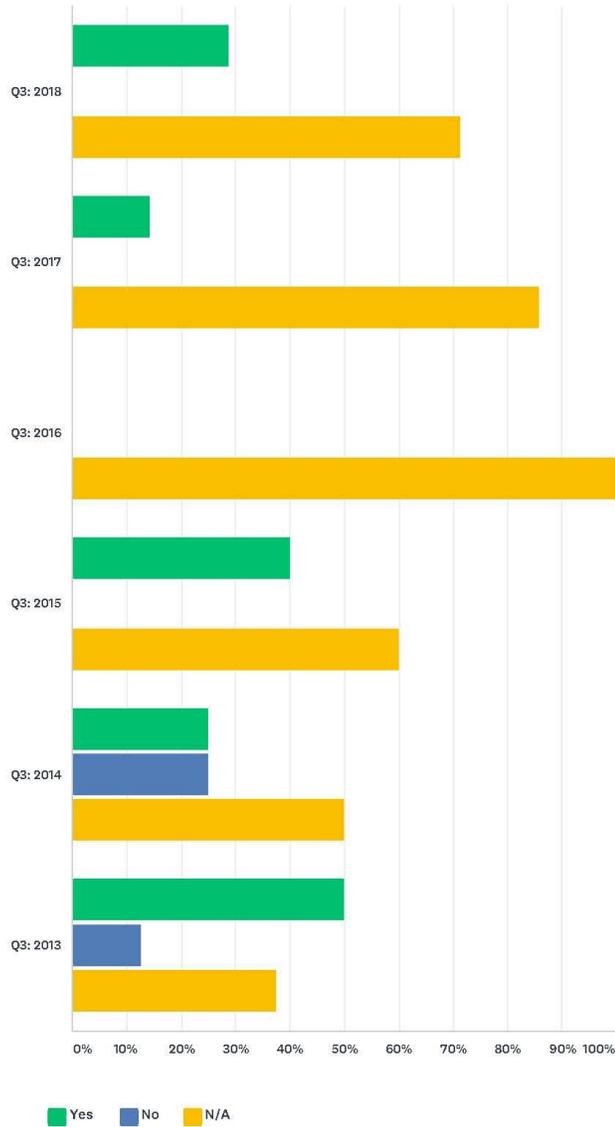
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	MSW	OTHER MASTERS (NOT IN SOCIAL WORK)	DOCTORATE IN SOCIAL WORK	OTHER DOCTORAL DEGREE	N/A	TOTAL
Q3: 2018	14.29% 1	14.29% 1	0.00% 0	0.00% 0	71.43% 5	19.44% 7
Q3: 2017	28.57% 2	0.00% 0	0.00% 0	0.00% 0	71.43% 5	19.44% 7
Q3: 2016	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	2.78% 1
Q3: 2015	60.00% 3	20.00% 1	0.00% 0	0.00% 0	20.00% 1	13.89% 5
Q3: 2014	50.00% 4	0.00% 0	0.00% 0	12.50% 1	37.50% 3	22.22% 8
Q3: 2013	50.00% 4	0.00% 0	0.00% 0	0.00% 0	50.00% 4	22.22% 8
Total Respondents	14	2	0	1	19	36

Q9 If you have been accepted into an MSW degree program were you accepted into an Advanced Standing Program?

Answered: 36 Skipped: 0



	YES	NO	N/A	TOTAL
Q3: 2018	28.57% 2	0.00% 0	71.43% 5	19.44% 7
Q3: 2017	14.29% 1	0.00% 0	85.71% 6	19.44% 7

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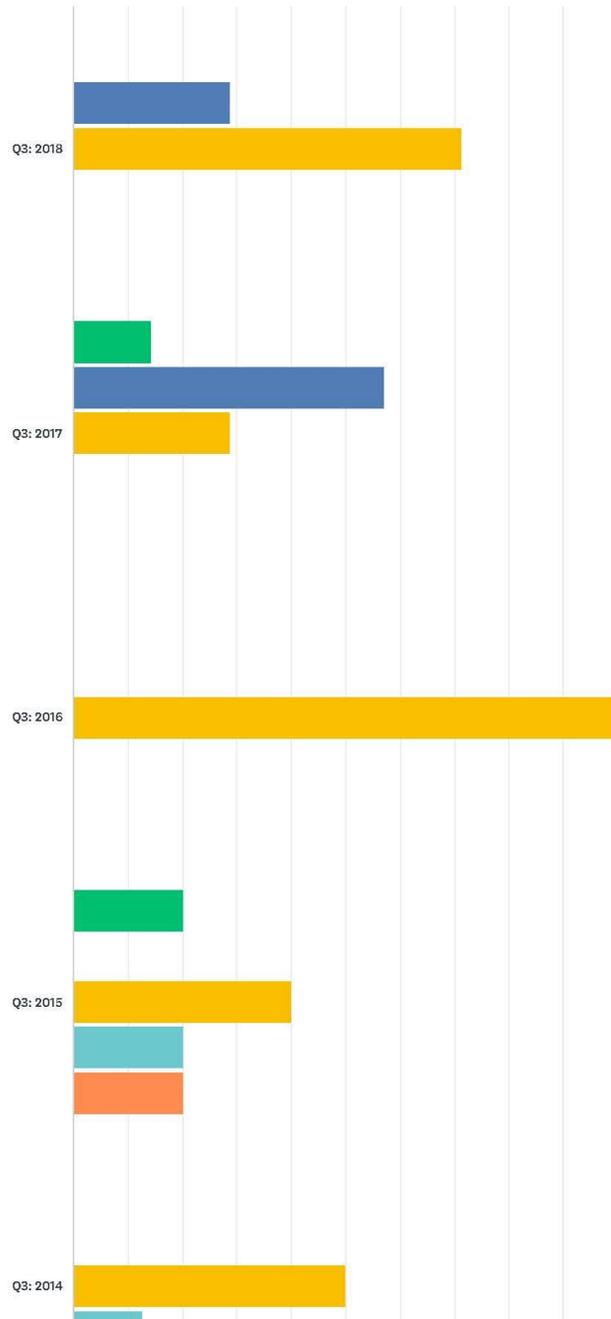
Defiance College Alumni Survey

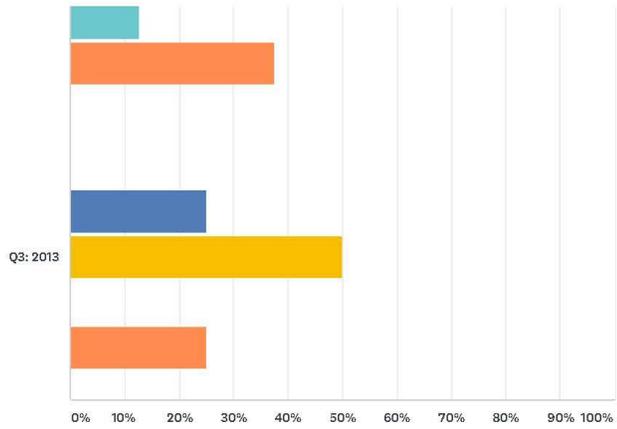
SurveyMonkey

Q3: 2016	0.00%	0	0.00%	0	100.00%	1	2.78%	1
Q3: 2015	40.00%	2	0.00%	0	60.00%	3	13.89%	5
Q3: 2014	25.00%	2	25.00%	2	50.00%	4	22.22%	8
Q3: 2013	50.00%	4	12.50%	1	37.50%	3	22.22%	8
Total Respondents		11		3		22		36

Q10 What degree is required for your current social work position?

Answered: 36 Skipped: 0



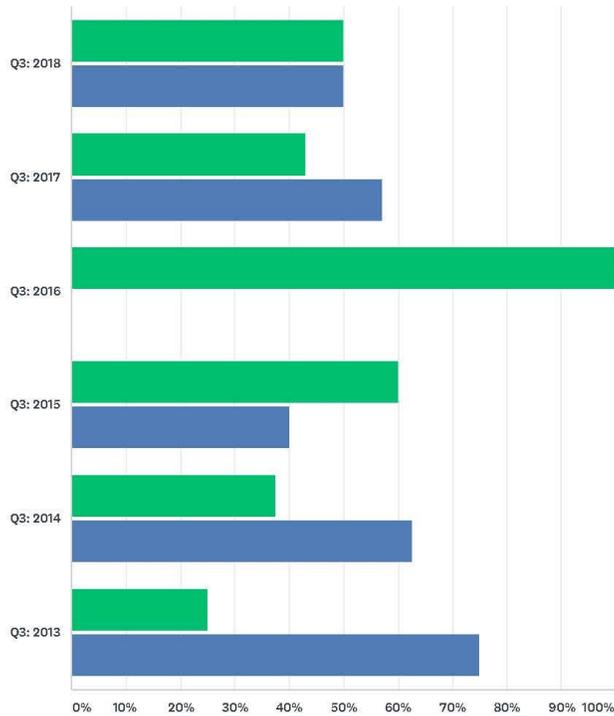


■ Associate of Arts
 ■ Bachelors Degree (other than social work)
 ■ BSW
■ Masters Degree (other than social work)
 ■ MSW

	ASSOCIATE OF ARTS	BACHELORS DEGREE (OTHER THAN SOCIAL WORK)	BSW	MASTERS DEGREE (OTHER THAN SOCIAL WORK)	MSW	TOTAL
Q3: 2018	0.00% 0	28.57% 2	71.43% 5	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	14.29% 1	57.14% 4	28.57% 2	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	20.00% 1	0.00% 0	40.00% 2	20.00% 1	20.00% 1	13.89% 5
Q3: 2014	0.00% 0	0.00% 0	50.00% 4	12.50% 1	37.50% 3	22.22% 8
Q3: 2013	0.00% 0	25.00% 2	50.00% 4	0.00% 0	25.00% 2	22.22% 8
Total Respondents	2	8	18	2	6	36

Q11 Do you currently work primarily in an urban or rural community?

Answered: 35 Skipped: 1

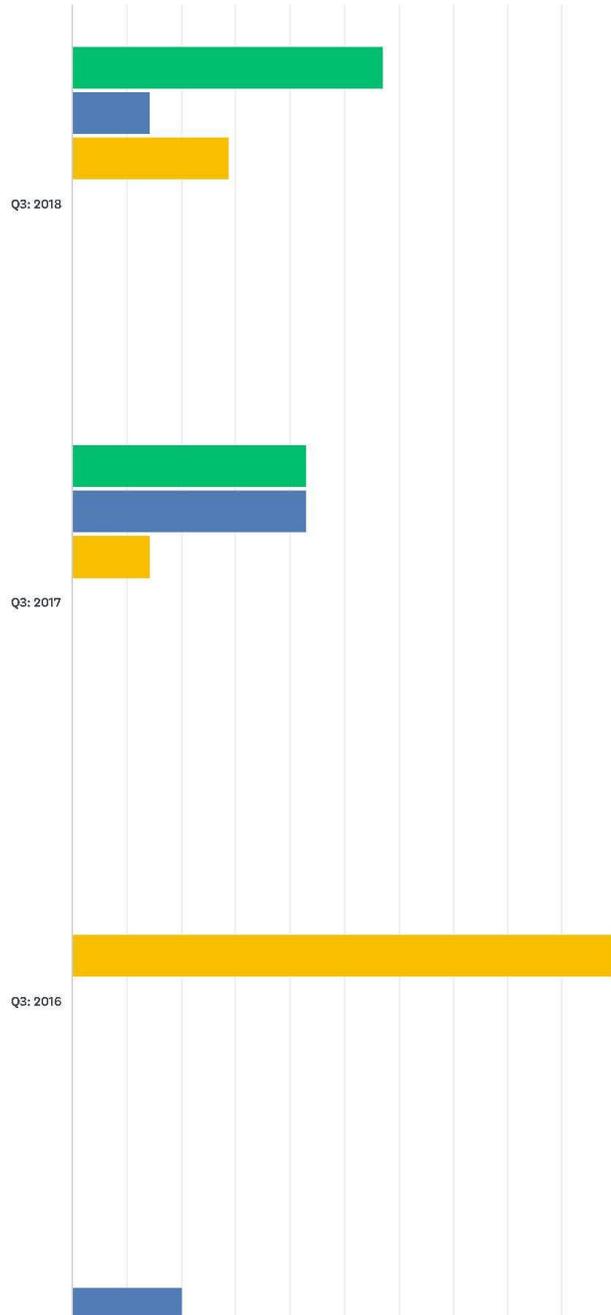


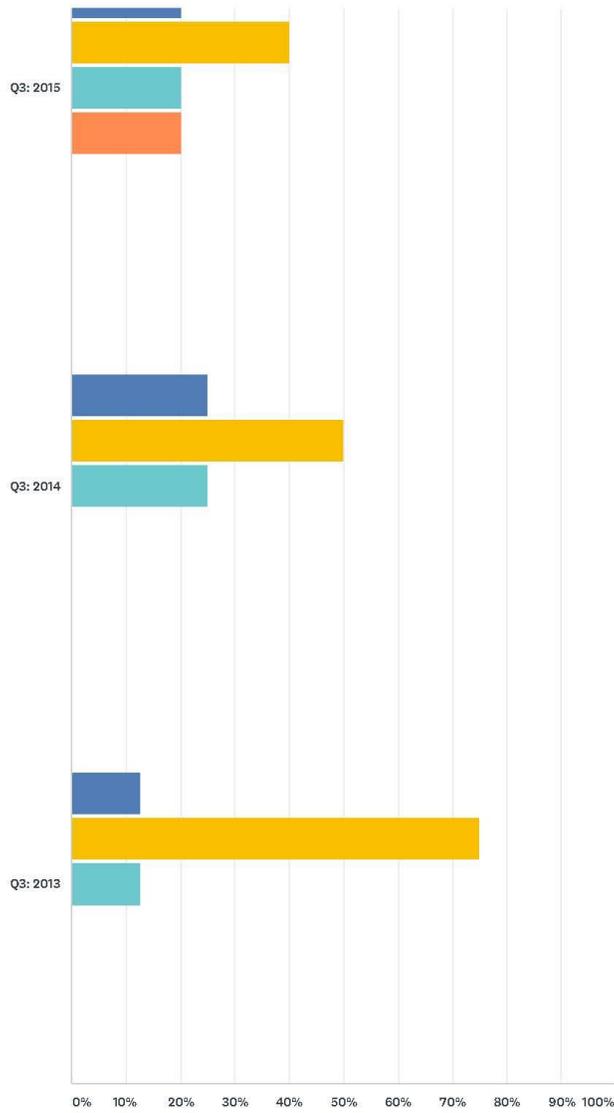
Urban (50,000 or more population, cities and villages exceeding 2,500 people)
 Rural (including farm and non-farm)

	URBAN (50,000 OR MORE POPULATION, CITIES AND VILLAGES EXCEEDING 2,500 PEOPLE)	RURAL (INCLUDING FARM AND NON-FARM)	TOTAL
Q3: 2018	50.00% 3	50.00% 3	17.14% 6
Q3: 2017	42.86% 3	57.14% 4	20.00% 7
Q3: 2016	100.00% 1	0.00% 0	2.86% 1
Q3: 2015	60.00% 3	40.00% 2	14.29% 5
Q3: 2014	37.50% 3	62.50% 5	22.86% 8
Q3: 2013	25.00% 2	75.00% 6	22.86% 8
Total Respondents	15	20	35

Q12 My total income last year was:

Answered: 36 Skipped: 0





■ Under \$15,000 ■ Between \$15,000 and \$29,999
■ Between \$30,000 and \$49,999 ■ Between \$50,000 and \$74,999
■ Between \$75,000 and \$99,999 ■ Between \$100,000 and \$150,000
■ Over \$150,000

	UNDER \$15,000	BETWEEN \$15,000 AND \$29,999	BETWEEN \$30,000 AND \$49,999	BETWEEN \$50,000 AND \$74,999	BETWEEN \$75,000 AND \$99,999	BETWEEN \$100,000 AND \$150,000	OVER \$150,000	TOTAL
Q3: 2018	57.14% 4	14.29% 1	28.57% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1

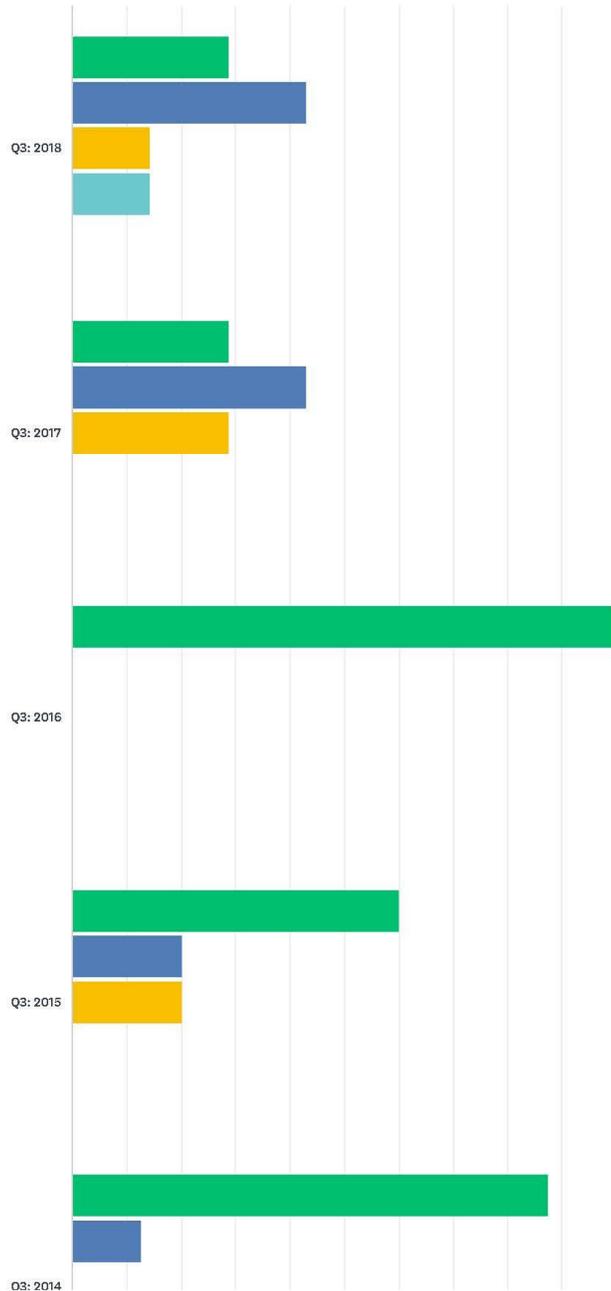
Defiance College Alumni Survey

SurveyMonkey

Q3: 2015	0.00% 0	20.00% 1	40.00% 2	20.00% 1	20.00% 1	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	0.00% 0	25.00% 2	50.00% 4	25.00% 2	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	0.00% 0	12.50% 1	75.00% 6	12.50% 1	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Total Respondents	7	8	16	4	1	0	0	36

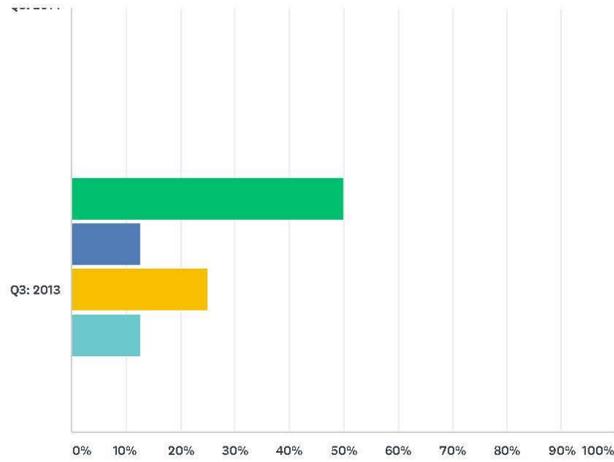
Q13 Overall, how satisfied or dissatisfied are you with how the Defiance College Social Work program prepared you for graduate school

Answered: 36 Skipped: 0



25 / 46

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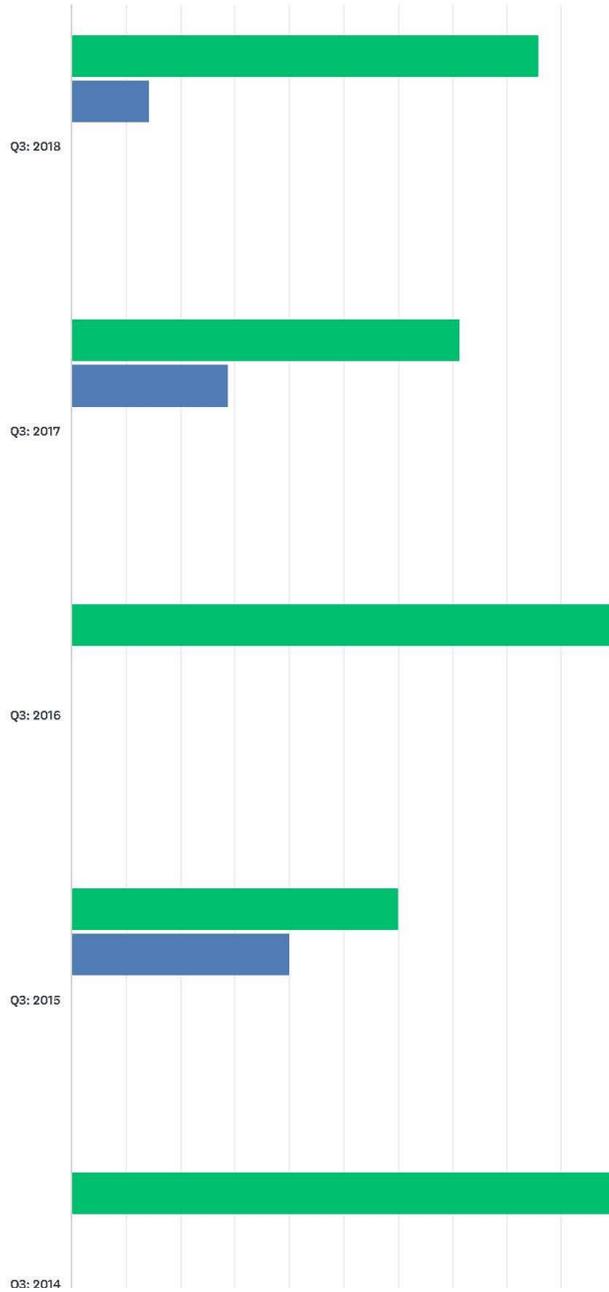


■ Very satisfied
 ■ Somewhat satisfied
 ■ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied
 ■ Very dissatisfied

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	28.57% 2	42.86% 3	14.29% 1	14.29% 1	0.00% 0	19.44% 7
Q3: 2017	28.57% 2	42.86% 3	28.57% 2	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	20.00% 1	20.00% 1	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	50.00% 4	12.50% 1	25.00% 2	12.50% 1	0.00% 0	22.22% 8
Total Respondents	19	9	6	2	0	36

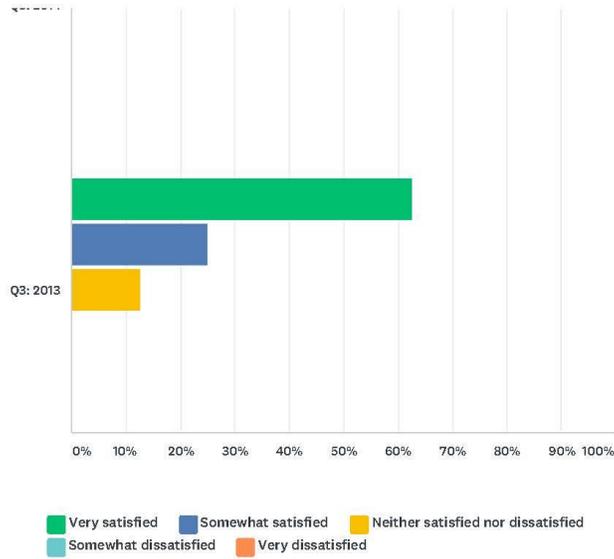
Q14 Overall, how satisfied or dissatisfied are you with how Defiance College social work program prepared you to demonstrate ethical and professional behavior

Answered: 36 Skipped: 0



27 / 46

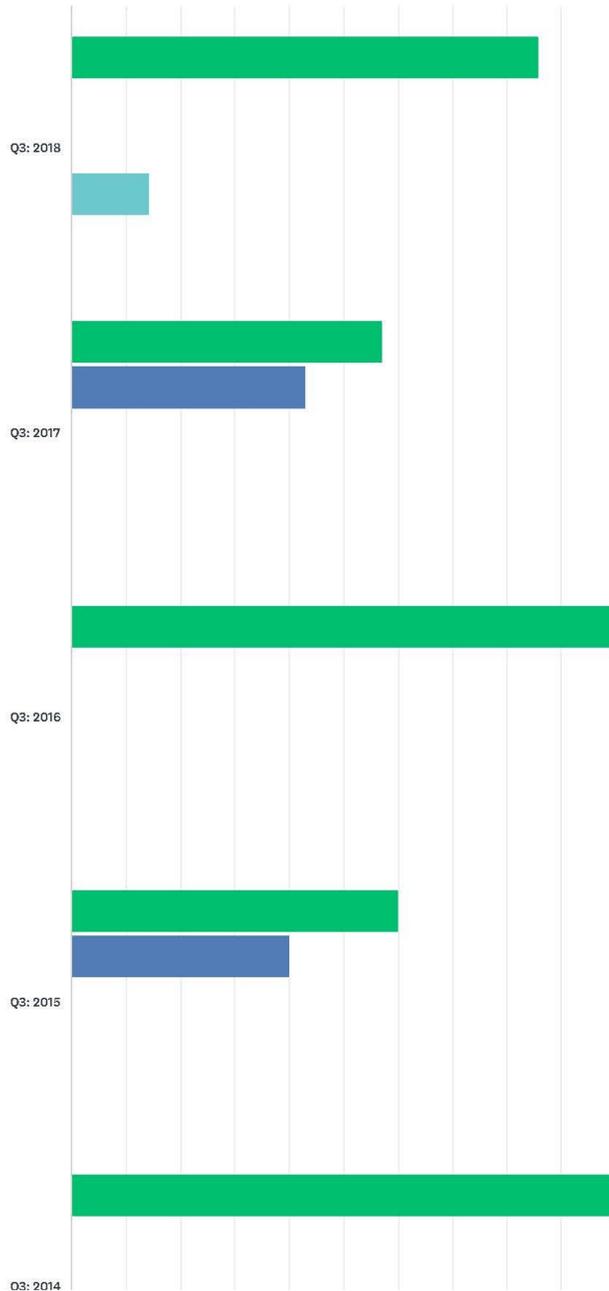
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	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	22.22% 8
Total Respondents	28	7	1	0	0	36

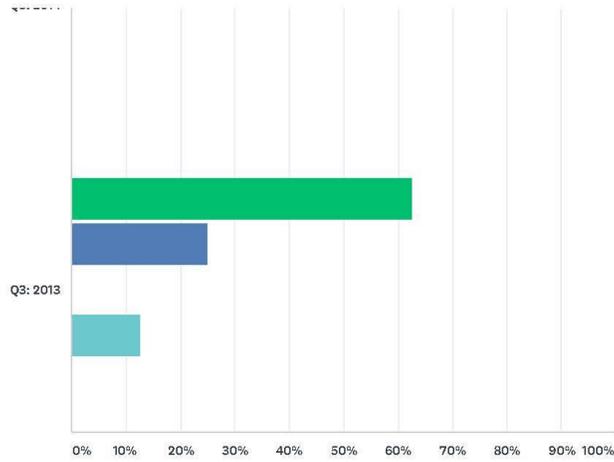
Q15 Overall, how satisfied or dissatisfied are you with our programs ability to help you engage in diversity and difference in practice?

Answered: 36 Skipped: 0



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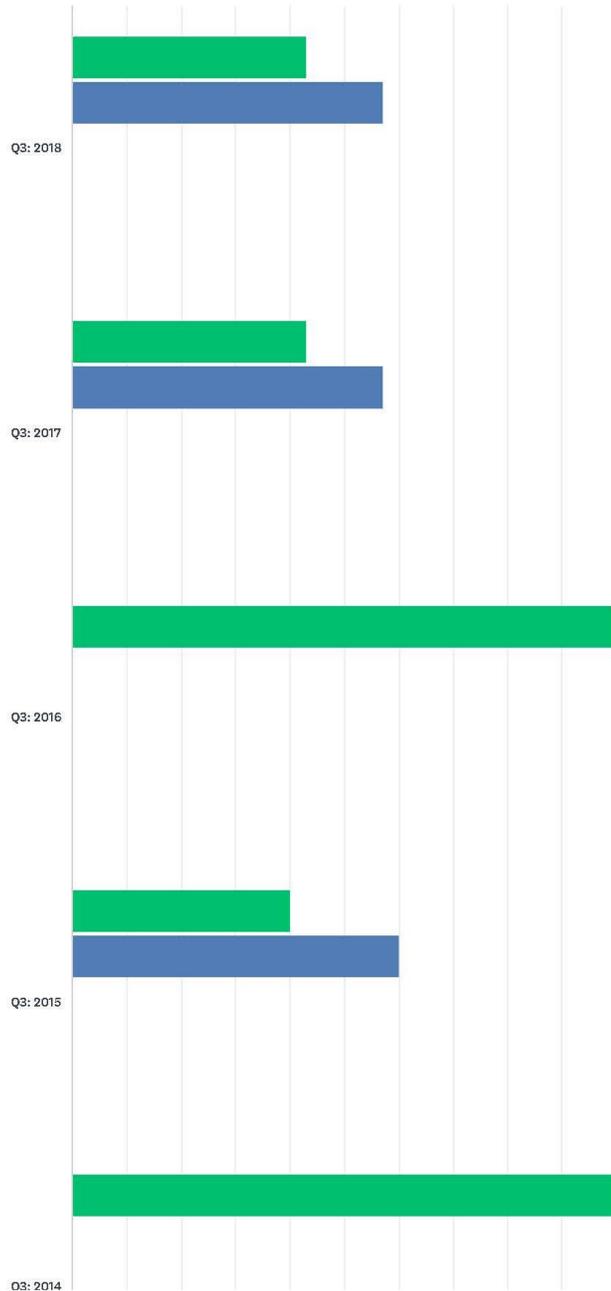


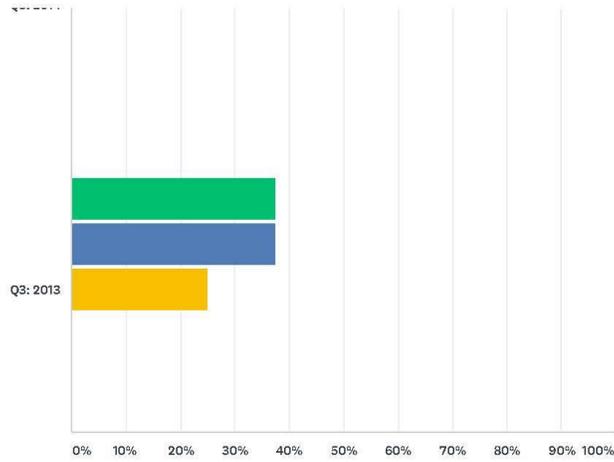
■ Very satisfied
 ■ Somewhat satisfied
 ■ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied
 ■ Very dissatisfied

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	85.71% 6	0.00% 0	0.00% 0	14.29% 1	0.00% 0	19.44% 7
Q3: 2017	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	62.50% 5	25.00% 2	0.00% 0	12.50% 1	0.00% 0	22.22% 8
Total Respondents	27	7	0	2	0	36

Q16 Overall, how satisfied or dissatisfied are you with our programs ability to prepare you to advance human rights and social, economic, and environmental justice

Answered: 36 Skipped: 0



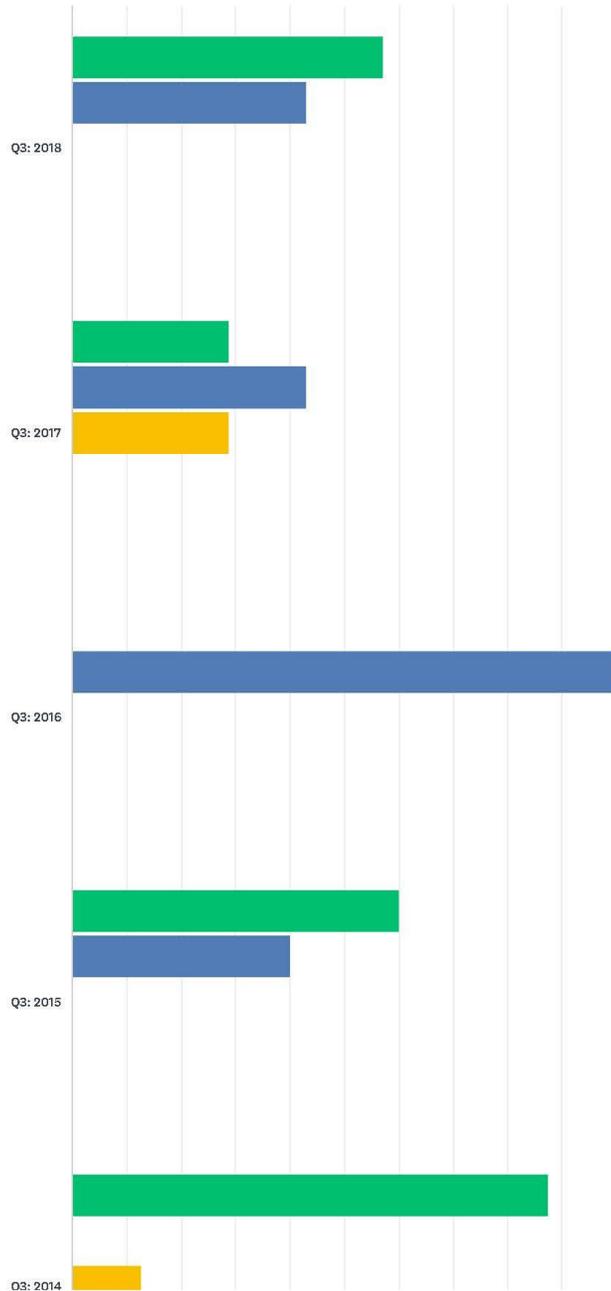


■ Very satisfied
 ■ Somewhat satisfied
 ■ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied
 ■ Very dissatisfied

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	37.50% 3	37.50% 3	25.00% 2	0.00% 0	0.00% 0	22.22% 8
Total Respondents	20	14	2	0	0	36

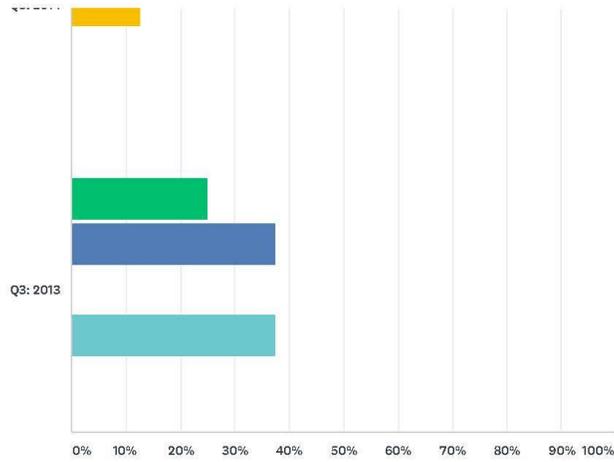
Q17 Overall, how satisfied or dissatisfied are you with your preparation to engage in practice-informed research and research informed practice?

Answered: 36 Skipped: 0



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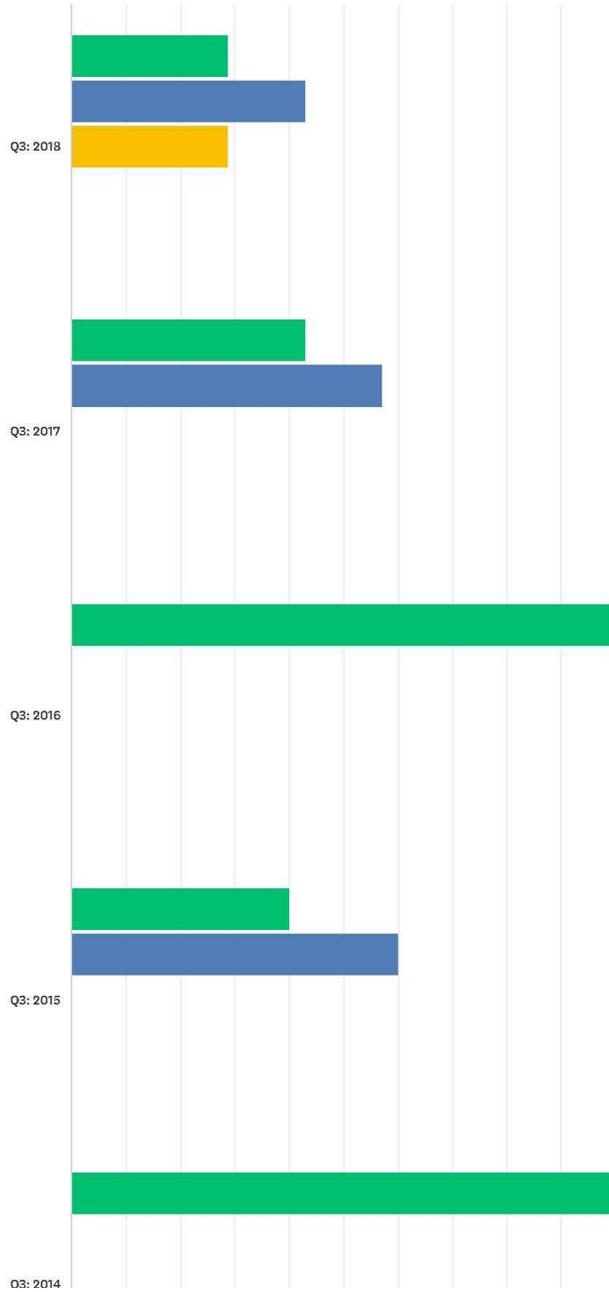


■ Very satisfied
 ■ Somewhat satisfied
 ■ Neither satisfied nor dissatisfied
■ Somewhat dissatisfied
 ■ Very dissatisfied

	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	28.57% 2	42.86% 3	28.57% 2	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	25.00% 2	37.50% 3	0.00% 0	37.50% 3	0.00% 0	22.22% 8
Total Respondents	18	12	3	3	0	36

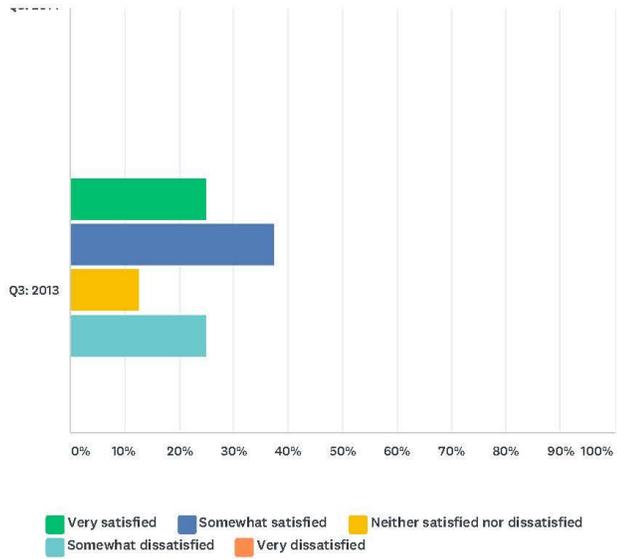
Q18 Overall, how satisfied or dissatisfied are you with your social work program preparing you to engage in policy practice

Answered: 36 Skipped: 0



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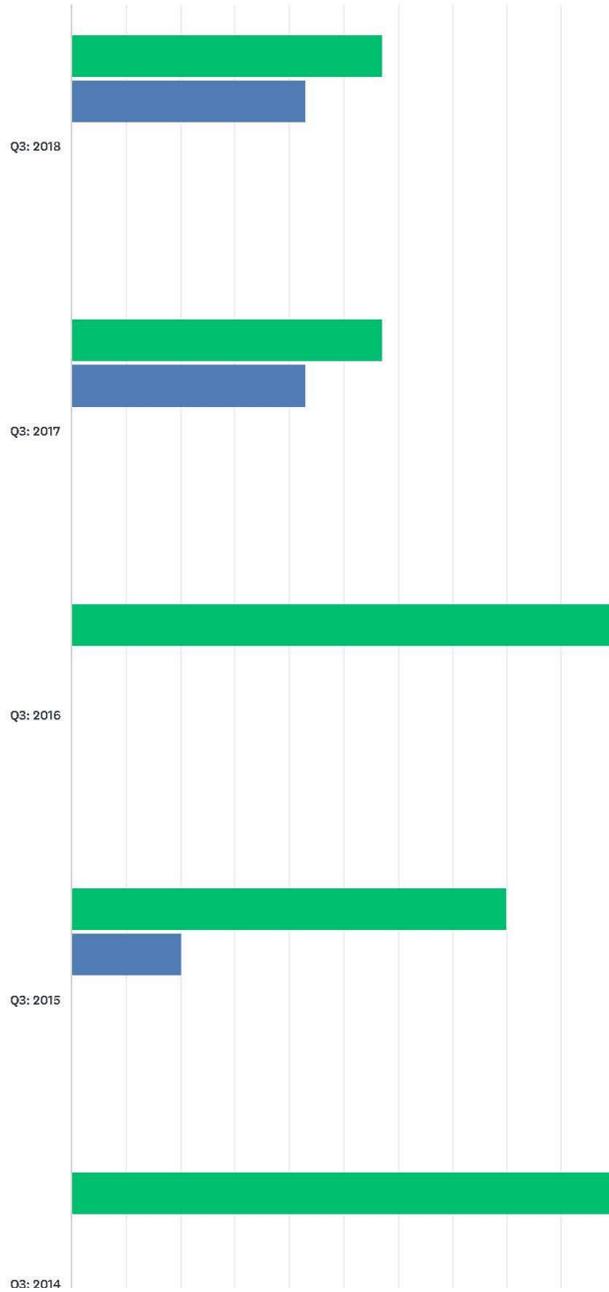
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	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	28.57% 2	42.86% 3	28.57% 2	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	25.00% 2	37.50% 3	12.50% 1	25.00% 2	0.00% 0	22.22% 8
Total Respondents	18	13	3	2	0	36

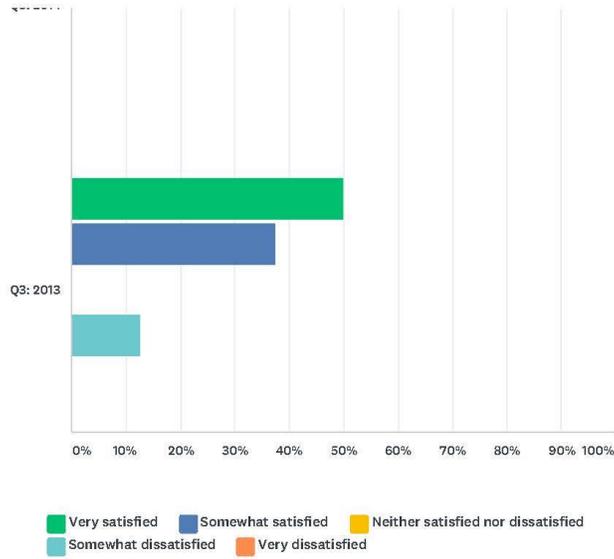
Q19 Overall, how satisfied or dissatisfied are you with your preparation to engage with individuals, families, groups, organizations, and communities

Answered: 36 Skipped: 0



37 / 46

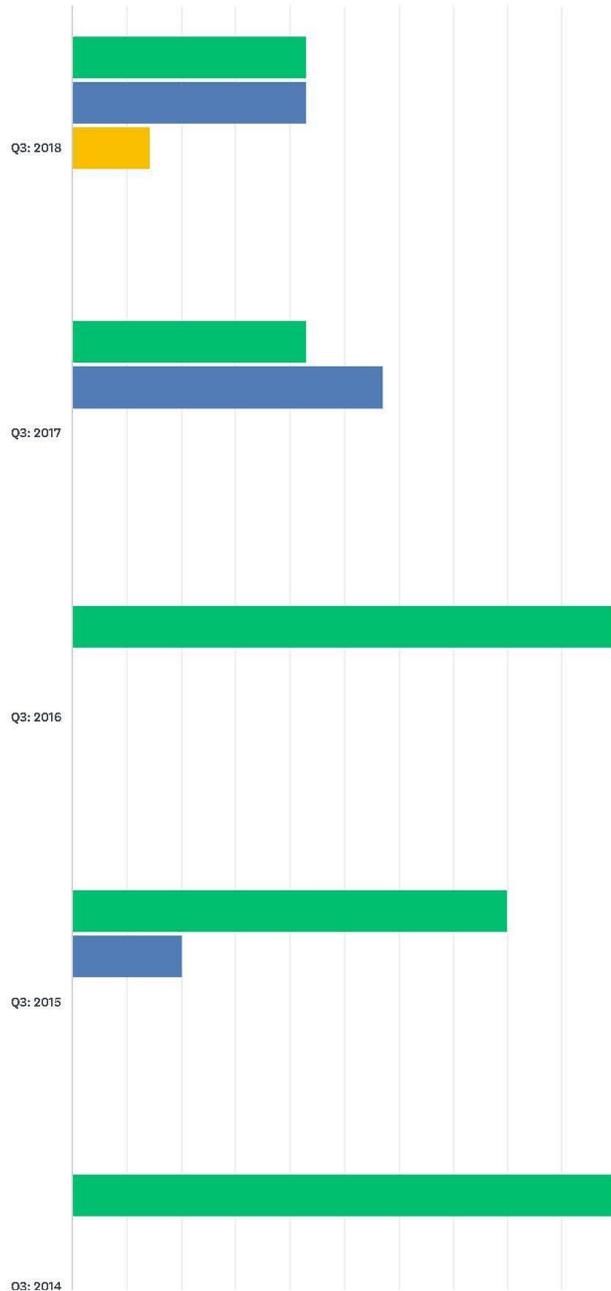
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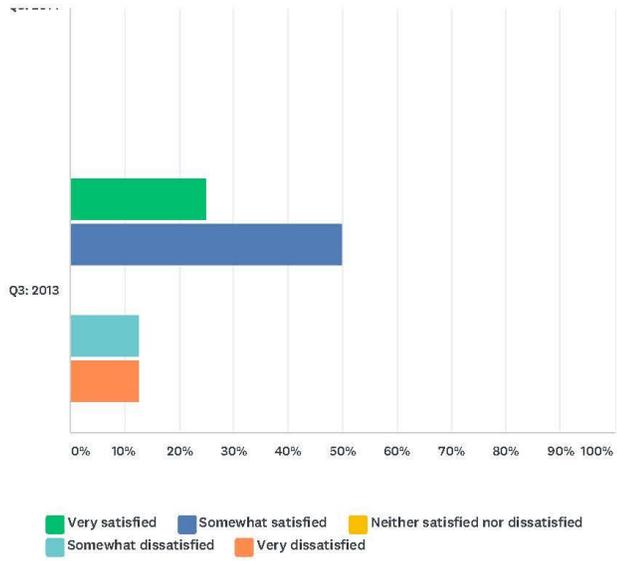


	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	50.00% 4	37.50% 3	0.00% 0	12.50% 1	0.00% 0	22.22% 8
Total Respondents	25	10	0	1	0	36

Q20 Overall, how satisfied or dissatisfied are you with DC social work program preparing you to assess individuals, families, groups, organizations, and communities

Answered: 36 Skipped: 0



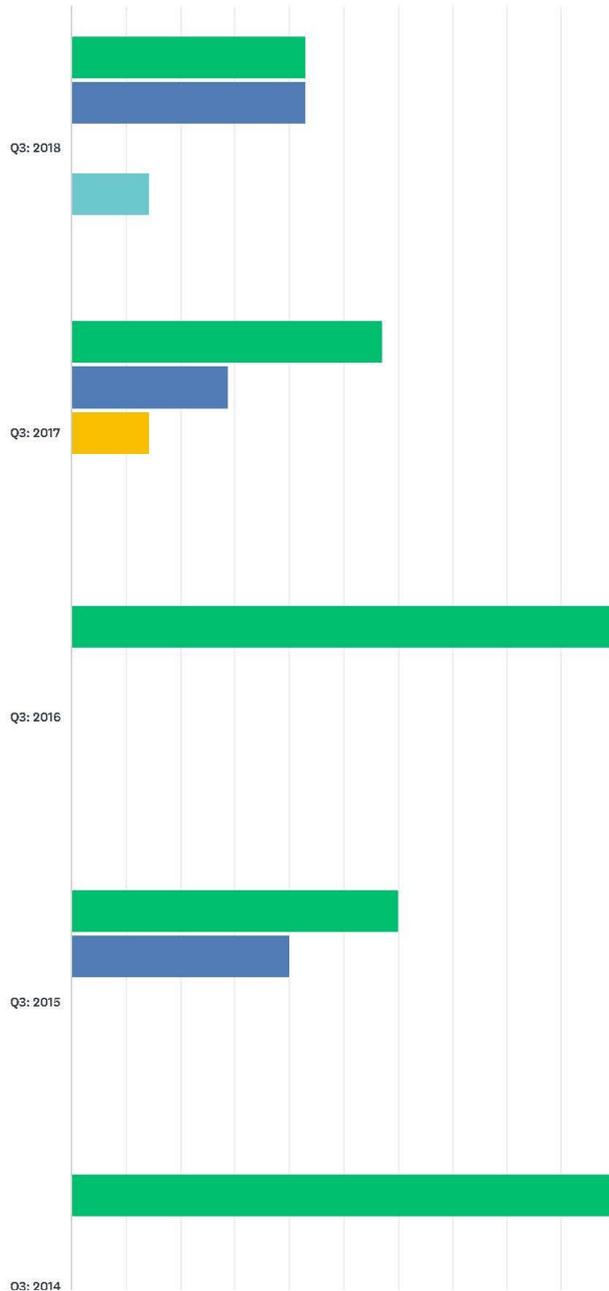


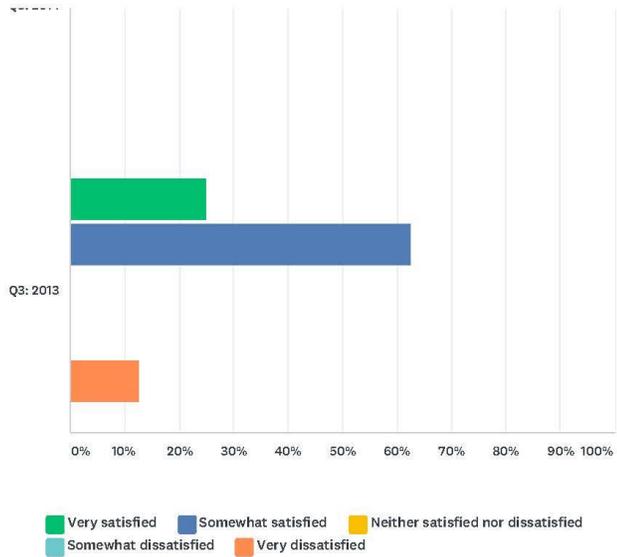
	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	25.00% 2	50.00% 4	0.00% 0	12.50% 1	12.50% 1	22.22% 8
Total Respondents	21	12	1	1	1	36

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Q21 Overall, how satisfied or dissatisfied are you with your DC Social Work Programs preparation to Intervene with individuals, families, groups, organizations and communities

Answered: 36 Skipped: 0

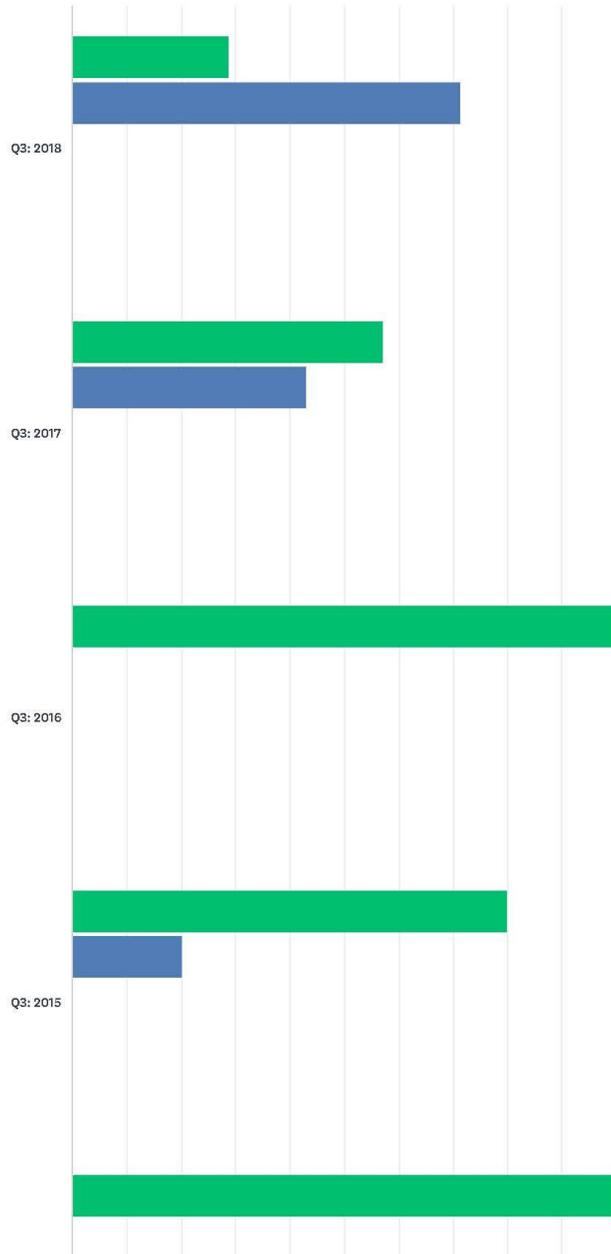




	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	42.86% 3	42.86% 3	0.00% 0	14.29% 1	0.00% 0	19.44% 7
Q3: 2017	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	25.00% 2	62.50% 5	0.00% 0	0.00% 0	12.50% 1	22.22% 8
Total Respondents	21	12	1	1	1	36

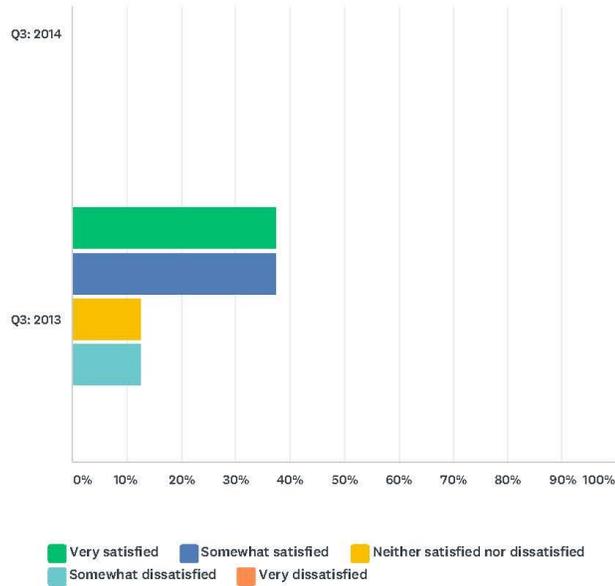
Q22 Overall, how satisfied or dissatisfied are you with your DC Social Work Program's preparation for you to evaluate practice with individuals, families, groups, organizations, and communities

Answered: 36 Skipped: 0



43 / 46

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	VERY SATISFIED	SOMEWHAT SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	TOTAL
Q3: 2018	28.57% 2	71.43% 5	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2017	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	19.44% 7
Q3: 2016	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1
Q3: 2015	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	13.89% 5
Q3: 2014	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 8
Q3: 2013	37.50% 3	37.50% 3	12.50% 1	12.50% 1	0.00% 0	22.22% 8
Total Respondents	22	12	1	1	0	36

Q23 What areas of Social Work were you the most prepared for?

Answered: 32 Skipped: 4

	WHAT AREAS OF SOCIAL WORK WERE YOU THE MOST PREPARED FOR?		TOTAL
Q3: 2018		100.00%	21.88%
		7	7
Q3: 2017		100.00%	15.63%
		5	5
Q3: 2016		100.00%	3.13%
		1	1
Q3: 2015		100.00%	15.63%
		5	5
Q3: 2014		100.00%	25.00%
		8	8
Q3: 2013		100.00%	18.75%
		6	6
Total Respondents	32		32

Q24 What areas of social work do you wish Defiance College would have spent more time on?

Answered: 33 Skipped: 3

	WHAT AREAS OF SOCIAL WORK DO YOU WISH DEFIANCE COLLEGE WOULD HAVE SPENT MORE TIME ON?	TOTAL
Q3: 2018	100.00% 7	21.21% 7
Q3: 2017	100.00% 6	18.18% 6
Q3: 2016	100.00% 1	3.03% 1
Q3: 2015	100.00% 4	12.12% 4
Q3: 2014	100.00% 8	24.24% 8
Q3: 2013	100.00% 7	21.21% 7
Total Respondents	33	33

Q23 What areas of Social Work were you the most prepared for?

Answered: 32 Skipped: 4

	WHAT AREAS OF SOCIAL WORK WERE YOU THE MOST PREPARED FOR?	TOTAL
Q3: 2018	100.00% 7	21.88% 7
Q3: 2017	100.00% 5	15.63% 5
Q3: 2016	100.00% 1	3.13% 1
Q3: 2015	100.00% 5	15.63% 5
Q3: 2014	100.00% 8	25.00% 8
Q3: 2013	100.00% 6	18.75% 6
Total Respondents	32	32

#	Q3: 2018	DATE
1	1) Interviewing/Advocacy 2) Ethics	7/18/2018 5:45 PM
2	Interaction with clients and ethics	7/16/2018 9:01 PM
3	Case Management	7/10/2018 2:31 PM
4	Community planning	7/10/2018 6:43 AM
5	Engaging in diversity, assessments, cultural competency, interviewing and interpersonal skills.	7/9/2018 9:03 PM
6	micro social work.	7/9/2018 7:35 PM
7	Clinically	7/9/2018 4:07 PM
#	Q3: 2017	DATE
1	Engaging with clients	7/10/2018 7:49 AM
2	Mental health, flat affect, empathy	7/9/2018 8:57 PM
3	Assessment	7/9/2018 8:33 PM
4	Assessment	7/9/2018 8:33 PM
5	Engaging with clients	7/9/2018 6:52 PM
#	Q3: 2016	DATE
1	Individuals, families	7/13/2018 11:40 AM
#	Q3: 2015	DATE
1	Working with individuals, families or groups.	7/16/2018 11:27 PM
2	Individual assessment, intervention & evaluation; diversity	7/10/2018 8:51 PM
3	Substance Abuse / Mental Health due to internship.	7/9/2018 5:04 PM
4	Professionalism, ethics and engaging with clients	7/9/2018 4:22 PM
5	Families	7/9/2018 4:02 PM
#	Q3: 2014	DATE
1	I worked with victims of violence in individual counseling, as well as offenders in group and individual sessions. I felt very well prepared for my clinical role. I just decided to go to law school, which I felt Defiance College helped prepare me for as well.	7/16/2018 4:40 PM
2	Assessment, intervention, research	7/12/2018 11:13 PM
3	Working with Diverse Populations	7/10/2018 8:37 AM
4	Ethics and diversity	7/9/2018 10:25 PM
5	Assessment, interventions, engagement	7/9/2018 9:55 PM
6	I already had some experience prior to coming to DC for my junior and senior years, but I learned more about macro practice. I learned a great deal about social welfare policy and social theories. I am an advocate in my personal life and at work. I learned excellent ethics regarding my career.	7/9/2018 8:47 PM
7	Evaluation/assessment and interviewing	7/9/2018 5:24 PM
8	Advocacy and empowering the client	7/9/2018 4:08 PM

Defiance College Alumni Survey

SurveyMonkey

#	Q3: 2013	DATE
1	Engaging with diverse populations, being open minded, being empathetic and understanding.	7/10/2018 10:22 AM
2	Assessments, advocacy, intervention	7/10/2018 9:21 AM
3	Mental health / individual social work.	7/9/2018 8:49 PM
4	Working with children and families	7/9/2018 4:26 PM
5	Theoretical conversations, however these are NOT useful in the field. Have had to have the jump in with both feet mentality to learn.	7/9/2018 4:09 PM
6	Families and individuals direct client contact	7/9/2018 3:59 PM

Q24 What areas of social work do you wish Defiance College would have spent more time on?

Answered: 33 Skipped: 3

	WHAT AREAS OF SOCIAL WORK DO YOU WISH DEFIANCE COLLEGE WOULD HAVE SPENT MORE TIME ON?	TOTAL
Q3: 2018		100.00% 21.21% 7 7
Q3: 2017		100.00% 18.18% 6 6
Q3: 2016		100.00% 3.03% 1 1
Q3: 2015		100.00% 12.12% 4 4
Q3: 2014		100.00% 24.24% 8 8
Q3: 2013		100.00% 21.21% 7 7
Total Respondents	33	33

#	Q3: 2018	DATE
1	1) Policy 2) Strategic evaluation of practice	7/18/2018 5:45 PM
2	Interviewing techniques and theory	7/16/2018 9:01 PM
3	Diagnosing and treating.	7/10/2018 2:31 PM
4	Group work, addictions	7/10/2018 6:43 AM
5	Preparing for a full caseload, policy.	7/9/2018 9:03 PM
6	macro social work	7/9/2018 7:35 PM
7	Policy DSM V	7/9/2018 4:07 PM
#	Q3: 2017	DATE
1	Policy	7/10/2018 7:49 AM
2	Human Trafficking, mental health, learning skills	7/9/2018 9:06 PM
3	Role play,	7/9/2018 8:57 PM
4	Crisis intervention.	7/9/2018 8:33 PM
5	Crisis intervention.	7/9/2018 8:33 PM
6	Policy and research	7/9/2018 6:52 PM
#	Q3: 2016	DATE
1	N/a	7/13/2018 11:40 AM
#	Q3: 2015	DATE
1	N/A	7/10/2018 8:51 PM
2	The several areas of social work one can become involved in depth - they were lightly discussed.	7/9/2018 5:04 PM
3	N/A	7/9/2018 4:22 PM
4	Conservative issues	7/9/2018 4:02 PM
#	Q3: 2014	DATE
1	I personally would have liked more time on mental health then just one class.	7/16/2018 4:40 PM
2	Insurance. I feel the same way about my MSW program.	7/12/2018 11:13 PM
3	Studying for the LSW exam & Assessments	7/10/2018 8:37 AM
4	Assessing	7/9/2018 10:25 PM
5	None	7/9/2018 9:55 PM
6	No sure. My 2 year degree from NSCC plus my two years at Defiance College and my internships were great experiences. An initially poor experience in my senior internship taught me how to advocate for myself.	7/9/2018 8:47 PM
7	Helping to seek employment or further education.	7/9/2018 5:24 PM
8	I think the program is excellent and I cannot recall an area which requires more time.	7/9/2018 4:08 PM

Defiance College Alumni Survey

SurveyMonkey

#	Q3: 2013	DATE
1	More of a clinical approach would have been helpful at the time, understanding further on engaging and assessing Clients.	7/10/2018 10:22 AM
2	Relating current events to SW practice and handling power plays in the work environment- esp. In an interdisciplinary setting	7/10/2018 9:21 AM
3	Progress note taking. Mental status exam. Information/resources regarding developmental disabilities and Autism Spectrum Disorder.	7/9/2018 8:49 PM
4	Practical application	7/9/2018 8:31 PM
5	Taking the LSW Exam	7/9/2018 4:26 PM
6	Evaluations, assessments and planning for individuals.	7/9/2018 4:09 PM
7	Mental health symptoms and diagnosis	7/9/2018 3:59 PM

B.4.0.2. The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

Defiance College
Social Work Program
Assessment 2017-2018
Data For
Students' Mastery of
CSWE Competencies

Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
EPA 2.1.1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frame works in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	2.1.1	ACAT Values & Ethics SWEAP Knowledge	400 50%	100% 83%	Met Met	No changes
	2.1.1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.	SWK486 Senior Field Placement Skills	4	100%	Met	No changes
	2.1.1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	SWK486 Senior Field Placement Skills	4	100%	Met	No change
	2.1.1.3. Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.	SWK486 Senior Field Placement Skills	4	100%	Met	No change
	2.1.1.4 Use technology ethically and appropriately to facilitate practice outcomes.	SWK486 Senior Field Evaluation Skills	4	100%	Met	No changes
	2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.	SWK486 Senior Field Placement Skills	4	100%	Met	No changes

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.2. Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>	<p>2.1.2</p>	<p>ACAT Diversity</p> <p>ACAT Populations-At-Risk</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>400</p> <p>50%</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No change</p>
	<p>2.1.2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No change</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA2.1.3 Advance human rights and social, economic, and environmental justice. Social workers understand that every 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 understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>2.1.3</p>	<p>ACAT Social & Economic Justice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.3.2 Engage in practices that advance social, economic, and environmental justice.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>2.1.4</p>	<p>ACAT</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>67%</p>	<p>Met</p> <p>*Not Met</p>	<p>*Consult with professor of SWK 301 Research. Encourage SASS Student Academic Support Services. Place research on SWK 397 Jr. Field Evaluation in preparation for senior year. Increase application of research in Practice courses.</p>
	<p>2.1.4.1 Use practice experience and theory to inform scientific inquiry and research</p>	<p>SW486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>SW486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.</p>	<p>2.1.5</p>	<p>ACAT Policy SWEAP Knowledge</p>	<p>400 50%</p>	<p>100% 75%</p>	<p>Met *Not Met</p>	<p>*Attempt continuity with course instructor. Place policy on SWK 397 Jr. Field Evaluation in preparation for senior year. Continue to emphasize in pre-professional sequence and Practice courses.</p>
	<p>2.1.5.1 Identify social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.</p>	<p>SWK486 Senior Field Evaluation Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p>2.1.6</p>	<p>SWEAP</p> <p>ACAT Social Work Practice</p> <p>Knowledge</p>	<p>50%</p> <p>400</p>	<p>75%</p> <p>100%</p>	<p>*Not Met</p> <p>Met</p>	<p>*Add empathetic exercises and role plays to SWK 278 Interviewing and SWK 355 Practice I surrounding engagement with client systems.</p>
	<p>2.1.6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>ACAT HBSE</p> <p>Skills</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.7 Assess Individuals, Families, Groups, Organizations, Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>2.1.7</p>	<p>ACAT Social Work Practice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>91 %</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No Changes</p>
	<p>2.1.7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>SWK486 Senior Field Evaluation</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>

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	2.1.7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	SWK486 Senior Field Evaluation Skills	4	82%	Met	No changes
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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.8 Intervene with Individuals, Families, groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>2.1.8.</p>	<p>ACAT Social Work Practice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>83%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.8.2 Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>91%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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	2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	SWK 486 Senior Field Placement Skills	4	100%	Met	No changes
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Competency	Practice Behavior	Measures and Dimensions	Level of Proficiency	%Achieving Competency	Benchmark for Achievement 80%	Analysis & Changes
<p>EPA 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.</p>	<p>2.1.9</p>	<p>ACAT Social Work Practice</p> <p>SWEAP</p> <p>Knowledge</p>	<p>400</p> <p>50%</p>	<p>100%</p> <p>58%</p>	<p>Met</p> <p>*Not Met</p>	<p>*Consult with professor of SWK 301 Research. Increase application of evaluation in practice courses. Emphasize methods of evaluation in practice and within field settings in SWK 488 Sr. Seminar</p>
	<p>2.1.9.1 Select and use appropriate methods for evaluation of outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p> <p>ACAT HBSE</p> <p>Knowledge</p>	<p>4</p> <p>400</p>	<p>100%</p> <p>100%</p>	<p>Met</p> <p>Met</p>	<p>No changes</p>
	<p>2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>91%</p>	<p>Met</p>	<p>No changes</p>
	<p>2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>SWK486 Senior Field Placement</p> <p>Skills</p>	<p>4</p>	<p>100%</p>	<p>Met</p>	<p>No changes</p>

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B.4.0.3. The program uses forms AS 4(B) and/or form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

DEFIANCE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON MAY 30, 2018

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

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**DEFIANCE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

LAST COMPLETED ON **May 30, 2018**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Program Option #1 (SWEAP)	Program Option #2 (ACAT)	Program Option #3 (Senior Field Evaluation)	Aggregate of All Program Options
Competency 1: Demonstrate Ethical and Professional Behavior	80%	83%	100%	100%	93%
Competency 2: Engage Diversity and Difference in Practice	80%	97%	100%	100%	99%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	100%	100%	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	67%	100%	100%	89%
Competency 5: Engage in Policy Practice	80%	75%	100%	100%	91.6%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	75%	100%	100%	91.6%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	100%	100%	91%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	83%	100%	98.2%	93.7%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	58%	100%	95.5%	84.5%

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B.4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

The program makes decisions based on the outcomes that are collected. The two person faculty (program director and field director) meet weekly in program meetings to discuss concerns and information regarding program updates. The faculty regularly also communicate daily regarding student progress and issues that may arise in the classroom. After each semester the faculty and administrative assistant meet to input data collection of competencies for each student. Finally at the end of the academic year, the program meets to discuss overall findings in this data to make a plan for future progress.

At the end of the academic year the program reviews the *Internal Program Assessment* of course embedded key assignments demonstrating proficiency in the CSWE competencies. Specific areas of key assignments are always revisited in generalist areas of diversity, policy, research, HBSE, practice, field, and the senior capstone course. Likewise, key assessments are also analyzed, such as the senior field evaluations and ACAT scores, and going forward SWEAP results. Lastly, licensure passage rates are noted on an annual basis. In contrast to data reviewed annually, alumni and employer surveys are administrated every few years.

Based on the last academic year, the program has identified the need to focus on three main curricular areas: policy, research, and practice evaluation. Due to lower student performance than desired on internal program and/or CSWE mastery assessments, as well as the Alumni (especially previous two years) and Employer Survey, these areas were chosen.

Policy

Concerns surfaced regarding Policy in the program's internal assessment, SWEAP results, and alumni survey. Since the last accreditation the program has been reduced from a three to two faculty member program. As a result there have been multiple instructors for the Policy Course SWK 476. The program feels low performance may be in part a result of lack of continuity in instruction. As a result, the program has identified an adjunct instructor who has taught other courses previously who is more likely to continue teaching the Policy course with close mentoring and support from the Program Director. In

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addition, the Field Coordinator who also teaches *Social Problems* within the pre professional sequence, will meet with the Policy instructor regularly to ensure a developmental curriculum.

Another strategy that has been implemented into the program is to include the Policy competency on the Junior Field Evaluation to better prepare student's Policy focus for their Senior Year. Although policy is covered some in pre-professional and practice courses, juniors do not typically take the Policy course until first semester of their senior year, the program fully anticipated competency would not be met in the policy area on the junior field evaluation at this level. However, by placing Policy on the Junior Field Evaluation, students increase their awareness of policy issues in actual practice situations. The objective is to carry that awareness into the Policy course and Senior Field.

Lastly, the program will meet with the instructor of American Government and Macroeconomics to coordinate better coverage of social and economic policies at various institutional levels. These courses were added in recent years to The Plan of Study due to previous concerns with performance within assessments surrounding Policy.

Research

A need for improvement in Research was discovered within the program's internal assessment, Alumni Survey, Employer Survey, and SWEAP results. The full-time Professor who teaches the SWK 301 Research course began employment in fall of 2016. With this being said, the course is now being taught by Psychology faculty whereas the previously this course was taught by the prior Social Work Program Director for approximately 39 years. This new instructor met with the Social Work Program to ensure his understanding of the necessity of incorporating CSWE competencies into the Research Course. This professor has only been under the new 2015 standards for one year and is still getting acclimated to CSWE educational policies and standards. The program anticipates going forward that continual collaboration and review of CSWE standards and assessments will improve the Research results in coming years.

Going forward to help with the improvement of comprehension and performance of key assignments, faculty will encourage students to utilize the Student Academic Support Services offered collaboratively with the Research Course. Additionally, increased levels of application of research will be embedded into the practice courses.

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Similar to Policy, another strategy that has been implemented into the program is to include the Research competency on the Junior Field Evaluation to better prepare student's Research focus for their Senior Year. Although research is covered some in pre-professional and practice courses, juniors do not typically take the Research course until first semester of their senior year, the program fully anticipated competency would not be met in the research area on the junior field evaluation at this level. However, by placing Research on the Junior Field Evaluation, students increase their awareness of research implications in actual practice situations. The objective is to carry that awareness into the Research course and Senior Field.

Practice Evaluation

In recent years, macro policy has led field agencies to increase their efforts with program evaluation and client outcomes. Although this is true, the student performance scores on this competency on the SWEAP Assessment were not at program satisfaction. As a result the program plans to emphasize methods of evaluation in the practice courses and within field settings. Methods of evaluation can be addressed during agency site visitations, field instructor trainings, as well as during Senior Seminar discussions. As in the past, the program will continue to require client system evaluation on the Senior Case Presentations.

Other Reflections

Prior to the alumni survey, it was noted that in 2013 alumni expressed desiring a more clinical focus in the program. This was expressed to faculty by alumni who graduated from the years 2013-2015, due to concerns with lower LSW first time passage rates. As a result, the program hired another individual in 2014 to promote a more clinical focus in the practice courses. In addition, after years of discussion, in 2017 the program also acquired Abnormal Psychology as a part of the Social Work curriculum taught by the same professor with a clinical focus. In addition, the program started LSW licensure preparation within Senior Seminar by purchasing the ASWB Group Practice Exam. In summary of these concerns, the survey reflected the prior dissatisfaction and absence of such comments from recent graduates. The survey also indicated more of a desire for crisis intervention and assessment. This was also expressed to the program previously, and crisis intervention and assessment have become much more of a focus in the interviewing and practice courses in the last two years, and less of a trend of dissatisfaction within the program's assessment.

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Lastly, the program did note a 75% score for engagement on the SWEAP assessment, slightly below the programs 80% benchmark. Because this did not show on any other assessments, the program is not overly concerned at this time. The program will continue to monitor the assessments for engagement going forward and make adjustments in practice courses as necessary.

B.4.0.5. For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP.4.0. From program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Diversity

While it has been a challenge for Defiance College to attract international students, having only ten during 2017 (Jamaica, Canada England, Mexico) there was an increase from only having four international students campus wide in 2010, as well as an increase in the social work program with 6% international students. There has been an increase in student representation from various states across the nation as well. Of course, the tri-state area of Ohio, Michigan, and Indiana produce the largest numbers, but Florida does come in fourth. In 2017, twenty-three states were represented at Defiance College, which was an increase from our last accreditation cycle.

Gender diversity has found male students to represent 54% of the overall DC student body in recent years. In contrast, the Social Work Program of Defiance College has been 80 percent female, however our male demographic increased from the last CSWE accreditation from 8% to 20%. Overall diversity within the Social Work Program has indicated students of minority status have averaged approximately 18% in regards to self-identified Hispanic, Black/African American, or Asian American. Non-traditionally aged students within social work have averaged at 20%, which is almost double the overall campus percentage of non-traditionally aged students at 10.5 percent in 2010.

The Social Work Program's plan is to maintain or increase representation in all of the previously stated areas of diversity being international, US regions, race/ethnicity, gender, and non-traditional status. Due to confidentiality, the College does not track individuals identifying as LGBTQIA2+, however the social

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work program continues to be open and affirming with 10% of the students in the program self-identifying.

Defiance College Social Work Program seeks opportunities to expose students to guest speakers of diverse backgrounds, or speakers from practice settings serving a diverse clientele, including exposure to the *Schauffler Legacy Award* winning alumni during the Homecoming weekend. Guest speakers, coming onto campus and/or into the classrooms, complement the program's curriculum surrounding issues of diversity and advocacy, and models respect for diversity to the entire campus, a practice that is important for the program to continue in future years.

The urban trip is invaluable to exposing students to the strengths and challenges of social work practice in an urban setting with diverse populations. It serves as an opportunity to see social problems and service delivery systems on a much larger scale than in the northwest Ohio, rural environment in which the college is located. Within this diverse learning environment students are exposed to the multiculturalism of an urban area, meeting professionals and clients from diverse backgrounds. As a result students come away from the experience with a new awareness and understanding of urban social work practice beyond what the textbook could ever provide. Furthermore, students are challenged to confront their cultural biases and frames of reference. The trip also provides a method through which students from different cohorts get to know each other as well as the social work faculty. Urban trips in recent years have included the following experiences:

2017

Annual Social Work Organization Urban Trip to Cleveland, Ohio

UCC Church Middleburg Heights, Ohio

Nazomi Acuti of Cleveland UCC Outreach

Case Western Reserve Mandel School of Applied Social Sciences Graduate Program

Cuyahoga County Children Protective Services - Supervisor of Emancipation Unit

Asians in Action Office

Cleveland Hostel

Confucius Institute of Cleveland State University

Office of Inclusion & Multicultural Engagement

Dr. Sandra Golden – College Students Transitioning from Foster Care System

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2018

Annual Social Work Organization to Detroit, Michigan

University of Michigan Graduate School

Plymouth UCC United Church of Christ

AANM Arab American National Museum (Smithsonian Affiliate)

CHASS Community Health and Social Services Center

Cass Community *Tiny Houses* Non-Profit for Low-Income

Affirmations LGBTQ

Cultural Restaurants: Detroit 75 Kitchen, Imperil Mexican, Adonis Mediterranean

30 Social Work Majors, 2 Program Faculty, 1 Softball Asst. Coach Participation; 33 Total

The most recent year the program felt it was important to increase the number of students (including underclassman majors) to have this experience in the program. As a result, this group of faculty, staff, and students stayed overnight in a UCC Church, and made it possible to double the number of students from previous years. This is a practice we hope to continue in future years to be able to expose greater numbers of students to this experience.

The McMaster School for Advancing Humanity of Defiance College serves as a catalyst for innovative, interdisciplinary, community-based work by creating and supporting opportunities for teams of faculty, students, and staff to use their academic and professional skills to address global community needs. Social work majors that serve as McMaster Scholars within the McMaster School obtain a greater awareness of global differences, respect for diversity abroad, and responsibility for taking an active role in improving the human condition worldwide. The Social Work Program's continuous involvement of faculty and students within the school from its very inception has modeled affirmation and respect for diversity and global differences. Our programs wants to encourage faculty and students to stay involved in these initiatives.

In consideration of economic justice, the program has discussed researching fundraising through the student organization for student travel stipends. In recent years, the program has tried to assist international students who are often without vehicles and/or driver licenses. Rural Northwest Ohio is without mass transportation and the limited taxi services are expensive. Upper level courses are now offered only on Tuesday/Thursday format to allow greater flexibility and larger blocks of time at placements, more conducive to placements that are farther in distance. In addition to travel stipends, technology now can allow students to participate in the classroom without being physically present. As a result students can pursue qualifying placements with greater diversity, such as within some home

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communities or other placements of great distance, by providing the means for students to remain connected to seminars and Field Coordination.

The Social Work Program's advisory board has in the past reflected the difficulties experienced in diversifying the field experience, as the board typically reflects the practice community of northwest Ohio. Due to intentional efforts the program has representation of male, Black/African American, Asian American, Muslim, and LGBTQIA2+ members of all ages. Currently the advisory board has 46 percent minority representation, however the board is still comprised of mostly white females. As a result, the Social Work Program continues to explore opportunities to actively recruit practitioners of diverse identities. Again dialog of possible resolutions will include funding for travel reimbursement from neighboring urban centers, or the use of technology to connect with perspective members outside the immediate geographic area.

Due to the homogenous nature of Northwest Ohio we will continue to place a greater emphasis on the nationally normed instruments of ACAT (65%ile) and SWEAP (100% competency) regarding diversity. The program was pleased with the most recent results (in parentheses) within this accreditation cycle.

Student Development

The Social Work Organization has space in the Schauffler student lounge for their monthly meeting. Meetings are conducted by the student appointed officers and program director who are kept informed of program issues and proposed changes in the program. They are an officially recognized campus organization and receive funding from the student senate in addition to program support. The Officers of the organization are now represented on the Social Work Advisory Board. This now allows for four students on the board versus the former two. The organization also has representation on The Student Senate. Annually the organization co-sponsors the *Welcome to Campus Party*, the Empty Bowls fundraiser for the local homeless shelter and soup kitchen, an urban trip to a major metropolitan city, The end of the year pizza party, volunteer opportunities in the community, various speakers and workshops on relevant social issues, as well as other social and professional activities. Students in the Defiance College Social Work Program also have the opportunities to raise issues affecting their interests in the classroom. Consequently, all juniors are in SWK 355 in the fall semester and SWK 356 in the spring semester and seniors are in SWK 457 in the fall and SWK 488 in the spring thus creating another point of contact for communicating and organizing among and between themselves. Many of the students'

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interests are advanced through these cohorts in addition to the student organization. The Student Organization and Program Director will continue these efforts into future years.

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