



# Aurora University

## Graduate School of Social Work

### **MSW Program Self-Study Volume I**

CSWE 2008 EPAS

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Aurora University

School of Social Work

**Volume I – MSW Accreditation Standards**

**Educational Policy and Accreditation Standards (EPAS)**

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# AURORA UNIVERSITY MSW SELF STUDY

## Volume I - Educational Policy and Accreditation Standards (EPAS)

### 1. Program Mission and Goals

#### Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

#### **Accreditation Standard 1.0—Mission and Goals**

*The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.*

1.0.1

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

#### **THE MSW PROGRAM, SCHOOL OF SOCIAL WORK, AURORA UNIVERSITY, AND THE CITY OF AURORA, ILLINOIS AS CONTEXT**

The mission of the School of Social Work (SSW) was revised and adopted by the combined social work faculty at a SSW retreat in 2005. This new mission statement has been the cornerstone for curriculum revision as well as the development of the Clinical Concentration. The SSW Mission Statement embraces key elements of the University Mission Statement. The mission of the School of Social Work includes the Graduate Social Work Program, the Bachelor of Social Work Program, and the Doctorate of Social Work Program.

**The mission of the Graduate School of Social Work is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals.**

**The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.**

MSW program aligns with the preamble of the CSWE EPAS in the following ways. The students, staff and faculty promote human and community well-being during instruction and field experiences. The curriculum is guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry. Micro, mezzo and macro instruction is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Similar to the preamble, all professors at Aurora University are evaluated for promotion by assessing teaching, scholarship and service. Faculty work diligently to inform their teaching through on-going instructional development. Scholarship is delivered through conference involvement and attendance, as well as publications of academic work and research. Service to the community includes volunteer work, supervision of students, as well as community work in the School of Social Work and University. Each level of social work education at Aurora University shapes the profession's future through the education of competent professionals. Through specific delivery of knowledge, the students are fortified with purpose to promote the professional community through the exercise of leadership.

The Graduate School of Social Work's mission is consistent with the profession's purpose and values and the program context. This is consistent with the profession's purpose and values as indicated in **Educational Policy 1.1—Values** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. In addition, "The School seeks to improve the quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship and research, and community service." This is also consistent with in **Educational Policy 1.1—Values** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

The mission of Aurora University follows: *Aurora University is an inclusive community dedicated to the transformative power of learning.* At AU, the educational needs of the students are served best through the formation of strategic partnerships with institutions of like vision, mission and values. For example, innovative collaborations with area corporate, civic, nonprofit, business and education partners fostered the launch of the John C. Dunham STEM Partnership School, which serves elementary and middle school students from area school districts and is staffed via a unique professional model.

The University and all programs within the School of Social Work adhere to the highest standards of **integrity** in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, we lead by example and inspire our students to do the same. All involved exercise the rights and responsibilities of **citizenship** in an educational community, founded upon the principles of mutual respect and open discourse. We live within our means and manage our resources wisely, while creating an environment that fosters teamwork and promotes service to others. We will work and live as an organization dedicated to **continuous learning**. We recognize that the University exists in a rapidly changing world and know that we will succeed in helping students achieve their full potential only if we realize our own. We pursue **excellence** by embracing quality as a way of community life. Accordingly, we set high expectations for ourselves, our students and our University and work

together to attain them. The University's core values endure, even as our mission evolves and our vision for the future emerges. As members of the Aurora University community, we enter into a voluntary pact with one another to live and work in ways consistent with these ideals.

Aurora University draws upon the rich legacies and distinctive traditions of Aurora College and George Williams College. This history has helped shape Aurora University, which will continue to build upon its important past to help shape the future.

## **HISTORY OF AURORA UNIVERSITY IN CONTEXT**

Aurora University had its beginning as Mendota Seminary, founded in Mendota, Illinois in 1893 as an institution to train ministers and lay workers in the Advent Christian Church. Soon after its inception, Mendota Seminar became Mendota College and broadened its mission by offering a full collegiate curriculum with a liberal arts base. In 1911, the College relocated to Aurora, Illinois and changed its name to Aurora College. In 1985, Aurora College reorganized into Aurora University reflecting its increased size and the needs of its many programs. In 1992, Aurora University entered into an affiliation agreement with George Williams College and created within the University, George Williams College housing the School of Social Work, Recreation Administration and Physical Education, and Teacher Education programs. In addition, George Williams College's 240 acre Lake Geneva, Wisconsin facility is now a part of Aurora University.

In 2004, the University reorganized its academic structure. The College of Professional Studies was developed, which included the Schools of Business, Nursing, and Social Work. The Lake Geneva campus was renamed the George Williams College, and houses undergraduate, graduate, and doctoral programs in a satellite program format.

In 2013, the University reorganized its academic structure into an Undergraduate College and a Graduate School. The BSW program was housed in the Undergraduate College, and the MSW and DSW programs were housed in the Graduate School.

Recently, in 2015, the University once again reorganized its academic structure. In addition to the Undergraduate College and Graduate School, the structure includes a separate School of Social Work, a separate School of Nursing, and a separate School of Education. The Undergraduate College and Graduate School are administered by deans, and the Schools of Social Work, Nursing and Education are administered by Executive Directors. The Executive Director positions function literally as dean roles at the university.

## **HISTORY OF GEORGE WILLIAMS COLLEGE IN CONTEXT**

The Social Work program is a separate school within the Aurora University Academic Structure. The combined program offers a bachelor of social work degree, the master of social work degree, and a Clinical DSW degree; all on the main Aurora campus, and a satellite Social Work program on the George Williams campus in Williams Bay, Wisconsin. The mission of the School of Social Work is an expression of the enduring philosophy and values rooted in the history of

the program within the original George Williams College. Named for Sir George Williams, the founder of the YMCA, George Williams College was established in 1890 to prepare YMCA leaders and eventually other group workers for leadership and professional practice in human services. The college offered professional degrees in Group Work Education and Group Work Administration in 1933; by 1967, the college was restructured to offer an MSW degree, and a degree in Applied Behavioral Science that eventually became the BSW degree. The MSW program was first accredited by the Council on Social Work Education in 1970, and the BSW program was accredited in 1974. Throughout numerous transitions from the YMCA Training Institute established in 1890 at Lake Geneva, Wisconsin, to its Hyde Park, Illinois campus (1933-1967), to the Downers Grove, Illinois campus (1967-1985), and to its present location within Aurora University (1985 - present), the original George Williams College philosophy has influenced the Social Work program.

These values and philosophy were operant in a very successful transition and eventual merger of the social work program from George Williams College to a college located within a university, originally called George Williams College; now a stand-alone school within Aurora University. The story of this transition that happened in 1985-86 stands as an example to all students who enter the social work program, of the power of the history and mission of the program, actualized in the real life experience of crisis, resilience, surviving and flourishing through the empowered, collective action of social work students and faculty. In December of 1985, George Williams College (GWC), a small human service college with a social work department, closed abruptly in the middle of the academic year, due to financial difficulty. Though options were created for students to transfer to other programs in other universities, the social work students (over 125) and faculty collectively decided on their own not to disperse, but to band together to assure the continuance of the program. Though unable to determine in advance the outcome of their collective decision making, they created several options for themselves to relocate as an intact program in other universities. The result was they maintained an intact accredited program through the academic year 1985-86, administratively supported by the School of Social Work of Loyola University.

Starting with the academic year 1986-87, the program accepted the invitation to relocate within Aurora University as a free standing School of Social Work, maintaining the Dean and faculty of the George Williams College program along with the students who finished the program, and new students who were entering the program. The GWC accredited program gained candidacy immediately in 1986-87 in its new affiliation with Aurora University, and initial accreditation by CSWE under Aurora University in one year. Both BSW and MSW programs were reaccredited by 1992 for the full cycle, again in 2000 and 2008, and are now in another accreditation process at Aurora University. In 1992, George Williams College and Aurora University finalized a legal affiliation agreement wherein George Williams College regained its name and preserved its identity, inheriting the alumni, the historic Lake Geneva campus site in Wisconsin, and a 3.5 million dollar endowment.

This extensive narrative bears significance in understanding the prominent history of the School of Social Work, as well utilizing the concepts of strength and empowerment in not only educating our students, but in providing service to our vast constituents.

## **AURORA UNIVERSITY IN CONTEXT**

The City of Aurora exists to provide municipal services through efficient, effective, and progressive governance allowing individuals, families, and businesses the opportunity to thrive in a friendly, safe, and dynamic environment. By maintaining trust, respect, and accountability in its day-to-day operations, the city will build on its strengths and creativity.

The mission statement of Aurora, Illinois follows. Over the next one to three years, the City of Aurora will:

- advance the safety and security of all segments of our community,
- measurably improve the delivery of public services and make a strong commitment to increasing levels of customer service,
- retain and attract quality businesses and commerce segments to support our local economy,
- upgrade our public facilities to better serve the needs of the community,
- focus on revitalizing our established neighborhoods while continuing downtown development,
- establish measurable performance indicators and communicate progress to the public,
- build our community image and engender a fuller public appreciation of the city's value, and
- increase the overall satisfaction of our residents, consistent with our vision of the future.

Aurora University is located in Aurora, Illinois, and extends into four counties: DuPage, Kane, Kendall, and Will. There are six school districts and seven townships covered within the city limits. The Aurora Regional Chamber of Commerce houses the Diversity Network, a multi-cultural networking group that celebrates the diversity that makes the Aurora Region great. The Network provides bi-lingual networking opportunities for present as well as prospective chamber members. The group was formed in response to existing members expressing the need to address the following issues:

- Network with others whose primary language is not English; Spanish translations are available;
- Further engage and develop the growing ethnic community within the Aurora Region;
- Serve as a conduit between mainstream businesses and minority community enterprises;
- Provide information on available and new assistance and certification programs geared towards woman-owned, minority-owned, and veteran-owned businesses.

## **SUMMARY**

The MSW program, School of Social Work, Aurora University, and the city of Aurora mission statements embody a commitment to promote human and community well-being. Each system operates from a global perspective with respect for diversity and social justice. While working

together, the purpose of social work is actualized through the prevention of conditions that limit human rights, elimination of poverty, and the enhancement of quality of life for all persons. The missions support empowering oppressed and vulnerable people, improving social functioning, and pursuing social change, and compels us to prepare social workers who have the skills to engage in these tasks and to lead others in a manner that is consistent with the program's context.

The foundation-year content of the MSW program incorporates the knowledge, values, and skills required to work as a generalist practitioner with individuals, families, groups, communities, and organizations. The advanced curriculum builds on the generalist perspective by teaching specialized skills for working with individuals, families, and groups within the context of their ecosystems. The Clinical Concentration emphasizes the application of generalist practice skills by micro, mezzo and macro practitioners in working with clients, staff and volunteers in social service delivery systems, with policy makers, and organizations to ensure responsiveness and leadership.

1.0.2	<i>The program identifies its goals and demonstrates how they are derived from the program's mission.</i>
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1.0.2 The goals of the Aurora University School of Social Work are listed below along with the corresponding mission statement language from which these goals are derived. The MSW Program has identified the following goals for students of the program, these goals are directly taken from the following CSWE 2008 EPAS competencies. All 10 of these goals correspond to the following part of the SSW mission statement:

**MISSION STATEMENT**

**The mission of the Graduate School of Social Work is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals.**

**The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.**

In addition to the mission statement, the following goal drives the program. **The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels.**

**Competency 1:** Identify as a Professional Social Worker and Conduct Oneself Accordingly (E.P.2.1.1).

*GOAL 1:* To prepare culturally proficient social workers who provide services on micro, mezzo, and macro levels of service through comprehensive program completion. Through course work and field experiences, students will demonstrate cultural humility.

MISSION LANGUAGE: "... to prepare **competent and committed** social work practitioners who will promote the development and enhancement of **resilient communities, social groups, families, and individuals**. The School seeks to **improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations** through excellent teaching, scholarship, research, and community service.

The MSW program engages in **policy practice to advance social and economic well-being and to deliver effective and ethical social work services**. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>ASSIGNMENT: Case Study</b>
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**Competency 2:** Apply Social Work Ethical Principles to Guide Professional Practice (EP 2.1.2).

*GOAL 2:* To ensure that all MSW students can readily identify and understand all components of the values and ethics of the profession, as well as all components of the NASW Code of Ethics, throughout course work and field experiences. Faculty and supervisors will monitor academic achievements and behaviors of MSW students to ensure ethical practice.

MISSION LANGUAGE: "... to prepare **competent and committed** social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and **ethical social work services**. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>ASSIGNMENT: Case Study</b>
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**Competency 3:** Apply Critical Thinking to Inform and Communicate Professional Judgments (EP 2.1.3).

**GOAL 3:** To advance the scientific inquiry and critical thinking of MSW students by means of completion of assignments, and field evaluations.

MISSION LANGUAGE: "... to prepare competent and committed social work practitioners who will **promote the development and enhancement** of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

<b>SWK 6382 Social Work Practice II: Community Practice</b>	<b>ASSIGNMENT: Organizational Analysis Paper</b>
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**Competency 4:** Engage Diversity and Difference In Practice (EP2.1.4).

**GOAL 4:** To prepare students to actively engage with diverse populations, and diverse experiences during course work and field experiences. Students will intentionally advocate for diverse populations while enhancing diversity.

MISSION LANGUAGE: "... to prepare competent and committed social work practitioners who will promote the **development and enhancement of resilient communities, social groups, families, and individuals**. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on **oppressed and vulnerable populations** through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured: The program realizes cultural proficiency content in every course, requiring students to demonstrate cultural humility and cultural proficiency knowledge and skills serving diverse populations. Specific emphasis is present in SWK 6390 Social Work Practice with Diverse and Vulnerable Populations.

<b>SWK 6390 Social Work Practice with</b>	<b>ASSIGNMENT: Group Presentation</b>
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<b>Diverse &amp; Vulnerable Populations</b>	
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**Competency 5:** Advance Human Rights and Social and Economic Justice (EP 2.1.5).

**GOAL 5:** To include an emphasis human rights and social and economic justice, with a special focus on policies, laws, and practice decisions. Collaborate with multicultural, diverse communities in achieving the mission of social work while developing sustainable changes at the micro, mezzo, and macro levels.

MISSION LANGUAGE: "... to prepare competent and committed social work practitioners who will promote the development and **enhancement of resilient communities, social groups, families, and individuals**. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on **oppressed and vulnerable populations** through excellent teaching, scholarship, research, and community service.

The MSW program engages in **policy practice to advance social and economic well-being** and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

<b>SWK 6140 Social Welfare Policy &amp; Institutions</b>	<b>ASSIGNMENT: Policy Change Proposal</b>
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**Competency 6:** Engage in Research-informed Practice and Practice-informed Research (EP 2.1.6).

**GOAL 6:** To understand the importance of research and the process of developing an authentic research proposal.

MISSION LANGUAGE: "... to prepare **competent** and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through **excellent teaching, scholarship, research, and community service**.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

SWK 6250 Research I: Social Work Research Methods	Research Proposal
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**Competency 7:** Apply Knowledge of Human Behavior and the Social Environment (E.P. 2.1.7).

*GOAL 7:* To promote student development that exhibits implementation of multi-systemic practices that highlight an understanding of human behavior and development in the social environment.

MISSION LANGUAGE: "... to **prepare competent** and committed social work practitioners who will **promote the development and enhancement** of resilient communities, social groups, families, and individuals. The School seeks to **improve quality of life and community well-being** and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The **MSW program responds to contexts that shape practice on micro, mezzo and macro system levels.**"

An example of how the goal is measured:

SWK 6150 HBSE I: Infancy to Adolescence	Comprehensive Developmental Paper
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**Competency 8:** Engage in Policy Practice to Advance Social and Economic Well-being and to Deliver Effective Social Work Services (EP 2.1.8).

*GOAL 8:* To enhance critical thinking skills by reviewing policies, and planning for sustainable change.

MISSION LANGUAGE: "... to prepare competent and committed social work practitioners who will **promote the development and enhancement** of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote **social justice with emphasis on oppressed and vulnerable populations** through excellent teaching, scholarship, research, and community service.

The MSW program engages in **policy practice to advance social and economic well-being** and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

SWK 6140 Social Welfare Policy & Institutions	Policy Analysis and Advocacy Paper
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**Competency 9:** Respond to Contexts that Shape Practice (EP 2.1.9).

*GOAL 9:* to develop assessment skills that focus an understanding of the organization within the community.

MISSION LANGUAGE: "... to prepare competent and committed social work practitioners who will **promote the development and enhancement of resilient communities, social groups, families, and individuals.** The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW **program responds to contexts that shape practice on micro, mezzo and macro system levels."**

An example of how the goal is measured:

SWK 6382 Social Work Practice II: Community Practice	Organizational Analysis Paper
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**Competency 10:** Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities (EP 2.1.10).

*GOAL 10:* To prepare advanced social work students in the continuum of care for individuals, families, groups, organizations, and communities via engagement, assessment, intervention and evaluation.

MISSION LANGUAGE: "... **to prepare competent and committed social work practitioners** who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.

The MSW program engages in policy practice to advance social and economic well-being and to deliver effective and ethical social work services. The MSW program responds to contexts that shape practice on micro, mezzo and macro system levels."

An example of how the goal is measured:

<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>Case Study Paper</b>
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The School of Social Work meets the standards delineated in Accreditation Standard 1.0.1 and 1.0.2 and Educational Policy 1.1 and 1.2. The MSW program aligns the University Mission and SSW Mission. Connections are achieved among the missions, competencies, and goals through the implicit and explicit BSW and MSW curriculum, to the core values and purposes of the social work profession. SSW classes reflect and measure these goals, and course objectives with corresponding assignments. BSW and MSW internships reflect these goals in the learning agreement and measure them through the field evaluation process.

<b>2. Explicit Curriculum</b>
<b>All MSW program syllabi are in Volume 2.</b>

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

<b>M2.0.1</b>	<b><i>The program identifies its concentration(s) (EP M2.2).</i></b>
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The MSW program identifies one concentration: Clinical Concentration. The foundation and advanced curriculum reflect each of the programs ten (10) core competencies and all practice behaviors that define advanced clinical practice. The program’s primary goal is to produce competent advanced clinical social workers who are “competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals.”

<b>M2.0.2</b>	<b><i>The program discusses how its mission and goals are consistent with advanced practice (EP M2.2).</i></b>
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**The mission of the Graduate School of Social Work is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals.**

**The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.**

Within the MSW program, social work courses express historical perspectives of social problems, as well as more contemporary interventions for macro, mezzo, and micro level practice problems.

The program’s mission is consistent with CSWE’s definition of advanced practice. The following table indicates the correlation between the program mission and the advanced practice definition .

<i>MSW PROGRAM MISSION and ADVANCED PRACTICE DEFINITION</i>	
AU MSW Program Mission	Advanced Practice Definition
... social work practitioners who will promote the development and enhancement of resilient communities, social groups, families and individuals.	In areas of specialization, advanced practioners assess, intervene, and evaluate to promote human and social well-being.
Within the MSW program, social work courses express historical perspectives of social problems, ...	Advanced practitioners synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.
... as well as more contemporary interventions for macro, mezzo, and micro level practice problems.	Advanced practitioners suit each action to the circumstances at hand, using discrimination learned through experience and self-improvement.
The mission of Aurora University School of Social Work seeks to prepare competent and committed social work practitioners...	Advanced practitioners refine and advance the quality of social work practice

M2.0.3	<i>The program Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.</i>
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The MSW program curriculum is characterized as meeting the competency areas defined in the CSWE 2008 EPAS. The learning objectives, course content and assessments in our required courses are aligned with these competencies.

Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly (E.P.2.1.1).

Competency 2: Apply Social Work Ethical Principles to Guide Professional Practice (EP 2.1.2).

Competency 3: Apply Critical Thinking to Inform and Communicate Professional Judgments (EP 2.1.3).

Competency 4: Engage Diversity and Difference in Practice (EP2.1.4).

Competency 5: Advance Human Rights and Social and Economic Justice (EP 2.1.5).

Competency 6: Engage in Research-informed Practice and Practice-informed Research (EP 2.1.6).

Competency 7: Apply Knowledge of Human Behavior and the Social Environment (E.P. 2.1.7).

Competency 8: Engage in Policy Practice to Advance Social and Economic Well-being and to Deliver Effective Social Work Services (EP 2.1.8).

Competency 9: Respond to Contexts that Shape Practice (EP 2.1.9).

Competency 10: Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities (EP 2.1.10).

M2.0.4	<i>The program provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].</i>
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The MSW program curriculum addresses each competency and practice behavior through course instruction, field experience, and assessment of student competency through completed student work. The following chart shows which courses assess which competencies and practice behaviors, as well as the corresponding assignment used to assess each student.

<b>Operational Definition of Competencies in Curriculum Design and its Assessment</b>			
<b>CSWE Competency</b>	<b>Practice Behaviors and Operational Definitions</b>	<b>Foundation Courses in which Behavior is Assessed</b>	<b>Course Assignment</b>
2.1.1 <b>Identify as a professional social worker and conduct oneself accordingly.</b>	<p><b>EP 2.1.1</b>  <b>Social workers serve as representatives of the profession, its mission, and its core values.</b>  <b>Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</b></p> <p><i>2.1.1( a) Advocate for client access to the services of social work.</i></p> <p><i>2.1.1(b) Practice personal reflection and self-correction to assure</i></p>	<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>Case Study</b>

	<p><i>continual professional development.</i></p> <p><i>2.1.1 (c) Attend to professional roles and boundaries.</i></p> <p><i>2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.</i></p> <p><i>2.1.1 (f) Use supervision and consultation.</i></p>		
<p><b>2.1.2</b> <b>Apply social work ethical principles to guide professional practice.</b></p>	<p><b>EP 2.1.2</b> <b>Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</b></p> <p><i>2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.</i></p> <p><i>2.1.2 (b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.</i></p> <p><i>2.1.2 (c) Social workers tolerate ambiguity in resolving ethical conflicts.</i></p> <p><i>2.1.2 (d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.</i></p>	<p><b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b></p>	<p><b>Case Study</b></p>

<p><b>2.1.3</b>  <b>Apply critical thinking to inform and communicate professional judgments.</b></p>	<p><b>EP 2.1.3</b>  <b>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</b></p> <p><i>2.1.3 (a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</i></p> <p><i>2.1.3 (b) Social workers analyze models of assessment, prevention, intervention, and evaluation.</i></p> <p><i>2.1.3 (c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i></p>	<p><b>SWK 6382 Social Work Practice II: Community Practice</b></p>	<p><b>Organizational Analysis Paper</b></p>
<p><b>2.1.4</b>  <b>Engage diversity and difference in practice.</b></p>	<p><b>EP 2.1.4</b>  <b>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. As well as the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</b></p> <p><i>2.1.4 (a) Social worker recognizes</i></p>	<p><b>SWK 6390 Social Work Practice with Diverse &amp; Vulnerable Populations</b></p>	<p><b>Group Presentation</b></p>

	<p><i>the extent to which a culture's structures and values may oppress marginalize, alienate, or create or enhance privilege and power.</i></p> <p><i>2.1.4 (b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</i></p> <p><i>2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.</i></p> <p><i>2.1.4 (d) Social workers views themselves as learners and engage those with whom they work as informants.</i></p>		
<p><b>2.1.5 Advance human rights and social and economic justice.</b></p>	<p><b>EP 2.1.5</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p> <p><i>2.1.5(a) Social worker understands how oppression and discrimination affects the agency, community and clients.</i></p>	<p><b>SWK 6140 Social Welfare Policy &amp; Institutions</b></p>	<p><b>Policy Change Proposal</b></p>

	<p><i>2.1.5 (b) Social worker advocates for human rights and social and economic justice.</i></p> <p><i>2.1.5 (c) Social worker engages in practices that advance social and economic justice and human rights for clients/consumers and communities.</i></p>		
<p><b>2.1.6</b> <b>Engage in research-informed practice and practice-informed research.</b></p>	<p><b>EP 2.1.6</b> <b>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</b></p> <p><i>2.1.6(a) Social workers use practice experience to inform scientific inquiry.</i></p> <p><i>2.1.6 (b) Social workers use research evidence to inform practice.</i></p>	<p><b>SWK 6250</b> <b>Research I: Social Work Research Methods</b></p>	<p><b>Research Proposal</b></p>
<p><b>2.1.7</b> <b>Apply knowledge of human behavior and the social environment.</b></p>	<p><b>EP 2.1.7</b> <b>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to</b></p>	<p><b>SWK 6150 HBSE</b> <b>I: Infancy to Adolescence</b></p>	<p><b>Comprehensive Developmental Paper</b></p>

	<p><b>understand biological, social, cultural, psychological, and spiritual development.</b></p> <p><i>2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</i></p> <p><i>2.1.7 (b) Social workers analyze and apply knowledge to understand person and environment.</i></p>		
<p><b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p>	<p><b>EP 2.1.8 Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</b></p> <p><i>2.1.8 (a) Social workers analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.</i></p> <p><i>2.1.8 (b) Social Workers collaborate with colleagues and clients for effective policy action</i></p>	<p><b>SWK 6140 Social Welfare Policy &amp; Institutions</b></p>	<p><b>Policy Analysis and Advocacy Paper</b></p>
<p><b>2.1.9 Respond to contexts that shape practice.</b></p>	<p><b>EP 2.1.9 Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is</b></p>	<p><b>SWK 6382 Social Work Practice II: Community Practice</b></p>	<p><b>Organizational Analysis Paper</b></p>

	<p><b>dynamic, and use knowledge and skill to respond proactively.</b></p> <p><i>2.1.9 (a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</i></p> <p><i>2.1.9 (b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i></p>		
<p><b>2.1.10 Engage and assess with individuals, families, groups, organizations, and communities</b></p>	<p><b>EP 2.1.10 Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying evidenced-based interventions designed to achieve client goals, using research and technological advances, and promoting social and economic justice.</b></p> <p><i>2.1.10 (a1) Substantively and affectively prepare for action with groups.</i></p> <p><i>2.1.10 (a2) Use empathy and interpersonal skills.</i></p> <p><i>2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.</i></p>	<p><b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b></p>	<p><b>Case Study Paper</b></p>

	<p><i>2.1.10 (b1) Collect, organize and interpret client data.</i></p> <p><i>2.1.10 (b2) Assess client strengths and limitations.</i></p> <p><i>2.1.10 (b3) Develop mutually agreed-on interventions goals and objectives.</i></p> <p><i>2.1.10 (b4) Select appropriate intervention strategies.</i></p> <p><i>2.1.10 (c1) Initiate actions to achieve organizational goals.</i></p> <p><i>2.1.10 (c2) Implement prevention interventions that enhance client capacities.</i></p> <p><i>2.1.10 (c3) Help clients resolve problems.</i></p> <p><i>2.1.10 (c4) Negotiate, mediate, and advocate for clients.</i></p> <p><i>2.1.10 (c5) Facilitate transitions and endings.</i></p> <p><i>2.1.10 (d) Critically analyze, monitor, and evaluate interventions.</i></p>		
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CSWE Competency	Practice Behaviors	Advanced	Course Assignment
<p><b>2.1.1</b> <b>Identify as a professional social worker and conduct oneself accordingly.</b></p>	<p><b>EP 2.1.1</b> <b>Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession's history. Social workers commit themselves to</b></p>	<p><b>SWK 6511 Social Work Practice III: Clinical Theory &amp; Methods</b></p>	<p><b>Case Study Paper</b></p>

	<p><b>the profession’s enhancement and to their own professional conduct and growth.</b></p> <p><i>2.1.1 (a) Advocate for client access to services of social work.</i></p> <p><i>2.1.1 (b) Practice personal reflection and self-correction to assure continual professional development.</i></p> <p><i>2.1.1 (c) Attend to professional roles and boundaries.</i></p> <p><i>2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.</i></p> <p><i>2.1.1 (e) Engage in career-long learning.</i></p> <p><i>2.1.1 (f) Use supervision and consultation.</i></p> <p><i>2.1.1 (g) Understand and identify professional strengths, limitations, and challenges.</i></p>		
<p><b>2.1.2 Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the</b></p>	<p><b>EP 2.1.2 Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</b></p> <p><i>2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.</i></p> <p><i>2.1.2 (b) Social workers make</i></p>	<p><b>SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge &amp; Application</b></p>	<p><b>Ethical Dilemma Resolution</b></p>

<p><b>profession, its ethical standards, and relevant law.</b></p>	<p><i>ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.</i></p> <p><i>2.1.2 (c) Tolerate ambiguity in resolving ethical conflicts.</i></p> <p><i>2.1.2 (d) Apply strategies of ethical reasoning to arrive at principled decisions.</i></p> <p><i>2.1.2 (e) Apply ethical decision-making skills to resolve ethical decisions while implementing specified resolution models as they apply to advanced clinical social work.</i></p>		
<p><b>2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments.</b></p>	<p><b>EP 2.1.3 Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</b></p> <p><i>2.1.3(a) Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.</i></p> <p><i>2.1.3(b) Analyze models of assessment, prevention, intervention, and evaluation.</i></p>	<p><b>SWK 6283 Practice &amp; Program Evaluation</b></p>	<p><b>Final Research Paper</b></p>

	<p><i>2.1.3 (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i></p> <p><i>2.1.3 (Program-specific Practice Behavior) Articulate theoretical orientation(s) as applied to Practice and Program Evaluation.</i></p>		
<p><b>2.1.4 Engage diversity and difference in practice.</b></p>	<p><b>EP 2.1.4 Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. As well as the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</b></p> <p><i>2.1.4 (a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.</i></p> <p><i>2.1.4 (b) Social worker gains sufficient self-awareness to</i></p>	<p><b>SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge &amp; Application</b></p>	<p><b>Integrated Clinical Paper</b></p>

	<p><i>eliminate the influence of personal biases and values in working with diverse groups.</i></p> <p><i>2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.</i></p> <p><i>2.1.4 (d) Social workers views themselves as learners and engage those with whom they work as informants.</i></p> <p><i>2.1.4 (e) Demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work.</i></p>		
<p><b>2.1.5 Advance human rights and social and economic justice.</b></p>	<p><b>EP 2.1.5 Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</b></p> <p><i>2.1.5 (a) Understand the forms and mechanisms of oppression and discrimination.</i></p> <p><i>2.1.5 (b) Advocate for human</i></p>	<p><b>SWK 6533 Advanced Social Policy</b></p>	<p><b>Advanced Macro Practice Paper</b></p>

	<p><i>rights and social and economic justice.</i></p> <p><i>2.1.5 (c) Engage in practices that advance social and economic justice.</i></p> <p><i>2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.</i></p>		
<p><b>2.1.6 Engage in research-informed practice and practice-informed research</b></p>	<p><b>EP 2.1.6 Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</b></p> <p><i>2.1.6 (a) Social workers use practice experience to inform scientific inquiry.</i></p> <p><i>2.1.6 (b) Social workers use research evidence to inform practice.</i></p> <p><i>2.1.6 (c) Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.</i></p>	<p><b>SWK 6283 Practice &amp; Program Evaluation</b></p>	<p><b>Final Paper</b></p>
<p><b>2.1.7 Apply knowledge of</b></p>	<p><b>EP 2.1.7 Social workers are knowledgeable about human</b></p>	<p><b>SWK 6500 Social Work Perspectives &amp; Practice on</b></p>	

<p>human behavior and the social environment.</p>	<p>behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p> <p><i>2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</i></p> <p><i>2.1.7 (b) Critique and apply knowledge to understand person and environment.</i></p> <p><i>2.1.7 (c) Advanced practitioners synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments.</i></p>	<p><b>Psychopathology</b></p>	
<p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services .</p>	<p><b>EP 2.1.8</b> Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p> <p><b>Practice Behaviors</b></p>	<p><b>SWK 6533</b> <b>Advanced Social Policy</b></p>	<p><b>Advanced Macro Practice Paper</b></p>

	<p><i>2.1.8 (a) Analyze, formulate, and advocate for policies that advance social well-being.</i></p> <p><i>2.1.8 (b) Collaborate with colleagues and clients for effective policy action.</i></p> <p><i>2.1.8 (c) Students will advocate for policies that affect clients and services.</i></p>		
<p><b>2.1.9</b> <b>Respond to contexts that shape practice</b></p>	<p><b>EP 2.1.9</b> <b>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</b></p> <p><b>Practice Behaviors</b> <i>2.1.9 (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</i></p> <p><i>2.1.9 (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i></p> <p><i>2.1.9 (c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.</i></p>	<p><b>SWK 6533</b> <b>Advanced Social Policy</b></p>	<p><b>Advanced Macro Paper</b></p>
<p><b>2.1.10</b></p>	<p><b>EP 2.1.10</b></p>	<p><b>SWK 6511 Social</b></p>	<p><b>Case Study Paper</b></p>

<p>Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <p><i>2.1.10 (a1) Substantively and affectively prepare for action with client(s).</i></p> <p><i>2.1.10 (a2) Use empathy and interpersonal skills.</i></p> <p><i>2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.</i></p> <p><i>2.1.10 (b1) Collect, organize and interpret client data.</i></p> <p><i>2.1.10 (b2) Assess client strengths and limitations.</i></p> <p><i>2.1.10 (b3) Develop mutually agreed-on interventions goals and objectives.</i></p> <p><i>2.1.10 (b4) Select appropriate intervention strategies.</i></p> <p><i>2.1.10 (c1) Initiate actions to achieve organizational goals.</i></p> <p><i>2.1.10 (c2) Implement prevention interventions that enhance client capacities.</i></p> <p><i>2.1.10 (c3) Help clients resolve problems.</i></p>	<p><b>Work Practice III: Clinical Theory &amp; Methods</b></p>	
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	<p><i>2.1.10 (c4) Negotiate, mediate, and advocate for clients.</i></p> <p><i>2.1.10 (c5) Facilitate transitions and endings.</i></p> <p><i>2.1.10 (d) Critically analyze, monitor, and evaluate interventions.</i></p> <p><i>2.1.10 (e) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions.</i></p>		
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M2.0.5	<p><i>The program provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</i></p>
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M2.0.5 The Aurora University MSW faculty is committed to preparing MSW students for field education, degree completion, licensure, and a professional career in social work. The MSW curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester.

Since its onset, the MSW program at both George Williams College campus and the Aurora campus has been committed to providing professional social work education that is focused on both micro and macro practice. In the 1990s, the School of Social Work (SSW) at Aurora University developed three advanced concentrations: Mental Health, Children and Family Services, and School Social Work. As time passed, the faculty and professional constituents recognized that there was a great deal of overlap between these three concentrations; and decided to revisit the concentrations and develop a stronger and more integrated and comprehensive approach.

In the late 90s, the SSW conceived of a form of an advanced generalist concentration that was more of a “perspective” than a concentration. The framework was called “The Group-Centered Perspective”, and was based upon the philosophy and ideology of the group work and settlement house movements of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. This advanced perspective held appeal because of its emphasis on many of the principles of these movements,

and the ways in which they resonated with the early ideological roots of George Williams College.

The “Group-Centered Perspective” included both a micro and macro emphasis in the advanced concentration year. Unfortunately, it was not clear in its articulation or perhaps better phrased “application” of the “Group-Centered” principles into practice application. In addition, the SSW at Aurora University had difficulty communicating the thrust and ideology of this advanced concentration to its constituents. Agencies, field instructors, alumni, and even many students found it difficult to fully understand how the “Group-Centered Perspective” translated into a practice framework.

Over the next few years, the SSW, in consultation with its broad base of constituents, decided to revisit the mission and curriculum design. The constituents of the SSW at Aurora University strongly emphasized the need for social workers who were “clinically” trained, and who could also practice as administrators, supervisors, community organizers and political advocates. Although the SSW at Aurora University had developed a micro and macro “track” within the “Group-Centered Perspective”, it was too general in its focus, and did not adequately address the needs of its constituents. There was a strong need for a more comprehensive “clinical”, and “administrative” professional program that trained professional social workers in the theories and skills essential to provide a broad base of micro, mezzo, and macro work.

In 2005, the faculty and administrative staff of the SSW held a retreat to examine the future direction of the program. The revised curriculum and specific “Clinical,” and “Leadership and Community Practice” concentrations were designed to meet the needs of the students and communities, as well as the profession of social work. By 2007, the concentration was modified again. The “Clinical Concentration” held strong, while the “leadership and Community Practice” became a specialization within the program.

The revised curriculum and the “Clinical Concentration” was designed to meet the needs of the students and communities, as well as the profession of social work. This new curriculum was designed to meet the needs of the professionals and communities that the MSW program serves; as well as providing a professional social work education that is relevant in preparing social work professionals who will work with those agencies and communities. Components of the “Clinical Concentration” were integrated into courses as well as field.

### **Conceptual Frameworks for the Foundation Curriculum Design**

The formal curriculum design for foundation courses and field was established in the following manner.

The Aurora University BSW and MSW faculty are committed to preparing students for field education, degree completion, graduate study, licensure, and a professional career in social work. The MSW foundation curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester.

Students establish a foundation of macro knowledge specific to social welfare policies and institutions while enrolled in SWK 6140 Social Welfare Policy & Institutions. This course provides the practice of social justice advocacy. Students complete assignments that demonstrate knowledge of the United States Government, the political system, and the importance of advocating for diverse and vulnerable populations while interacting with political figures. Students engage with content which highlights social problems like poverty, inequality, power, and powerlessness. The advocacy work students produce is a result of critical thinking, as well as engagement in the political arena. The macro focus of this course in the foundation year, prepares students for their field placements. The context of their field work, even those in a micro setting, is heavily influenced by the macro level factors discovered in SWK 6140 Social Welfare Policy & Institutions. During SWK 6382 Social Work Practice with Communities & Organizations, content from 6140 is brought to the mezzo systems level as well, challenging students to address and continue to assess the functionality of communities, as well as social service organizations.

An exploration of micro, mezzo and macro systems occurs when students examine the social environment by studying biopsychosocial factors pertaining to human development while enrolled in SWK 6150 HBSE I and SWK 6160 HBSE II. The course content examines the lifespan while learning about ecological systems theory, strengths perspective, and numerous human development theories. Human development is studied through these theories, and the human subject is examined through the context of family and other environmental systems. Assessment skills are beginning to develop in these courses. Diversity of individuals based on age, ability, sexuality, gender, race, religion, and ethnicity is considered in this course to allow the emerging assessment skills to advance in regard to recognizing the impact of difference.

Perhaps the most significant example of the MSW foundation curriculum design, is the co-requisite course offerings of SWK 6370 Social Work Practice with Individuals and Families, with SWK 6730 Field Instruction I: Foundation Internship, during the foundation curriculum. These courses are meant to be taken together, as the social work practice skill building in SWK 6370 is often directly applied to the work students are doing in their field placements. Students complete a process recording as well as a comprehensive assessment to process their field learning experiences while in SWK 6730.

Generally, SWK 6381 Social Work Practice II: Groupwork is also taken during the SWK 6730 Field I experience, as many students will be exposed to groupwork during their field experience.

As the foundation curriculum unfolds, SWK 6382 Social Work Practice II: Community Practice, SWK 6390 Social Work Practice with Diverse & Vulnerable Populations, and SWK 6250 Research I: Social Work Research Methods are also required. The second field experience, SWK 6740

Field Instruction II: Foundation Internship, will encourage students to solidify foundation curriculum by applying course content to the field experience.

The BSW curriculum is closely aligned with the foundation MSW curriculum. In many courses the text books and major assignments are similar. This prepares the Advanced Standing BSW graduates to move directly into the advanced MSW curriculum when they enter graduate school.

**Foundation Curriculum | Year 1 | Semester 1**

SWK6140 Social Welfare Policy & Institutions	3.0
SWK6150 HBSE I: Theories of Human Development-Infancy to Adolescence	3.0
SWK6370 Social Work Practice I: Individuals & Families	3.0
SWK6381 Social Work Practice II: Groupwork	3.0
SWK6730 Field Instruction I: Foundation Internship	3.0
<b>Total:</b>	<b>15.0</b>

**Foundation Curriculum | Year 1 | Semester 2**

SWK6382 Social Work Practice II: Community Practice	3.0
SWK6160 HBSE II: Theories of Human Development-Adult Lifespan	3.0
SWK6390 Social Work Practice with Diverse & Vulnerable Populations	3.0
SWK6250 Research I: Social Work Research Methods (Methodology)	3.0
SWK6740 Field Instruction II: Foundation Internship	3.0
<b>Total:</b>	<b>15.0</b>

**Year 1 Total: 30.0**

## Conceptual Frameworks for the Advanced Concentration Curriculum Design

The Clinical Concentration was built from the professional foundation in the following manner. Both MSW students and Advanced Standing students have taken the professional foundation content from the BSW program from which they graduated, or during the foundation year of the MSW program. The traditional MSW students take the professional foundation courses prior to taking the required courses of the advanced curriculum.

Currently, the School of Social Work offers the **Clinical Concentration only**. The Leadership and Community Practice courses have been developed into a specialization. The categorical assignment of a specialization is a more appropriate label for the program of study, especially when one considers that the primary courses are the same for all students with the exception of three electives. This model is a better fit for the program. Specializations are all clinically focused, then electives provide an avenue for a focus of study specific to the student's goals and objectives.

### Clinical Concentration:

The word "clinical" has been used to describe the micro level advanced concentration. Once again, The Social Work Dictionary (2004) defines "Clinical Social Work" as follows:

The professional application of social work theory and methods to the treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders. The term is considered a synonym for *social casework* or *psychiatric social work*. Most professional social work practice includes emphasis on the *person-in-environment perspective* (p. 76).

Clinical social work is a term used throughout the country to describe social work practice that incorporates theories and skills that are aimed at helping clients and their families alleviate social and emotional problems. It also includes prevention work and other forms of so called "non-traditional" practice methods such as youth work. Clinical social work is done at child welfare agencies, mental health centers, youth and family service agencies, addictions programs, hospitals, schools, and many other human service settings.

Clinical social work usually consists of a unique combination of advanced theories and skills that enable the social work practitioner to understand and work with diverse clientele from a variety of clinical perspectives. Clinical social work builds upon the generalist practice problem-solving, person-in-environment perspective that is taught in the foundation year of most MSW programs. The emphasis here is to build upon the knowledge and skills learned in the MSW foundation year. The advanced MSW student has knowledge and skills beyond the generalist education gleaned from the foundation year curriculum.

The advanced "Clinical" concentration in the SSW at Aurora University has embraced three major theories with which to build upon the generalist knowledge and skills of the foundation

year. All three of these paradigms are essential for clinical social work practice with diverse populations, and have been a part of the clinical social work paradigm since the mid 20<sup>th</sup> century. All three are taught in most “clinical” social work programs throughout the country, and are recognized by the Aurora University professional constituents as highly relevant and salient theories and methods for professional practice in general.

These three paradigms are not grouped in any particular order; but all three are interrelated and essential for “differential” clinical social work practice with a wide range of diverse and vulnerable populations. All three are also “empirically-based” models that have been and continue to be researched through quantitative, qualitative, and evidenced-based methods.

The first model in the clinical concentration is taught in the SWK 6511 Clinical Practice III course. Cognitive behavioral therapy (CBT). CBT examines the *cognitive* processing of the client, as well as the behaviors that result from that thinking. The problem-solving method learned in the foundation year is a generalist form of this model. In the advanced clinical concentration however, students are acquainted with the comprehensive explanatory theories and techniques of CBT, in order to work more effectively with clients and families that need a cognitive or behavioral approach. Advanced students learn that “thinking” and the resulting behaviors that flow from those thoughts, values, and assumptions is but one of several key aspects of human functioning that they must learn in order to be helpful to their clients. CBT in the advanced clinical concentration is taught from a social work perspective that emphasizes differential diagnosis, the person-in-environment ecological framework, ethical practice, as well as diversity, populations at risk, community, and socioeconomic factors.

Family therapy is the second model utilized in the clinical concentration, and is taught in SWK 6511 Clinical Practice III. Family therapy theories and methods emphasize the *interpersonal* aspect of human functioning. All of the major family therapy models emphasize systems theory, with special focus on particular elements based upon the differential presentation of the family. Systems theory and the ecological framework are taught in the foundation year of the MSW program. Family therapy models and approaches are a further elaboration of those basic generalist concepts. The advanced clinical student learns to understand and apply differentially, Family therapy methods and techniques based upon the specifics of the situation at hand. Any family therapy approach is understood and ethically delivered within the context of the person/family-in-environment/ecological framework, issues of diversity, populations at risk, community, and socioeconomic factors.

The third and final paradigm of the clinical concentration at Aurora University is the psychodynamic model which is taught in SWK 6521 Clinical Practice IV. Psychodynamic approaches emphasize an understanding of the *inner emotional* lives of the individual in the context of their relationships with others in the world. Ego psychology, object relations theory, and self psychology are emphasized in this area, along with attachment theory. Foundation year students become somewhat familiar with the basic psychodynamic theories from a developmental/primary practice perspective in their HBSE sequence and Social Work Practice I – Individuals and Families. The clinical concentration builds upon this knowledge by

acquainting the advanced student with the more complex and sophisticated psychodynamic clinical approaches. Taken together, the psychodynamic theories and approaches help the advanced student understand how the self and identity are formed; and more importantly how to work with clients and families that are struggling with complex emotional problems and issues that come from inner emotional/developmental and outer interpersonal/environmental sources. Once again, these psychodynamic approaches are taught from an ethical social work perspective that emphasizes the person-in-environment/ecological framework, issues of diversity, populations at risk, community, and socioeconomic factors.

The required course sequence in the advanced clinical concentration consists of one clinical psychopathology course (SWK 6500 Psychopathology) two theory and practice courses (SWK 6511 Social Work Practice III: Clinical Concentration I and SWK 6521 Social Work Practice IV: Clinical Concentration II), an advanced policy course (SWK 6533 Advanced Social Policy: Macro Practice), and an advanced clinical research course (SWK 6283 Practice and Program Evaluation). The first advanced theory and practice course is designed to help the advanced MSW student become proficient in the three clinical models discussed above. The final advanced theory and practice course emphasizes the integration of those three models based upon the differential needs of the client system in question. Students are taught to draw from any number or combination of these advanced clinical models, should the situation call for it. “Integrative” practice or “informed eclecticism” is taught as a more viable, contextual and effective form of practice given the unique needs of the client-in-their-situation. The advanced curriculum is aimed at helping the advanced social work student understand when and how to ethically utilize a variety of effective approaches and methods in clinical social work practice.

The advanced student is also acquainted with the latest information and empirical studies on neuroscience as one of the advanced sources of knowledge and research that has helped to validate all three of the clinical social work models taught in the advanced clinical concentration. In addition, neuroscience has also stressed the importance of understanding attachment theory as it relates to both development and clinical practice.

The advanced research course teaches the advanced clinical MSW student to be able to design and carryout “single-subject” design research, in order to better understand and examine their clinical work. In particular, this course is aimed at helping the advanced clinical MSW student to learn to continually examine practice in order to become more effective and relevant to the populations they are working with in the field. Students build upon the basic research theory and methods knowledge gained in their foundation year, and learn to perform actual research in the advanced year. Students do actual research on the cases that they are seeing in their advanced clinical field placements.

Advanced clinical MSW students are required to take an advanced social work policy course. This course is designed to teach the advanced MSW student the current policies, laws and trends in practice, but more importantly how to utilize this information in their clinical work with clients. This is a “policy/practice” model of instruction, and the advanced student learns the essential difference between a clinical social work practitioner, and any other advanced

human service professional. The basic generalist practitioner roles learned in the foundation curriculum are enhanced and expanded to be applied to the advanced clinical social work setting in this course.

Finally, the advanced clinical concentration integrates the field component into all four required courses. Advanced MSW students are placed at advanced clinical sites. Their field work is integrated into the advanced curriculum through a variety of assignments, presentations, and classroom discussions.

### **Advanced Curriculum Conceptual Framework Summary: Clinical Concentration**

The Clinical Concentration stems from the George Williams College (GWC) tradition, which has embraced the ideology of the group work and settlement house movements, as well as emphasizing the Body, Mind, Spirit connections within all people. The clinical concentration is designed to educate graduate MSW students to practice in a variety of clinical social work settings. The definition of “clinical” incorporates the wide range of theories and skills necessary to understand, assess and practice in social work settings. Clinical social work can be provided in traditional agency settings such as mental health settings, family service agencies, schools, child welfare agencies, hospitals, addictions treatment programs, and many other social service arenas. In addition, clinical social work as a concept is also utilized in so-called “non-traditional” settings such as youth agencies, YMCAs and YWCAs, community based agencies, and many other informal environments. Concepts such as prevention, outreach, and youth development work are considered part and parcel of the overall clinical arena.

The clinical concentration strives to educate MSW students about the wide range of theories, pathologies, and skills necessary to practice in all of these settings. The theories and skills emphasized reflect the core values of social work practice. The person-in-environment niche, a holistic approach as well as a strong focus on oppressed and vulnerable populations are the hallmarks of the clinical concentration. The clinical curriculum encompasses primary prevention, early intervention and remediation in the full range of social work settings.

Students in the clinical concentration focus on three major theoretical paradigms: cognitive-behavioral, psychodynamic, and family therapy models under the overarching lens of Cultural Competence. In addition, students learn how to assess, intervene, and evaluate their clinical work from an integrative perspective in which those three clinical paradigms are utilized. Neuroscience theory and research are incorporated into that knowledge base in order to further understanding and to practice from an empirical and evidenced-based standpoint.

The required five course sequence includes two interrelated, sequential theory and practice courses, an advanced integrative policy course, a psychopathology course, as well as a single-

subject design/program evaluation research course. In addition, students are able to choose three electives in the advanced generalist curriculum, or chose three courses in one of several specializations to develop a focus related to their interest of study. This five course sequence provides the advanced student with a comprehensive view of clinical social work practice; which includes theory, skills, policy, and research. Students in the clinical concentration may specialize in the Advanced Training Program for Addictions, Advanced Clinical Social Work (expanding upon the required courses in the Clinical Concentration), Child Welfare, Faith Based Social Work Practice, Health Care (including Gerontology), Leadership and Community Practice, School Social Work and a Certificate Program in MBA Leadership.

**Advanced Curriculum | Year 2 | Semester 1**

SWK6511 Social Work Practice III: Clinical Concentration I	3.0
SWK6533 Advanced Social Policy (Macro Practice)	3.0
SWK6500 Social Work Perspectives on Psychopathology	3.0
SWKxxxx Social Work Elective	3.0
SWK6750 Field Instruction III: Advanced Internship	3.0
<b>Total:</b>	<b>15.0</b>

**Advanced Curriculum | Year 2 | Semester 2**

SWK6521 Social Work Practice IV: Clinical Concentration II	3.0
SWK6283 Practice and Program Evaluation	3.0
SWKxxxx Social Work Elective	3.0
SWKxxxx Social Work Practice	3.0
SWK6760 Field Instruction IV: Advanced Internship	3.0
<b>Total:</b>	<b>15.0</b>

**Year 2 Total: 30.0**

**Program Total: 60.0**

M2.0.6	<i>The program describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.</i>
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M2.0.6 The master’s curriculum prepares graduates for advanced social work practice using a conceptual framework to identify advanced knowledge and skills. The courses build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice. The following table delineates courses taught at the foundation level, the semester hours per course, content area, and competency.

Table 1 \* MSW Program of Study **FOUNDATION CURRICULUM** 30 semester hours

Course	Semester Hours		CSWE Competency
<b>SWK 6140 Social Welfare Policy &amp; Institutions</b>	<b>3</b>	<b>Social Welfare Policy</b>	2.1.5 2.1.8
<b>SWK 6150 HBSE I: Infancy to Adolescence</b>	<b>3</b>	<b>Human Behavior in the Social Environment</b>	2.1.7
<b>SWK 6160 HBSE II: Adult Lifespan</b>	<b>3</b>	<b>Human Behavior in the Social Environment</b>	
<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	2.1.1 2.1.2 2.1.10
<b>SWK 6381 Social Work Practice II: Group Work</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	
<b>SWK 6382 Social Work Practice II: Community Practice</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	2.1.3 2.1.9
<b>SWK 6390 Social Work Practice with Diverse &amp; Vulnerable Populations</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	2.1.4
<b>SWK 6250 Research I: Social Work Research Methods</b>	<b>3</b>	<b>Research</b>	2.1.6
<b>SWK 6730 Field Instruction I: Beginning Internship</b>	<b>3</b>	<b>Field</b>	
<b>SWK 6740 Field Instruction II:</b>	<b>3</b>	<b>Field</b>	

<b>Beginning Internship</b>			
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The following table delineates courses taught at the advanced level, the semester hours per course, content area, and competency.

Table 2\* MSW Program of Study **ADVANCED CURRICULUM** 30 semester hours

Course	Semester Hours		CSWE Competency
<b>SWK 6533 Advanced Social Policy</b>	<b>3</b>	<b>Social Welfare Policy</b>	<b>2.1.5 2.1.8 2.1.9</b>
<b>SWK 6500 Social Work Perspectives &amp; Practice on Psychopathology</b>	<b>3</b>	<b>Human Behavior in the Social Environment</b>	<b>2.1.7</b>
<b>SWK 6511 Social Work Practice III: Clinical Theory &amp; Methods</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	<b>2.1.1 2.1.10</b>
<b>SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge &amp; Application</b>	<b>3</b>	<b>Social Work Practice Theory &amp; Methods</b>	<b>2.1.2 2.1.4</b>
<b>SWK 6283 Practice &amp; Program Evaluation</b>	<b>3</b>	<b>Research</b>	<b>2.1.3 2.1.6</b>
<b>SWK 6730 Field Instruction I: Beginning Internship</b>	<b>3</b>	<b>Field</b>	
<b>SWK 6740 Field Instruction II: Beginning Internship</b>	<b>3</b>	<b>Field</b>	

## **COURSE DESCRIPTIONS**

Course descriptions of <b>foundation curriculum</b> courses follow:
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### **Foundation Curriculum**

#### **SWK6140 Social Welfare Policy and Institutions** 3 semester hours

Major social welfare programs are reviewed within an overall policy analysis framework. Forces that impact social policy such as American individualism and issues such as poverty, racism and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

**SWK6150 HBSE I: Theories of Human Development I** 3 semester hours

This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

**SWK6160 HBSE II: Theories of Human Development II** 3 semester hours

This course, based in an ecological systems perspective, follows human development throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

**Prerequisite:** SWK6150.

**SWK6370 Social Work Practice I** 3 semester hours

This course is the first in a sequence of five practice courses covering the foundation and concentration years in the MSW program. In Social Work Practice I, students are introduced to specific theoretical and skills-based core concepts of generalist, individual, family and couples social work direct practice.

**SWK6381 Social Work Practice II: Group Work** 3 semester hours

The course examines social work practice from a macro perspective, introducing group work practice skills.

**Prerequisite:** SWK6370.

**SWK6382 Social Work Practice II: Community** 3 semester hours

The course examines social work practice from a macro perspective, introducing community direct practice skills.

**Prerequisite:** SWK6370.

**SWK6390 Social Work Practice with Diverse & Vulnerable Populations** 3 semester hours

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes toward self, others and differences are explored.

**SWK6500 Social Work Perspectives on Psychopathology** 3 semester hours

This course presents psychopathology through a distinctly social work perspective. The course includes bio-psycho-social assessment and treatment models, including the use of DSM 5. The course emphasizes assessment, advocacy, direct service, interdisciplinary collaboration and use of community resources and supports. The person is not defined by diagnosis or condition. Mental illness is seen through a strengths perspective and within a social context. Persons are viewed holistically, as participating members of their families and communities.

**SWK6250 Research I: Methodology** 3 semester hours

This course is the first in a sequence of two required research courses. Students are introduced to ethical social work research using scientific inquiry. Class material provides an overview of various research methods and design elements. The course highlights creating, performing and evaluating outcomes of practice and policies.

**SWK6730, 6740 Field Instruction I, II** 3 semester hours each

These courses are a sequence of two consecutive semesters beginning in the fall. Experience in practice in a professional agency under instruction of a qualified practitioner; a minimum of 450 hours over two semesters. This foundation-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 10 Core Competencies of Social Work Practice are measured at the middle and end of the internship experience.

Course descriptions of **advanced curriculum** courses follow:

**Advanced Curriculum**

**SWK6283 Practice & Program Evaluation** 3 semester hours

Students will plan, design and conduct an evaluation study of an intervention or program. Students will choose between a single-subject design study or program evaluation. The study will relate to the student's field practicum or another area approved by the research professor.  
**Prerequisites:** SWK6250; completion of statistics course with "C" or better.

**SWK6511 Social Work Practice III: Clinical Concentration I** 3 semester hours

This course builds upon the generalist practice knowledge and skills acquired in the foundation year. The course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

**Prerequisite:** Foundation curriculum.

**SWK6521 Social Work Practice IV: Clinical Concentration II** 3 semester hours

A continuation of SWK6511, this course will further enhance and expand the clinical concentration of the student's knowledge and skill in clinical social work practice with diverse clientele in all types of clinical settings and focuses on an integrative approach to clinical social work practice.

**Prerequisite:** SWK6511.

**SWK6533 Advanced Social Policy** 3 semester hours

This course examines policies relevant to social work practice, including health and mental health policy, and agency-level policy within the context of state- and federal-level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

**Prerequisites:** SWK6140, SWK 6370 and SWK 6382.

**SWK6750, 6760 Field Instruction III, IV** 3 semester hours each

These courses are a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete an internship in a specialization area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

**Prerequisites:** Completion of the foundation curriculum, SWK6730 and SWK6740.

**CURRICULUM MATRICES**

The following matrix with 2008 EPAS Practice Behaviors provides additional information pertaining to the competencies, practice behaviors, courses, course objectives, course content (assignment), and page number in Volume II for the foundation and advanced courses.

<b>Curriculum Matrix with 2008 EPAS Practice Behaviors</b>			
<b>CSWE Competency</b>	<b>Practice Behaviors</b>	<b>Foundation Courses</b>	<b>Course Assignment</b>
2.1.1 <b>Identify as a professional social worker and conduct oneself accordingly.</b>	<p><b>EP 2.1.1</b>  <b>Social workers serve as representatives of the profession, its mission, and its core values. Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</b></p> <p><i>2.1.1( a) Advocate for client access to the services of social work.</i></p> <p><i>2.1.1(b) Practice personal reflection and self-correction to assure continual professional development.</i></p> <p><i>2.1.1 (c) Attend to professional roles and boundaries.</i></p> <p><i>2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.</i></p> <p><i>2.1.1 (f) Use supervision and consultation.</i></p>	<b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b>	<b>Case Study</b>
2.1.2 <b>Apply social</b>	<p><b>EP 2.1.2</b>  <b>Social workers have an obligation to</b></p>	<b>SWK 6370 Social Work</b>	<b>Case Study</b>

<p><b>work ethical principles to guide professional practice.</b></p>	<p><b>conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</b></p> <p><i>2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.</i></p> <p><i>2.1.2 (b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.</i></p> <p><i>2.1.2 (c) Social workers tolerate ambiguity in resolving ethical conflicts.</i></p> <p><i>2.1.2 (d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.</i></p>	<p><b>Practice I: Individuals &amp; Families</b></p>	
<p><b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b></p>	<p><b>EP 2.1.3 Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</b></p> <p><i>2.1.3 (a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</i></p> <p><i>2.1.3 (b) Social workers analyze models of assessment, prevention, intervention, and evaluation.</i></p>	<p><b>SWK 6382 Social Work Practice II: Community Practice</b></p>	<p><b>Organizational Analysis Paper</b></p>

	<p>2.1.3 (c) <i>Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i></p>		
<p>2.1.4 <b>Engage diversity and difference in practice.</b></p>	<p><b>EP 2.1.4</b> <b>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. As well as the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</b></p> <p><i>2.1.4 (a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.</i></p> <p><i>2.1.4 (b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</i></p> <p><i>2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.</i></p> <p><i>2.1.4 (d) Social workers views themselves as learners and engage those with whom they work as informants.</i></p>	<p><b>SWK 6390</b> <b>Social Work Practice with Diverse &amp; Vulnerable Populations</b></p>	<p><b>Group Presentation</b></p>
<p>2.1.5 <b>Advance human rights and social and economic justice.</b></p>	<p><b>EP 2.1.5</b> <b>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and</b></p>	<p><b>SWK 6140</b> <b>Social Welfare Policy &amp; Institutions</b></p>	<p><b>Policy Change Proposal</b></p>

	<p>are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p> <p><i>2.1.5(a) Social worker understands how oppression and discrimination affects the agency, community and clients.</i></p> <p><i>2.1.5 (b) Social worker advocates for human rights and social and economic justice.</i></p> <p><i>2.1.5 (c) Social worker engages in practices that advance social and economic justice and human rights for clients/consumers and communities.</i></p>		
<p>2.1.6 Engage in research-informed practice and practice-informed research.</p>	<p><b>EP 2.1.6</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p> <p><i>2.1.6(a) Social workers use practice experience to inform scientific inquiry.</i></p> <p><i>2.1.6 (b) Social workers use research evidence to inform practice.</i></p>	<p><b>SWK 6250</b> <b>Research I: Social Work Research Methods</b></p>	<p><b>Research Proposal</b></p>
<p>2.1.7 Apply knowledge of</p>	<p><b>EP 2.1.7</b> Social workers are knowledgeable about human behavior across the life course;</p>	<p><b>SWK 6150 HBSE</b> <b>I: Infancy to Adolescence</b></p>	<p><b>Comprehensive Developmenta</b></p>

<p>human behavior and the social environment.</p>	<p>the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p> <p><i>2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</i></p> <p><i>2.1.7 (b) Social workers analyze and apply knowledge to understand person and environment.</i></p>		<p>I Paper</p>
<p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<p><b>EP 2.1.8</b> Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p> <p><i>2.1.8 (a) Social workers analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.</i></p> <p><i>2.1.8 (b) Social workers collaborate with colleagues and clients for effective policy action.</i></p>	<p><b>SWK 6140</b> <b>Social Welfare Policy &amp; Institutions</b></p>	<p><b>Policy Analysis and Advocacy Paper</b></p>
<p>2.1.9 Respond to contexts that shape practice.</p>	<p><b>EP 2.1.9</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge</p>	<p><b>SWK 6382</b> <b>Social Work Practice II: Community Practice</b></p>	<p><b>Organizational Analysis Paper</b></p>

	<p><b>and skill to respond proactively.</b></p> <p><i>2.1.9 (a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</i></p> <p><i>2.1.9 (b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i></p>		
<p><b>2.1.10 Engage and assess with individuals, families, groups, organizations, and communities</b></p>	<p><b>EP 2.1.10 Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying evidenced-based interventions designed to achieve client goals, using research and technological advances, and promoting social and economic justice.</b></p> <p><i>2.1.10 (a1) Substantively and affectively prepare for action with groups.</i></p> <p><i>2.1.10 (a2) Use empathy and interpersonal skills.</i></p> <p><i>2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.</i></p> <p><i>2.1.10 (b1) Collect, organize and interpret client data.</i></p> <p><i>2.1.10 (b2) Assess client strengths and limitations.</i></p> <p><i>2.1.10 (b3) Develop mutually agreed-on</i></p>	<p><b>SWK 6370 Social Work Practice I: Individuals &amp; Families</b></p>	<p><b>Case Study Paper</b></p>

	<p><i>interventions goals and objectives.</i></p> <p><i>2.1.10 (b4) Select appropriate intervention strategies.</i></p> <p><i>2.1.10 (c1) Initiate actions to achieve organizational goals.</i></p> <p><i>2.1.10 (c2) Implement prevention interventions that enhance client capacities.</i></p> <p><i>2.1.10 (c3) Help clients resolve problems.</i></p> <p><i>2.1.10 (c4) Negotiate, mediate, and advocate for clients.</i></p> <p><i>2.1.10 (c5) Facilitate transitions and endings.</i></p> <p><i>2.1.10 (d) Critically analyze, monitor, and evaluate interventions.</i></p>		
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CSWE Competency	Practice Behaviors	Advanced	Course Assignment
<p><b>2.1.1</b> <b>Identify as a professional social worker and conduct oneself accordingly.</b></p>	<p><b>EP 2.1.1</b> <b>Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</b></p> <p><i>2.1.1 (a) Advocate for client access to services of social work.</i></p> <p><i>2.1.1 (b) Practice personal reflection and self-correction to assure continual professional</i></p>	<p><b>SWK 6511 Social Work Practice III: Clinical Theory &amp; Methods</b></p>	<p><b>Case Study Paper</b></p>

	<p><i>development.</i></p> <p><i>2.1.1 (c) Attend to professional roles and boundaries.</i></p> <p><i>2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.</i></p> <p><i>2.1.1 (e) Engage in career-long learning.</i></p> <p><i>2.1.1 (f) Use supervision and consultation.</i></p> <p><i>2.1.1 (g) Understand and identify professional strengths, limitations, and challenges.</i></p>		
<p><b>2.1.2</b>  <b>Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</b></p>	<p><b>EP 2.1.2</b>  <b>Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</b></p> <p><i>2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.</i></p> <p><i>2.1.2 (b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.</i></p> <p><i>2.1.2 (c) Tolerate ambiguity in</i></p>	<p><b>SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge &amp; Application</b></p>	<p><b>Ethical Dilemma Resolution</b></p>

	<p><i>resolving ethical conflicts.</i></p> <p><i>2.1.2 (d) Apply strategies of ethical reasoning to arrive at principled decisions.</i></p> <p><i>2.1.2 (e) Apply ethical decision-making skills to resolve ethical decisions while implementing specified resolution models as they apply to advanced clinical social work.</i></p>		
<p><b>2.1.3</b> <b>Apply Critical Thinking to Inform and Communicate Professional Judgments.</b></p>	<p><b>EP 2.1.3</b> <b>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</b></p> <p><i>2.1.3(a) Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.</i></p> <p><i>2.1.3(b) Analyze models of assessment, prevention, intervention, and evaluation.</i></p> <p><i>2.1.3 (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i></p> <p><i>2.1.3 (Program-specific Practice Behavior) Articulate theoretical orientation(s) as applied to</i></p>	<p><b>SWK 6283 Practice &amp; Program Evaluation</b></p>	<p><b>Final Research Paper</b></p>

	<i>Practice and Program Evaluation.</i>		
2.1.4 Engage diversity and difference in practice.	<p><b>EP 2.1.4</b> Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. As well as the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p> <p><i>2.1.4 (a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.</i></p> <p><i>2.1.4 (b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</i></p> <p><i>2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.</i></p>	<b>SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge &amp; Application</b>	<b>Integrated Clinical Paper</b>

	<p><i>2.1.4 (d) Social workers views themselves as learners and engage those with whom they work as informants.</i></p> <p><i>2.1.4 (e) Demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work.</i></p>		
<p><b>2.1.5 Advance human rights and social and economic justice.</b></p>	<p><b>EP 2.1.5 Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</b></p> <p><i>2.1.5 (a) Understand the forms and mechanisms of oppression and discrimination.</i></p> <p><i>2.1.5 (b) Advocate for human rights and social and economic justice.</i></p> <p><i>2.1.5 (c) Engage in practices that advance social and economic justice.</i></p> <p><i>2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and</i></p>	<p><b>SWK 6533 Advanced Social Policy</b></p>	<p><b>Advanced Macro Practice Paper</b></p>

	<i>client systems to guide treatment planning and intervention.</i>		
2.1.6 Engage in research-informed practice and practice-informed research	<p><b>EP 2.1.6</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p> <p><i>2.1.6 (a) Social workers use practice experience to inform scientific inquiry.</i></p> <p><i>2.1.6 (b) Social workers use research evidence to inform practice.</i></p> <p><i>2.1.6 (c) Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.</i></p>	<b>SWK 6283 Practice &amp; Program Evaluation</b>	<b>Final Paper</b>
2.1.7 Apply knowledge of human behavior and the social environment.	<p><b>EP 2.1.7</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and</p>	<b>SWK 6500 Social Work Perspectives &amp; Practice on Psychopathology</b>	

	<p><b>spiritual development.</b></p> <p><i>2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</i></p> <p><i>2.1.7 (b) Critique and apply knowledge to understand person and environment.</i></p> <p><i>2.1.7 (c) Advanced practitioners synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments.</i></p>		
<p><b>2.1.8</b>  <b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services .</b></p>	<p><b>EP 2.1.8</b>  <b>Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</b></p> <p><b>Practice Behaviors</b></p> <p><i>2.1.8 (a) Analyze, formulate, and advocate for policies that advance social well-being.</i></p> <p><i>2.1.8 (b) Collaborate with colleagues and clients for effective policy action.</i></p> <p><i>2.1.8 (c) Students will advocate for policies that affect clients and</i></p>	<p><b>SWK 6533 Advanced Social Policy</b></p>	<p><b>Advanced Macro Practice Paper</b></p>

	<i>services.</i>		
2.1.9 Respond to contexts that shape practice	<p><b>EP 2.1.9</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p> <p><b>Practice Behaviors</b> 2.1.9 (a) <i>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</i></p> <p>2.1.9 (b) <i>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i></p> <p>2.1.9 (c) <i>Communicate to stakeholders the implications of policies and policy change in the lives of clients.</i></p>	<b>SWK 6533 Advanced Social Policy</b>	<b>Advanced Macro Paper</b>
2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.	<p><b>EP 2.1.10</b> Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p>	<b>SWK 6511 Social Work Practice III: Clinical Theory &amp; Methods</b>	<b>Case Study Paper</b>

	<p><i>2.1.10 (a1) Substantively and affectively prepare for action with client(s).</i></p> <p><i>2.1.10 (a2) Use empathy and interpersonal skills.</i></p> <p><i>2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.</i></p> <p><i>2.1.10 (b1) Collect, organize and interpret client data.</i></p> <p><i>2.1.10 (b2) Assess client strengths and limitations.</i></p> <p><i>2.1.10 (b3) Develop mutually agreed-on interventions goals and objectives.</i></p> <p><i>2.1.10 (b4) Select appropriate intervention strategies.</i></p> <p><i>2.1.10 (c1) Initiate actions to achieve organizational goals.</i></p> <p><i>2.1.10 (c2) Implement prevention interventions that enhance client capacities.</i></p> <p><i>2.1.10 (c3) Help clients resolve problems.</i></p> <p><i>2.1.10 (c4) Negotiate, mediate, and advocate for clients.</i></p> <p><i>2.1.10 (c5) Facilitate transitions and endings.</i></p> <p><i>2.1.10 (d) Critically analyze, monitor, and evaluate interventions.</i></p>		
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	<p><i>2.1.10 (e) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions.</i></p>		
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## FOUNDATION AND ADVANCED RUBRICS

The following items include the competencies, course title, identification of advanced or foundation curriculum, followed by 2008 EPAS practice behaviors, course assignments, and assignment rubrics.

### 2.1.1 Course – SWK 6370: Practice I: Social Work with Individuals and Families

### FOUNDATION

<b>Practice Behaviors</b>	2.1.1(a) Advocate for client access to the services of social work.	2.1.1(b) Practice personal reflection and self-correction to assure continual professional development.	2.1.1(c) Attend to professional roles and boundaries.	2.1.1(d) Demonstrate professional demeanor in behavior, appearance, and communication.	2.1.1 (f) Use supervision and consultation.
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**Benchmarking Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

**Educational Policy 2.1.1 – Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth**

### Assignment – Case Study

#### Practice Behaviors

*2.1.1(a) Advocate for client access to the services of social work*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify need for social work services and did not advocate for client access to services of social work.	Student identified need for social work services but did not advocate for client access to services of social work.	Student identified need for social work services and advocated for client access at a minimal level.	Student identified need for social work services and advocated for client access at a moderate level.	Student identified need for social work services and actively advocated for client access to social work services.

*2.1.1(b) Practice personal reflection and self-correction to assure continual professional development*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not use supervisor/ professor feedback to complete self-assessment to	Student minimally used supervisor/ professor feedback to complete self-assessment to	Student regularly used supervisor/ professor feedback to complete self-assessment,	Student used supervisor/ professor feedback to complete self-assessment,	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways

identify areas of strength and weakness of practice performance and did not identify plans for making future improvements.	identify areas of strength and weakness of practice performance but did not identify plans for making future improvements.	identified areas of strengths and weakness but did not identify plans for making future improvements.	identified areas of strengths and weakness, identified ways to improve current performance but did not make plans for future improvements.	to improve current performance and made plans for future improvements.
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*2.1.1(c) Attend to professional roles and boundaries*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not establish clear professional boundaries and did not make the client's interests the primary focus.	Student established weak professional boundaries and had difficulty making the client's interest the primary focus.	Student established average professional boundaries and made the client's interest the primary focus.	Student established strong professional boundaries and made the client's interest the primary focus.	*Previous box <u>plus</u> developed a relationship with the client that is characterized by collaborative problem solving and mutuality without blurring the boundaries of the relationship or obscuring the purpose of one's work.

*2.1.1(d) Demonstrate professional demeanor in behavior, appearance, and communication*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not demonstrate professional demeanor in behavior, appearance and communication.	Student minimally demonstrated professional demeanor in behavior, appearance and communication.	Student demonstrated acceptable professional demeanor in behavior, appearance, and communication.	Student demonstrated strong professional demeanor in behavior, appearance, and communication.	Previous box <u>plus</u> student demonstrated exceptional ability to fully integrate into the practice setting.

*2.1.1(e) Engage in career-long learning*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not have a plan to engage in career long learning.	Student recognizes a need for career long learning, but a plan is not in place.	Student understands the purpose of continuing education and explored a plan regarding career long learning.	Student understands the purpose of continuing education and has developed a plan to achieve career long learning.	Previous box, and the plan includes an integration of values of the social work profession.

*2.1.1(f) Use supervision and consultation*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
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Student did not effectively use supervision and consultation.	Student was weak in using supervision and consultation.	Student was average in using supervision and consultation.	Student was strong in using supervision and consultation.	Student was exceptional in using supervision and consultation.
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**2.1.1 Course – SWK 6511: Social Work Practice III: Clinical Theory and Methods**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.1(a) Advocate for client access to the services of social work.	2.1.1(b) Practice personal reflection and self-correction to assure continual professional development.	2.1.1(c) Attend to professional roles and boundaries.	2.1.1(d) Demonstrate professional demeanor in behavior, appearance, and communication.	2.1.1(e) Engage in career-long learning.	2.1.1(f) Use supervision and consultation.	2.1.1(g) Understand and identify professional strengths, limitations, and challenges.
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**Benchmarking Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

**Educational Policy 2.1.1 – Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth**

**Assignment – Case Study Paper**

**Practice Behaviors**

*2.1.1(a) Advocate for client access to the services of social work*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify need for social work services and did not advocate for client access to services of social work.	Student identified need for social work services but did not advocate for client access to services of social work.	Student identified need for social work services and advocated for client access at a minimal level.	Student identified need for social work services and advocated for client access at a moderate level.	Student identified need for social work services and actively advocated for client access to social work services.

*2.1.1(b) Practice personal reflection and self-correction to assure continual professional development*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not use supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice	Student minimally used supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice	Student regularly used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness but did not	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified

performance and did not identify plans for making future improvements.	performance but did not identify plans for making future improvements.	identify plans for making future improvements.	ways to improve current performance but did not make plans for future improvements.	ways to improve current performance and made plans for future improvements.
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*2.1.1(c) Attend to professional roles and boundaries*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not establish clear professional boundaries and did not make the client’s interests the primary focus.	Student established weak professional boundaries and had difficulty making the client’s interest the primary focus.	Student established average professional boundaries and made the client’s interest the primary focus.	Student established strong professional boundaries and made the client’s interest the primary focus.	*Previous box <u>plus</u> developed a relationship with the client that is characterized by collaborative problem solving and mutuality without blurring the boundaries of the relationship or obscuring the purpose of one’s work.

*2.1.1(d) Demonstrate professional demeanor in behavior, appearance, and communication*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not demonstrate professional demeanor in behavior, appearance and communication.	Student minimally demonstrated professional demeanor in behavior, appearance and communication.	Student demonstrated acceptable professional demeanor in behavior, appearance, and communication.	Student demonstrated strong professional demeanor in behavior, appearance, and communication.	Previous box <u>plus</u> student demonstrated exceptional ability to fully integrate into the practice setting.

*2.1.1(e) Engage in career-long learning*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not have a plan to engage in career long learning.	Student recognizes a need for career long learning, but a plan is not in place.	Student understands the purpose of continuing education and explored a plan regarding career long learning.	Student understands the purpose of continuing education and has developed a plan to achieve career long learning.	Previous box, and the plan includes an integration of values of the social work profession.

*2.1.1(f) Use supervision and consultation*

1 – Not Yet	2 – Beginning to	3- Developing in	4 – Competent in	5 – Exceptional in
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Demonstrated	Emerge	Application	Application	Application
Student did not effectively use supervision and consultation.	Student was weak in using supervision and consultation.	Student was average in using supervision and consultation.	Student was strong in using supervision and consultation.	Student was exceptional in using supervision and consultation.

*2.1.1(g) Understand and identify professional strengths, limitations, and challenges*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not effectively identify professional strengths, limitations, and challenges.	Student was weak in identifying professional strengths, limitations, and challenges.	Student was able to identify strengths, limitations, and challenges, but does not demonstrate an understanding of the implications for his/her social work practice.	Student was able to identify strengths, limitations, and challenges, and demonstrates a basic understanding of the implications for his/her social work practice.	Student was able to identify strengths, limitations, and challenges, and demonstrates an advanced understanding of the implications for his/her social work practice.

**2.1.2 Course – SWK 6370: Practice I: Social Work with Individuals and Families**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.2(a) Social Workers recognize and manage personal values in a way that allows professional values to guide practice.	2.1.2(b) Social Workers make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the international Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.	2.1.2(c) Social workers tolerate ambiguity in resolving ethical conflicts.	2.1.2(d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.
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**Benchmarking Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

**Educational Policy 2.1.2 – Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law**

**Assignment – Case Study**

**Practice Behaviors**

*2.1.2(a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to manage personal values.	Student has a minor knowledge of how to present his/her personal values that allows professional values to guide practice.	Student presents several examples of how to present his/her personal values in ways that allow professional values to guide practice.	Student presents many examples of how to present his/her personal values in ways that allow professional values to guide practice.	*Previous box <u>plus</u> application of how his/her personal values guided his/her professional values to guide practice.

*2.1.2(b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no knowledge or awareness of ethical decision making.	Student presents minor knowledge and self-awareness of ethical decision making.	Student presents several examples on having knowledge and self-awareness of ethical decision making.	Student presents many examples on having knowledge and self-awareness of ethical decision making.	*Previous box <u>plus</u> application on knowledge and self-awareness of ethical decision making.

*2.1.2(c) Social workers tolerate ambiguity in resolving ethical conflicts.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student cannot tolerate any ambiguity in resolving ethical dilemmas.	Student has minor tolerance regarding ambiguity in resolving ethical dilemmas.	Student has moderate tolerance regarding ambiguity in resolving ethical dilemmas.	Student has major tolerance regarding ambiguity in resolving ethical dilemmas.	*Previous box <u>plus</u> examples of application of resolving ethical dilemmas.

*2.1.2(d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not apply strategies of ethical reasoning to arrive at principled decisions.	Student applied a strategy of ethical reasoning to arrive at principled decisions.	Student applied several strategies of ethical reasoning to arrive at principled decisions.	Student applied some strategies of ethical reasoning to arrive at principled decisions.	Student applied many strategies of ethical reasoning to arrive at principled decisions.

<b>Practice Behaviors</b>	2.1.2(a) Social Workers recognize and manage personal values in a way that allows professional values to guide practice.	2.1.2(b) Social Workers make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the international Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.	2.1.1(c) Social workers tolerate ambiguity in resolving ethical conflicts.	2.1.2(d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.	2.1.2(e) Apply ethical decision-making skills to resolve ethical decisions while implementing specified resolution models as they apply to advanced clinical social work .
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**Benchmarking Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

**Educational Policy 2.1.2 – Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law**

**Assignment – Ethical Dilemma Resolution**

**Practice Behaviors**

*2.1.2(a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When completing a personal genogram, student does not recognize and manage personal values.	When completing a personal genogram, student identifies one to two personal values.	When completing a personal genogram, student recognizes personal values.	When completing a personal genogram, student recognizes and manages personal values.	When completing a personal genogram, student recognizes and manages personal values, as well as the origin of the personal values.

*2.1.2(b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case	Student identified the	Student identified the	Student identified the	*Previous box <u>plus</u> the

scenario of ethical dilemmas, the student did not identify the ethical dilemma, nor did the student identify a specific resolution as it applies to advanced clinical social work when resolving the dilemma.	ethical dilemma, and attempted to apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work, but the dilemma was not connected to a specific resolution model.	ethical dilemma, applied ethical decision making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The connection between the case and the process was described in general terms.	ethical dilemma presented in the case scenario. The student applied ethical decision making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. Student identified one action step toward resolution.	NASW Code of Ethics and Rest's Four Component Model of Moral Behavior were addressed when considering resolution of the ethical dilemma. Student identified the strengths of the situations as well.
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*2.1.2(c) Tolerate ambiguity in resolving ethical conflicts*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did not identify the ethical dilemma.	When exploring case scenario of ethical dilemmas, the student did identify the ethical dilemma, but did not identify more than one solution for resolution.	When exploring case scenario of ethical dilemmas, the student did identify the ethical dilemma, and did identify at least two alternative solutions for resolution.	When exploring case scenario of ethical dilemmas, the student did identify the ethical dilemma, and at more than two alternative solutions for resolution while labeling their process for the resolution.	*Previous box <u>plus</u> the student applied specific alternatives based upon the NASW Code of Ethics and Rest's Four Component Model of Moral Behavior.

*2.1.2(d) Apply strategies of ethical reasoning to arrive at principled decisions*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did not identify the ethical dilemma, nor did the student identify a specific resolution as it applies to advanced clinical social work when resolving the dilemma.	Student identified the ethical dilemma, and attempted to apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work, but the dilemma was not connected to a specific resolution model.	Student identified the ethical dilemma, applied ethical decision making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The connection between the case and the process was described in general	Student identified the ethical dilemma presented in the case scenario. The student applied ethical decision making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. Student identified one action step toward	*Previous box <u>plus</u> the Rest's Four Component Model of Moral Behavior were addressed when considering resolution of the ethical dilemma. Student identified the strengths of the situations as well.

		terms.	resolution.	
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2.1.2(e) Apply ethical decision-making skills to resolve ethical decisions while implementing specified resolution models as they apply to advanced clinical social work

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did identify any steps in the ethical decision-making process.	Student identified the ethical dilemma and came do a resolution, but was unable to articulate all the steps of his/her decision making process.	Student identified the ethical dilemma, applied ethical decision making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The student was vague in applying the resolution model.	Student identified the ethical dilemma presented in the case scenario and was able to describe the decision-making process and come to an appropriate resolution to the case scenario.	*Previous box <u>plus</u> the student was able to articulate ways to use this decision-making process in other case scenarios.

### 2.1.3 Course – SWK 6283: Practice and Program Evaluation

### ADVANCED

Practice Behaviors	2.1.3 (a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	2.1.3 (b) Social workers analyze models of assessment, prevention, intervention, and evaluation.	2.1.3 (c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Program-specific Practice Behavior: Articulate theoretical orientation(s) as applied to Practice and Program Evaluation.

#### Benchmarking Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments

Educational Policy 2.1.3 – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information

#### Assignment – Final Research Paper

#### Practice Behaviors

2.1.3(a) Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application

Student's review of sources of knowledge addressed an insufficient range of sources and did not reflect appraisal of sources and integration of presentation.	Student reviewed several sources of knowledge but did not adequately appraise their worth or present them in an integrated manner.	Student reviewed a moderate range of sources of knowledge and may have appraised them at an introductory level and integrated their content although not consistently.	Student reviewed an adequate number of resources and may have appraised their worth and presented most of the review in an integrated manner.	Student reviewed an appropriate range of sources of knowledge, appraised their worth and consistently presented them in an integrated manner.
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*2.1.3(b) Analyze models of assessment, prevention, intervention, and evaluation*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify a social problem, explore its causes, explain how the assessment / prevention effort / intervention is a rational response to the social problem, or provide literature support.	The student may have provided some literature support concerning the purported causes of the social problem or the efficacy of the proposed response (assessment / prevention effort / intervention) but did not provide sufficient literature support and did not draw a logical connection between the problem and the response.	The student provided literature support concerning the assessment / prevention effort / intervention being explored and also explored literature concerning the social problem and its causes but did not clearly explain the rationale connecting the response (assessment/prevention effort/intervention) to the social problem.	The student identified a social problem, explored literature pertaining to its causes, proposed an assessment / prevention effort / intervention in response, addressed literature regarding the response, and began to address the connection between the problem and response but may not have elaborated upon the connection fully.	Student identified a social problem; explored its purported causes; explained the logical connection between the assessment, prevention effort, or intervention being evaluated and the cause of the social problem; and provided appropriate literature support.

*2.1.3(c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The quality of the student's written work and any oral presentation made is not at the collegiate level.	The quality of the student's written work and any oral presentation made is marginal, but the student is able to communicate his or her point clearly.	The quality of the student's written work and oral presentation is moderate and would be considered acceptable in the upper biennium at the undergraduate level.	The quality of the student's written work and oral presentation is at the level expected in graduate work.	The quality of the student's written work and oral presentation is professional and effective.

*2.1.3 (Program-specific Practice Behavior) Articulate theoretical orientation(s) as applied to Practice and Program Evaluation*

1 – Not Yet	2 – Beginning to	3- Developing in	4 – Competent in	5 – Exceptional in
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Demonstrated	Emerge	Application	Application	Application
The student does not articulate the theoretical orientation(s) for the assessment/prevention effort/intervention being evaluated.	The student references a clinical theory, but the clinical theory may not be completely applicable to the assessment/prevention effort/intervention or the student does not explain its relevance.	The student selects and presents at least one relevant clinical theory undergirding the assessment/prevention effort/intervention and explains its relevance.	The student selects more than one relevant clinical theory undergirding the assessment/prevention effort/intervention and presents them but may not elaborate upon them fully.	The student thoroughly and thoughtfully explores a range of theoretical orientations that apply to the assessment/prevention effort/intervention being evaluated.

**2.1.3 Course – SWK 6382: Practice II: Social Work with Communities**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.3(a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	2.1.3(b) Social workers analyze models of assessment, prevention, intervention, and evaluation.	2.1.3(c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
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**Benchmarking Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

**Educational Policy 2.1.3 – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information**

**Assignment – Organizational Analysis Paper**

**Practice Behaviors**

*2.1.3(a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not distinguish, appraise, or integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Student distinguishes, and appraises several sources of knowledge, including research-based knowledge, and practice wisdom in general terms.	Student distinguishes, and appraises multiple sources of knowledge, including research-based knowledge, and practice wisdom in detail.	Student is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data collection.

*2.1.3(b) Social workers analyze models of assessment, prevention, intervention, and evaluation*

1 – Not Yet	2 – Beginning to	3- Developing in	4 – Competent in	5 – Exceptional in
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Demonstrated	Emerge	Application	Application	Application
Student does not analyze models of assessment, prevention, intervention, and evaluation in understanding organizational practice.	Student is able to analyze one of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply two of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply three of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply all of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.

*2.1.3(c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Weak communication in analyzing a social service organization and proposing a program. Weak content and stylistically weak.	Weak communication in analyzing a social service organization and proposing a program. Adequate content, but stylistically weak.	Average communication in analyzing a social service organization and proposing a program. Adequate content, and stylistically average.	Strong communication in analyzing a social service organization and proposing a program. Above average content, and stylistically average.	Exceptional communication in analyzing a social service organization and proposing a program. Above average content, and stylistically above average.

**2.1.4 Course – SWK 6390: Social Work with Diverse Populations**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.4(a) Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	2.1.4(b) Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	2.1.4(c) Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.	2.1.4(d) Social workers view themselves as learners and engage those with whom they work as informants.
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**Benchmarking Competency 2.1.4 – Engage diversity and difference in practice**

**Educational Policy 2.1.4 – Social workers understand how diversity characterizes and shapes the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation**

**Assignment – Group Presentation**

**Practice Behaviors**

*2.1.4(a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student has a minor knowledge of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presents several examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presents many examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Completion of previous descriptor <u>as well as</u> application to own professional and personal experiences.

*2.1.4(b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents minor self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents several examples on self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents many examples on self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Completion of previous descriptor <u>as well as</u> application to own professional and personal experiences.

*2.1.4(c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no understanding of the importance of difference in shaping life experiences.	Student presents minor understanding of the importance of difference in shaping life experiences.	Student presents several examples on understanding the importance of difference in shaping life experiences.	Student presents many examples on understanding the importance of difference in shaping life experiences.	Completion of previous descriptor <u>as well as</u> application to own professional and personal experiences.

*2.1.4(d) Social workers view themselves as learners and engage those with whom they work as informants.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not present himself/herself as a learner as the student	Student presented himself/herself as a learner as the student minimally showed how	Student presented himself/herself as a learner as the student regularly showed how	Student presented himself/herself as a learner as the student provided many	Completion of previous descriptor <u>as well as</u> provided research from

did not show how he/she engaged with clients that allowed clients to be informants.	he/she engaged with clients that allowed clients to be informants.	he/she engaged with clients that allowed clients to be informants.	examples that showed how he/she engaged with clients that allowed clients to be informants.	scholarly articles to demonstrate he/she is a learner.
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**2.1.4 Course – SWK 6521: Social Work Practice IV: Advanced Clinical Knowledge and Application**      **ADVANCED**

<b>Practice Behaviors</b>	2.1.4 (a) Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	2.1.4 (b) Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	2.1.4 (c) Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.	2.1.4 (d) Social workers view themselves as learners and engage those with whom they work as informants.	2.1.4 (e) Demonstrate proficiency in understanding and utilizing culturally competence in advanced clinical social work.
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**Benchmarking Competency 2.1.4 – Engage diversity and difference in practice**

**Educational Policy 2.1.4 – Social workers understand how diversity characterizes and shapes the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation**

**Assignment – Integrated Clinical Paper**

**Practice Behaviors**

*2.1.4(a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Students present no recognition of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Students present a minor knowledge of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Students present several examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Students present many examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	*Previous box <u>plus</u> application of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.

*2.1.4(b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Students present no	Students present	Students present	Students present	*Previous box <u>plus</u>

self-awareness of how to eliminate the influence of personal biases (countertransference) and values in working with clients who are “different” than them.	minor self-awareness of how to eliminate the influence of personal biases and values in working with diverse clients.	several examples on self-awareness of how to eliminate the influence of personal biases with their clients.	many examples on self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	application on how self-awareness and use of self eliminates the influence of personal biases and values in working with diverse groups.
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*2.1.4(c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Students present no understanding of the importance of difference in shaping life experiences of clients.	Students present minor understanding of the importance of difference in shaping clients’ life experiences.	Students present several examples on understanding the importance of difference in shaping clients’ life experiences.	Students present many examples on understanding the importance of difference in shaping life experiences.	*Previous box <u>plus</u> application on the importance of difference in shaping life experiences.

*2.1.4(d) Social workers views themselves as learners and engage those with whom they work as informants.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Students did not state that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Students at least once identified that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Students on at least three occasions stated that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Students on multiple occasions (more than four) stated that they worked with their supervisor or other colleagues such as psychiatrists, doctors, nurses, teachers, etc. regarding the case.	*Previous box <u>plus</u> students stated how they used the information from others to improve the treatment for the client.

*2.1.4(e) Demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Students present no concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving psychotherapy.	Students critically present a few concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving	Students critically present at least 4-5 concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving	Students critically present many (more than 5) concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving	Students critically present many concepts of oppression and discrimination and they relate them to several categories such as gender, race, ethnicity, etc. for a client who is receiving

	psychotherapy.	psychotherapy.	psychotherapy.	psychotherapy.
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**2.1.5 Course – SWK: 6140 Social Welfare Policies and Institutions**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.5(a) Social workers understand the forms and mechanisms of oppression and discrimination.	2.1.5(b) Social workers advocate for human rights and social and economic justice.	2.1.6(c) Social workers engage in practices that advance social and economic justice.
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**Benchmarking Competency 2.1.5 – Advance human rights and social and economic justice**

**Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice**

**Assignment – Policy Change Proposal**

**Practice Behaviors**

*2.1.5(a) Social worker understands how oppression and discrimination impact the agency, community and clients.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no understanding of how oppression and discrimination impact the agency, community and clients.	Student has a minor understanding of how oppression and discrimination impact the agency, community and clients.	Student presents several examples of how oppression and discrimination impact the agency, community and clients.	Student presents many examples of how of how oppression and discrimination impact the agency, community and clients.	Student presents exceptional examples of how oppression and discrimination impact the agency, community and clients/consumers.

*2.1.5(b) Social worker advocates for human rights and social and economic justice.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no ability in advocating for human rights and social and economic justice.	Student has a limited ability to advocate for human rights and social and economic justice.	Student has shown several examples of how to advocate for human rights and social and economic justice.	Student has shown many examples of how to advocate for human rights and social and economic justice.	Student has shown exceptional examples of how to advocate for human rights and social and economic justice.

*2.1.5(c) Social worker engages in practices that advance social and economic justice and human rights for clients/consumers and communities*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to engage in practices that advance social and economic justice and human rights for clients.	Student has a minor knowledge of how to engage in practices that advance social and economic justice and human rights for clients.	Student presents several examples of how to engage in practices that advance social and economic justice and human rights for clients.	Student presents many examples of how to engage in practices that advance social and economic justice and human rights for clients.	Student presents exceptional examples of how to engages in practices that advance social and economic justice and human rights for clients.

**2.1.5 Course – SWK: 6533 Advanced Macro Practice**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.5 (a) Social workers understand the forms and mechanisms of oppression and discrimination.	2.1.5 (b) Social workers advocate for human rights and social and economic justice.	2.1.5 (c) Social workers engage in practices that advance social and economic justice.	2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.
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**Benchmarking Competency 2.1.5 – Advance human rights and social and economic justice**

**Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice**

**Assignment – Advanced Macro Practice Paper**

**Practice Behaviors**

*2.1.5(a) Understand the forms and mechanisms of oppression and discrimination*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe the forms and mechanisms of oppression and discrimination.	Can identify a form of oppression and discrimination but not able to describe the mechanism.	Can identify multiple forms of oppression and discrimination and provides a basic understanding of the mechanism.	Strong ability to describe how to describe multiple forms of oppression and discrimination and the underlying mechanisms.	*Previous box <u>plus</u> thorough application of understanding of oppression to their practice context.

*2.1.5(b) Advocate for human rights and social and economic justice*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to advocate for human rights and social and economic justice.	Able to describe human rights and social justice issues but no discussion of advocacy.	Able to describe human rights and social justice issues and one example of how to advocate.	Strong ability to describe human rights and social justice issues as well as multiple strategies in advocacy.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context.

*2.1.5(c) Engage in practices that advance social and economic justice*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate how to engage in practices that advance social and economic justice.	Weakly demonstrates the ability to conceptualize social and economic justice issues, but unable to apply it in practice setting.	Moderately demonstrates the ability to conceptualize social and economic justice as well as practices that advance justice.	Strong elaboration how to advance social and economic justice with multiple specific strategies cited.	*Previous box <u>plus</u> demonstration that student can conceptualize how to advance social and economic justice to his/her practice context.

*2.1.5(d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate knowledge of the effects of oppression, discrimination and historical trauma.	Shows a basic understanding of the concepts of oppression, discrimination, and historical trauma but does not apply it to effectively to client systems.	Moderate ability to understand oppression, discrimination, and historical trauma and how it affects the psycho-social functioning of clients.	*Previous box plus the ability to explain how this knowledge is relevant to treatment planning and intervention.	*Previous box <u>plus</u> student is able to specifically describe how this knowledge should guide the services provided within his/her work site.

**2.1.5 Course – SWK 6420: School Social Work Practice and Policy II**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.5 (a) Social workers understand the forms and mechanisms of oppression and discrimination.	2.1.5 (b) Social workers advocate for human rights and social and economic justice.	2.1.5 (c) Social workers engage in practices that advance social and economic justice.	2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.
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**Benchmarking Competency 2.1.5 – Advance human rights and social and economic justice**

**Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.**

**Assignment - Social Development Study (abbreviated SDS)**

**Practice Behaviors**

*2.1.5(a) Understand the forms and mechanisms of oppression and discrimination*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe the forms and mechanisms of oppression and discrimination.	Can identify a form of oppression and discrimination but not able to describe the mechanism.	Can identify multiple forms of oppression and discrimination and provides a basic understanding of the mechanism.	Strong ability to describe how to describe multiple forms of oppression and discrimination and the underlying mechanisms.	*Previous box <u>plus</u> thorough application of understanding of oppression to their practice context.

*2.1.5(b) Advocate for human rights and social and economic justice*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to advocate for human rights and social and economic justice.	Able to describe human rights and social justice issues but no discussion of advocacy.	Able to describe human rights and social justice issues and one example of how to advocate.	Strong ability to describe human rights and social justice issues as well as multiple strategies in advocacy.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context.

*2.1.5(c) Engage in practices that advance social and economic justice*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate how to engage in practices that advance social and economic justice.	Weakly demonstrates the ability to conceptualize social and economic justice issues, but unable to apply it in practice setting.	Moderately demonstrates the ability to conceptualize social and economic justice as well as practices that advance justice.	Strong elaboration how to advance social and economic justice with multiple specific strategies cited.	*Previous box <u>plus</u> demonstration that student can conceptualize how to advance social and economic justice to his/her practice context.

*2.1.5(d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate knowledge of the	Shows a basic understanding of the	Moderate ability to understand	*Previous box plus the ability to explain how	*Previous box <u>plus</u> student is able to

effects of oppression, discrimination and historical trauma.	concepts of oppression, discrimination, and historical trauma but does not apply it to effectively to client systems.	oppression, discrimination, and historical trauma and how it affects the psycho-social functioning of clients.	this knowledge is relevant to treatment planning and intervention.	specifically describe how this knowledge should guide the services provided within his/her work site.
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**2.1.6 Course – SWK 6250: Research I**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.6(a) Social workers use practice experience to inform scientific inquiry.	2.1.6(b) Social workers use research evidence to inform practice.
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**Benchmarking Competency 2.1.6 – Engage in research-informed practice and practice-informed research**

**Educational Policy 2.1.6 – Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge**

**Assignment – Research Proposal**

**Practice Behaviors**

*2.1.6(a) Social workers use practice experience to inform scientific inquiry.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify how practice experience informs the need for or significance of the research. The student does not present evidence in the literature of the need for scientific inquiry about the selected topics. The methodology suggested is infeasible or will not provide evidence to inform policy and programmatic decision-making or inform clinical	The student asserts the need for research but does not support the need for the research with practice experience or evidence of the state of need of the population under study. The literature review provides citations supporting the research but does not provide empirical evidence. The methodology might inform answers to some but not all of the research questions or would be extremely	The student provides a justification for the study based on practice experience and a review of the research that suggests the research questions have not already been answered. However, the argument may not be supported with empirical evidence of need or of the assertion that evidence-based practice has not been firmly established or has not been evaluated for the population under	The student justifies the need for the study given practice experience and empirical evidence of need but may not clearly define the ways in which the literature does not provide sufficient empirical validation of evidence-based practice (or does not provide such evidence for the population under study). The methodology is feasible and the connection between the methodology and	The introduction section of the proposal presents a strong justification of need for and significance of research; this is supported by empirical evidence presented in the literature review of the need for the study. The methodology presents a scientifically rigorous and practicable way to establish data upon which to base conclusions about the

practice.	costly or time consuming to implement.	study. The methodology is feasible but the connection between the methods and the answers to the research questions may not be clearly drawn.	the answers to the research questions is clearly drawn.	research questions.
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*2.1.6(b) Social workers use research evidence to inform practice.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The literature review does not provide evidence about the state of evidence-based practice with identified populations. The conclusion of the proposal does not identify implications for policy or program development or for clinical practice of potential findings of the proposed study.	The literature review may provide references but does not provide a synopsis of empirically based literature related to evidence-based practice to meet the identified bio-psycho-social needs of the population under consideration. The summary includes implications but does not comprehensively address policy, programs and practice as applicable. Respondent does not consider micro, mezzo, and macro levels.	The literature review contains empirical evidence of best practice with the identified population but may not be comprehensive and offer a summary/synopsis of the state of evidence-based practice that includes an evaluation of quality of the evidence available. The conclusion may include references to policy, programmatic, or practice implications but does not address all the applicable domains and does not consider significance of the research at micro, mezzo and macro levels.	The literature provides a review of evidence-based practice but may not take into consideration methodological limitations of reviewed studies that limit their measurement, internal, or external validity. The final section of the research paper suggests relevant implications for policy, programs, and/or practice as appropriate are considered, but not all relevant implications at micro/mezzo/macro levels may be represented.	The literature review identifies current state of evidence-based practice with the populations selected as focus for the research. The reviewer considers the quality of the available information in drawing conclusions. The final section of the research proposal presents implications of potential findings associated with the proposed study; realms of practice including policy and programmatic development and implications for clinical practice are presented and explored as appropriate. Respondent considers all relevant implications at micro, mezzo and macro levels.

**2.1.6 Course – SWK 6283: Practice and Program Evaluation**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.6 (a) Social workers use practice experience to inform scientific inquiry.	2.1.6 (b) Social workers use research evidence to inform practice.	2.1.6 (c) Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.
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**Benchmarking Competency 2.1.6 – Engage in research-informed practice and practice-informed research**

**Educational Policy 2.1.6 – Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge**

**Assignment – Final Paper**

**Practice Behaviors**

*2.1.6(a) Social workers use practice experience to inform scientific inquiry.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify how practice experience informs the need for or significance of the research. The student does not present evidence in the literature of the need for scientific inquiry about the selected topics.	The student asserts the need for research but does not support the need for the research with practice experience or evidence of the state of need of the population under study. The literature review provides citations supporting the research but does not provide empirical evidence.	The student provides a justification for the study based on practice experience and a review of the research that suggests the research questions have not already been answered. However, the argument may not be supported with empirical evidence of need or of the assertion that evidence-based practice has not been firmly established or has not been evaluated for the population under study.	The student justifies the need for the study given practice experience and empirical evidence of need but may not clearly define the ways in which the literature does not provide sufficient empirical validation of evidence-based practice (or does not provide such evidence for the population under study).	The introduction section of the proposal presents a strong justification of need for and significance of research; this is supported by practice experience and empirical evidence presented in the literature review of the need for the study.

*2.1.6(b) Social workers use research evidence to inform practice.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not indicate the ways in which the data gathered for the project inform practice, programs,	The student correctly indicates some ways in which the data gathered for the project inform practice, programs, and policy but does	The student correctly addresses ways in which the data gathered for the project inform all of the elements (practice, programs and/or	The student does correctly identify ways in which the data gathered for the project inform practice, programs, and policy and	The student thoroughly addresses the ways in which the data gathered for the project inform practice, programs,

and policy.	not address all of these elements.	policy) but is not thorough in reviewing applications for most elements.	thoroughly address most of these elements.	and policy.
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2.1.6(c) Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify theoretical bases for the intervention or the implications of the findings for theory.	The student identifies one or more theoretical bases for the intervention (although they may not be the best fit) and does not identify implications of the findings for theory.	The student correctly identifies at least one theoretical basis for the intervention and identifies some of the implications of the findings for theory.	The student correctly identifies theoretical bases for the intervention and identifies most of the implications of the findings for theory.	The student correctly identifies more than one theoretical basis for the intervention and also identifies a range of implications of the findings for clinical theory.

### 2.1.7 Course – SWK 6150: HBSE I: Infancy to Adolescence

### FOUNDATION

<b>Practice Behaviors</b>	2.1.7(a) Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	2.1.7(b) Social workers critique and apply knowledge to understand person and environment.
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**Benchmarking Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

**Educational Policy 2.1.7 – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development**

### Assignment – Comprehensive Developmental Paper

#### Practice Behaviors

2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not name, assess, intervene or evaluate any client's strengths.	Student assessed, intervened, and evaluated one client strength and limitation.	Student assessed, intervened, and evaluated two client strengths and limitations.	Student identified and assessed, intervened and evaluated three or more client strengths and limitations.	*Previous box <u>plus</u> demonstrated how strengths and limitations might be utilized in assessment, intervention, and

				evaluation goals.
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2.1.7(b) Social workers critique and apply knowledge to understand person and environment.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not describe any aspect of client participation in development of goals and objectives.	Described in general terms that client participated in development of goals and objectives.	Described the ways that client participated in development of goals and objectives.	Described the ways that client participated and the content of the participation in development of goals and objectives.	*Previous box <u>plus</u> demonstrated how strengths and limitations might be utilized in intervention goals.

**2.1.7 Course – SWK 6500: Psychopathology**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.7 (a) Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	2.1.7 (b) Social workers critique and apply knowledge to understand person and environment.	2.1.7 (c) Advanced practitioners synthesize and differentially apply HBSE theories to guide advanced generalist social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments.
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**Benchmarking Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

**Educational Policy 2.1.7 – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development**

**Assignment – Comprehensive Developmental Paper**

**Practice Behaviors**

2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

1 –Unacceptable	2 –Developing	3-Acceptable	4 –Commendable	5 –Exceptional
Does not utilize bio-psycho-social-spiritual theories in formulation of comprehensive assessments.	Utilizes at least one element of bio-psycho-social-spiritual theory in formulation of assessment.	Utilizes at least two elements of bio-psycho-social-spiritual theory in formulation of assessment.	Utilizes at least three elements of bio-psycho-social-spiritual theory in formulation of assessment.	Utilizes all four elements of bio-psycho-social-spiritual theory in formulation of comprehensive assessment.

2.1.7(b) Critique and apply knowledge to understand person and environment.

1 –Unacceptable	2 –Developing	3-Acceptable	4 – Commendable	5 –Exceptional
Does not utilize theories of human behavior in the social environment.	Includes evidence of consideration of theories of human behavior in the social environment but not of synthesis or differential application.	Includes evidence of theories of human behavior in the social environment as well as some evidence of integration and application of the theories.	Includes evidence of synthesis of theories about human behavior in the social environment and consideration of how these can be applied to work with clients, but does not demonstrate evidence of sophisticated synthesis and careful differential application.	Demonstrates comprehensive synthesis and consideration of differential application of theories of human behavior in the social environment.

*2.1.7(c) Advanced practitioners synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments.*

1 - Unacceptable	2 - Developing	3 - Acceptable	4 - Commendable	5 - Exceptional
Does not synthesize and differentially apply HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Includes preliminary evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Includes adequate evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Includes fundamental evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Includes complex and sophisticated evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.

**2.1.8 Course – SWK 6533: Advanced Macro Practice**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.8 (a) Social workers analyze, formulate, and advocate for policies that advance social well-being.	2.1.8 (b) Social workers collaborate with colleagues and clients for effective policy action.	2.1.8 (c) Students will advocate for policies that impact clients and services.
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**Benchmarking Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development**

**Assignment – Advanced Macro Practice Paper**

**Practice Behaviors**

2.1.8(a) Analyze, formulate, and advocate for policies that advance social well-being

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to show basic knowledge on policy practice.	Student can identify relevant policies but so weak ability to analyze them.	Student shows an average ability to analyze, formulate, and advocate for policies.	*Previous box <u>plus</u> the student shows the ability to consider policy alternatives and multiple perspectives in addressing the problem the policy seeks to address.	*Previous box <u>plus</u> ability to describe how the student could advocate for the policy from his/her work site.

2.1.8(b) Collaborate with colleagues and clients for effective policy action

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to collaborate with colleagues and clients for effective policy action.	Able to state one strategy for collaborating with colleagues and clients, but does not elaborate on steps involved in that strategy.	Able to state one strategy for collaborating with colleagues and clients, and elaborates on steps involved in that strategy.	Able to state multiple strategies for collaborating with colleagues and clients, and elaborates on steps involved in those strategies.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context.

2.1.8(c) Students will advocate for policies that impact clients and services.

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate how to knowledge of how to advocate for policies.	Weakly demonstrates the ability to advocate for policies that impact clients and service.	Gives one specific strategy on how to advocate for policies that impact clients and services and gives basic steps to implement strategy.	Gives multiple strategies and/or in-depth description of how to implement the strategy, including consideration of challenges involved in implementation.	*Previous box <u>plus</u> student has demonstrated that he/she has put an advocacy strategy in action on behalf of clients.

2.1.8 Course – SWK 6420: School Social Work Practice and Policy II

ADVANCED (SCHOOL SW ONLY)

Practice Behaviors	2.1.8 (a) Social workers analyze, formulate, and advocate for policies that advance social well-being.	2.1.8 (b) Social workers collaborate with colleagues and clients for effective policy action.	2.1.8 (c) Students will advocate for policies that impact clients and services.

**Benchmarking Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Assignment - School Board Meeting Report

**Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.**

**Practice Behaviors**

*2.1.8(a) Analyze, formulate, and advocate for policies that advance social well-being*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to show basic knowledge on policy practice.	Student can identify relevant policies but so weak ability to analyze them.	Student shows an average ability to analyze, formulate, and advocate for policies.	*Previous box <u>plus</u> the student shows the ability to consider policy alternatives and multiple perspectives in addressing the problem the policy seeks to address.	*Previous box <u>plus</u> ability to describe how the student could advocate for the policy from his/her work site.

*2.1.8(b) Collaborate with colleagues and clients for effective policy action*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to collaborate with colleagues and clients for effective policy action.	Able to state one strategy for collaborating with colleagues and clients, but does not elaborate on steps involved in that strategy.	Able to state one strategy for collaborating with colleagues and clients, and elaborates on steps involved in that strategy.	Able to state multiple strategies for collaborating with colleagues and clients, and elaborates on steps involved in those strategies.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context.

*2.1.8(c) Students will advocate for policies that impact clients and services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate how to knowledge of how to advocate for policies.	Weakly demonstrates the ability to advocate for policies that impact clients and service.	Gives one specific strategy on how to advocate for policies that impact clients and services and gives basic steps to implement strategy.	Gives multiple strategies and/or in-depth description of how to implement the strategy, including consideration of challenges involved in implementation.	*Previous box <u>plus</u> student has demonstrated that he/she has put an advocacy strategy in action on behalf of clients.

**2.1.8 Course – SWK 6140: Social Welfare Policies and Institutions**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.8(a) Social workers analyze, formulate, and advocate for policies that advance social well-being.	2.1.8(b) Social workers collaborate with colleagues and clients for effective policy action.
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**Benchmarking Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development**

**Assignment – Policy Analysis and Advocacy Assignment**

**Practice Behaviors**

*2.1.8(a) Social workers analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student has a minor knowledge of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents several examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents many examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents exceptional examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.

*2.1.8(b) Social workers collaborate with colleagues and clients/consumers for effective policy action.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student has a minor knowledge of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents several examples of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents many examples of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents exceptional examples of how to collaborate with colleagues and clients/ consumers for effective policy action.

**2.1.9 Course – SWK 6382: Practice II: Social Work with Communities and Organizations**

**FOUNDATION**

<b>Practice Behaviors</b>	2.1.9(a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	2.1.9(b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
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**Benchmarking Competency 2.1.9 – Respond to contexts that shape practice**

**Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively**

**Assignment – Organizational Analysis Paper**

**Practice Behaviors**

*2.1.9(a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not address how changing locales, populations, scientific and technological developments, and emerging societal trends impact service delivery at their organization.	Issues of changing locales, populations, scientific and technological developments, or emerging societal trends impact service delivery at their organization were described in general terms.	Issues of changing locales, populations, scientific and technological developments, <b>or</b> emerging societal trends impact service delivery at their organization were described in detail.	Issues of changing locales, populations, scientific and technological developments, <b>and</b> emerging societal trends impact service delivery at their organization were described in detail.	*Previous box <u>plus</u> thorough analysis such that organization and interpretation(s) clearly follow from data collection.

*2.1.9(b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not name ways to promote sustainable changes in service deliver or ways to improve quality of social services.	Student mentioned one way to promote sustainable changes in service deliver or ways to improve quality of social services.	Student identified and assessed for two ways to promote sustainable changes in service deliver or ways to improve quality of social services.	Student identified and assessed for three or more ways to promote sustainable changes in service deliver or ways to improve quality of social services.	*Previous box <u>plus</u> demonstrated critical thinking in addressing all systems involved in an effective social service organization.

**2.1.9 Course – SWK 6533: Advanced Macro Practice**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.9 (a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	2.1.9 (b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	2.1.9 (c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.
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**Benchmarking Competency 2.1.9 – Respond to contexts that shape practice**

**Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively**

**Assignment – Advanced Macro Practice Paper**

**Practice Behaviors**

*2.1.9(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to show basic knowledge on how to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Student demonstrates weak understanding of this competency, only addressing one of the components above when completing a SWOT analysis.	Student shows an average ability to consider all aspects of a SWOT analysis of their organization.	The student shows an advanced ability to complete a SWOT analysis, considering how changing locales, populations, scientific developments, and societal trends impact their organization.	*Previous box <u>plus</u> ability to describe how respond to changing locales, populations, scientific developments, and societal trends impact their organization.

*2.1.9(b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to promote sustainable changes in service delivery and practice to improve the quality of social services.	Provides weak, non-specific recommendations for organizational improvement at the end of the advanced macro practice paper.	Able to provide relevant recommendations for promoting change in the organization, but either the recommendations are not realistic or there is no description of	Provides specific, relevant, and realistic recommendations for improving the quality of services.	*Previous box <u>plus</u> thorough understanding of challenges in implementing change in an organization and demonstration of understanding how to deal with those

		implementation.		challenges.
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2.1.9(c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to communicate to stakeholders the implications of policies and policy change in the lives of clients.	Provides weak, non-specific means of communicating the implication of policies and policy change.	Able to describe basic means of communicating to stakeholders the implications of policies and policy change.	Provides specific, relevant, and realistic means of communicating to stakeholders the implications of policies and policy change.	*Previous box <u>plus</u> describes his/her attempt at actually communicating to stakeholders and evaluates this attempt.

**2.1.9 Course – SWK 6420: School Social Work Practice and Policy II**

ADVANCED (SCHOOL SOCIAL WORK ONLY)

<b>Practice Behaviors</b>	2.1.9 (a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	2.1.9 (b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	2.1.9 (c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.
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**Benchmarking Competency 2.1.9 - Respond to contexts that shape practice**

**Assignment - Tier II Presentation**

**Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.**

**Practice Behaviors**

*2.1.9(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to show basic knowledge on how to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide	Student demonstrates weak understanding of this competency, only addressing one of the components above when completing a SWOT analysis.	Student shows an average ability to consider all aspects of a SWOT analysis of their organization.	The student shows an advanced ability to complete a SWOT analysis, considering how changing locales, populations, scientific developments, and societal trends impact their organization.	*Previous box <u>plus</u> ability to describe how respond to changing locales, populations, scientific developments, and societal trends impact their organization.

relevant services.				
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2.1.9(b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to promote sustainable changes in service delivery and practice to improve the quality of social services.	Provides weak, non-specific recommendations for organizational improvement at the end of the advanced macro practice paper.	Able to provide relevant recommendations for promoting change in the organization, but either the recommendations are not realistic or there is no description of implementation.	Provides specific, relevant, and realistic recommendations for improving the quality of services.	*Previous box <u>plus</u> thorough understanding of challenges in implementing change in an organization and demonstration of understanding how to deal with those challenges.

2.1.9(c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to communicate to stakeholders the implications of policies and policy change in the lives of clients.	Provides weak, non-specific means of communicating the implication of policies and policy change.	Able to describe basic means of communicating to stakeholders the implications of policies and policy change.	Provides specific, relevant, and realistic means of communicating to stakeholders the implications of policies and policy change.	*Previous box <u>plus</u> describes his/her attempt at actually communicating to stakeholders and evaluates this attempt.

**2.1.10(a) Course – SWK 6370: Practice I: Social Work with Individuals and Families**

**FOUNDATION**

<b>Practice Behaviors</b>	(a) <b>Engagement:</b> Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Social workers use empathy and other interpersonal skills.	Social workers develop a mutually agreed-on focus of work and desired outcomes.
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**2.1.10(b) Course – SWK 6370: Practice I: Social Work with Individuals and Families**

**FOUNDATION**

<b>Practice Behaviors</b>	(b) <b>Assessment:</b> Social workers collect, organize, and interpret client data.	Social workers assess client strengths and limitations.	Social workers develop mutually agreed-on intervention goals and objectives.	Social workers select appropriate intervention strategies.
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**2.1.10(c-d) Course – SWK 6370: Practice I: Social Work with Individuals and Families FOUNDATION**

<b>Practice Behaviors</b>	2.1.10(b1) Collect, organize and interpret client data.	2.1.10(b2) Social workers assess client strengths and limitations.	2.1.10(b3) Social workers develop mutually agreed-on intervention goals and objectives.	2.1.10(b4) Social workers select appropriate intervention strategies.
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**Benchmarking Competency 2.1.10 – Engage and assess with individuals, families, groups, organizations, and communities**

**Educational Policy 2.1.10 – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes: identifying evidenced-based interventions designed to achieve client goals; using research and technological advances and promoting social and economic justice**

**Assignment – Case Study**

**Practice Behaviors**

*2.1.10(a1) Substantively and affectively prepare for action with groups*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Unable to describe how to affectively prepare for action with identified client system.	Weak ability to describe how to affectively prepare for action with identified client system.	Moderate ability to describe how to affectively prepare for action with identified client system.	Strong ability to describe how to affectively prepare for action with identified client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(a2) Use empathy and interpersonal skills*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Unable to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Weak ability to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Moderate ability to describe empathic understanding and basic interpersonal skills in interaction with client system.	Strong ability to describe empathic understanding and advanced interpersonal skills in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(a3) Develop a mutually agreed-on focus of work and desired outcomes*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not describe how to appropriately develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Weakly described in general terms how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Moderately described on how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Strong elaboration on how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(b1) Collect, organize and interpret client data*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not collect, organize, and interpret client data in interaction with client system.	Weakly demonstrated ability to collect, organize, and interpret client data in interaction with client system.	Moderately demonstrated ability to collect, organize, and interpret client data in interaction with client system.	Strong demonstration of ability to collect, organize, and interpret client data in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(b2) Assess client strengths and limitations*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not assess client system strengths and limitations.	Weakly demonstrated ability to assess client system strengths and limitations.	Moderately demonstrated ability to assess client system strengths and limitations.	Strong demonstration of ability to assess client system strengths and limitations.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(b3) Develop mutually agreed-on interventions goals and objectives*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not develop mutually agreed-on intervention goals and objectives with the client system.	Weakly demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	Moderately demonstrated ability to develop mutually agreed-on intervention goals and objectives with the	Strong demonstration of ability to develop mutually agreed-on intervention goals and objectives with the client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical

		client system.		thinking.
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*2.1.10(b4) Select appropriate intervention strategies*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not select appropriate intervention strategies to affect change in the client system.	Weakly demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Moderately demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Strong demonstration of ability to select appropriate intervention strategies to affect change in the client system.	*Previous box <u>plus</u> thorough analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(c1) Initiate actions to achieve organizational goals*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Did not describe how to initiate action to achieve organizational goals.	Weakly demonstrated ability to initiate action to achieve organizational goals.	Moderately demonstrated ability to initiate action to achieve organizational goals.	Strong demonstration of ability to initiate action to achieve organizational goals.	*Previous box <u>plus</u> thorough analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(c2) Implement prevention interventions that enhance client capacities*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Proposed strategies were not appropriate to implement prevention interventions that enhance the capacity of the client system.	Demonstrates beginning-level clinical insight to propose prevention interventions that enhance the capacity of the client system.	Demonstrates good basic skills to propose prevention interventions that enhance the capacity of the client system.	*Previous box <u>plus</u> advanced skills to propose prevention interventions that enhance the capacity of the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in theoretical terms.

*2.1.10(c3) Help clients resolve problems*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Proposes	Demonstrates	Demonstrates good	*Previous box <u>plus</u>	*Previous box <u>plus</u> all

inappropriate ways to help client system resolve problems.	beginning-level clinical skills in proposing interventions to help client system resolve problems.	basic skills in proposing interventions to help client system resolve problems.	advanced skills in proposing interventions to help client system resolve problems.	components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.
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*2.1.10(c4) Negotiate, mediate, and advocate for clients*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Does not describe how to negotiate, mediate, and advocate for the client system.	Demonstrates beginning level clinical skills in describing how to negotiate, mediate, and advocate for the client system.	Demonstrates good basic skills in describing how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> advanced skills in describing how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10(c5) Facilitate transitions and endings*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Does not describe how to properly facilitate transitions and endings with the client system.	Demonstrates beginning level clinical skills in describing how to properly facilitate transitions and endings with the client system.	Demonstrates good basic skills in describing how to properly facilitate transitions and endings with the client system.	*Previous box <u>plus</u> advanced skills in describing how to properly facilitate transitions and endings with the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10(d) Critically analyze, monitor, and evaluate interventions*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Does not critically analyze, monitor, and evaluate interventions.	Demonstrates beginning level clinical skills in critically analyzing, monitoring, and evaluating	Demonstrates good basic skills in critically analyzing, monitoring, and evaluating	*Previous box <u>plus</u> advanced skills in critically analyzing, monitoring, and evaluating	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level.

	interventions.	interventions.	interventions.	Intervention strategies were clearly demonstrated as defined in the theoretical terms.
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**2.1.10(a) Course – SWK 6511: Social Work Practice III: Clinical Theory and Methods**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.10 (a1) Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	2.1.10 (a2) Social workers use empathy and other interpersonal skills.	2.1.10 (a3) Social workers develop a mutually agreed-on focus of work and desired outcomes.
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**2.1.10(b) Course – SWK 6511: Social Work Practice III: Clinical Theory and Methods**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.10 (b1) Collect, organize and interpret client data.	2.1.10 (b2) Social workers assess client strengths and limitations.	2.1.10 (b3) Social workers develop mutually agreed-on intervention goals and objectives.	2.1.10 (b4) Social workers select appropriate intervention strategies.
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**2.1.10(c-e) Course – SWK 6511: Social Work Practice III: Clinical Theory and Methods**

**ADVANCED**

<b>Practice Behaviors</b>	2.1.10 (c1) Social workers initiate actions to achieve organizational goals.	2.1.10 (c2) Social workers implement prevention interventions that enhance client capacities.	2.1.10 (c3) Social workers help clients resolve problems.	2.1.10 (c4) Social workers negotiate, mediate, and advocate for clients.	2.1.10 (c5) Social workers facilitate transitions and endings.	2.1.10 (d) Social workers critically analyze, monitor, and evaluate interventions.	2.1.10 (e) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions.
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**Benchmarking Competency 2.1.10 – Engage and assess with individuals, families, groups, organizations, and communities**

**Educational Policy 2.1.10 – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes:**

**identifying evidenced-based interventions designed to achieve client goals; using research and technological advances and promoting social and economic justice**

**Assignment – Case Study Paper**

**Practice Behaviors**

*2.1.10(a1) Substantively and affectively prepare for action with client(s).*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe how to affectively prepare for action with identified client system.	Weak ability to describe how to affectively prepare for action with identified client system.	Moderate ability to describe how to affectively prepare for action with identified client system.	Strong ability to describe how to affectively prepare for action with identified client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(a2) Use empathy and interpersonal skills*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Unable to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Weak ability to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Moderate ability to describe empathic understanding and basic interpersonal skills in interaction with client system.	Strong ability to describe empathic understanding and advanced interpersonal skills in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(a3) Develop a mutually agreed-on focus of work and desired outcomes*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not demonstrate how to appropriately develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Weakly demonstrated how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Moderately demonstrated how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Strong elaboration how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(b1) Collect, organize and interpret client data*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not collect, organize, and interpret client data in	Weakly demonstrated ability to collect, organize, and interpret	Moderately demonstrated ability to collect, organize,	Strong demonstrations of ability to collect, organize, and interpret	*Previous box <u>plus</u> thorough analysis such that organization &

interaction with client system.	client data in interaction with client system.	and interpret client data in interaction with client system.	client data in interaction with client system.	interpretation(s) clearly follow from data and demonstrate above average critical thinking.
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*2.1.10(b2) Assess client strengths and limitations*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not assess client system strengths and limitations.	Weakly demonstrated ability to assess client system strengths and limitations.	Moderately demonstrated ability to assess client system strengths and limitations.	Strong demonstration of ability to assess client system strengths and limitations.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10(b3) Develop mutually agreed-on interventions goals and objectives*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not develop mutually agreed-on intervention goals and objectives with the client system.	Weakly demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	Moderately demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	Strong demonstration of ability to develop mutually agreed-on intervention goals and objectives with the client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (b4) Select appropriate intervention strategies*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not select appropriate intervention strategies to affect change in the client system.	Weakly demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Moderately demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Strong demonstration of ability to select appropriate intervention strategies to affect change in the client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (c1) Initiate actions to achieve organizational goals*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Did not describe how	Weakly demonstrated	Moderately	Strong demonstration	*Previous box <u>plus</u>

to initiate action to achieve organizational goals.	ability to initiate action to achieve organizational goals.	demonstrated ability to initiate action to achieve organizational goals.	of ability to initiate action to achieve organizational goals.	thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.
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*2.1.10 (c2) Implement prevention interventions that enhance client capacities*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Proposed strategies were not appropriate to implement prevention interventions that enhance the capacity of the client system.	Demonstrates beginning level clinical insight by proposing prevention interventions that enhance the capacity of the client system.	Demonstrates good basic skills by proposing prevention interventions that enhance the capacity of the client system.	*Previous box <u>plus</u> advanced skills to propose prevention interventions that enhance the capacity of the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in theoretical terms .

*2.1.10 (c3) Help clients resolve problems*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Proposes inappropriate ways to help client system resolve problems.	Demonstrates beginning level clinical skills by proposing interventions to help client system resolve problems.	Demonstrates good basic skills by proposing interventions to help client system resolve problems.	*Previous box <u>plus</u> advanced skills by proposing interventions to help client system resolve problems.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10 (c4) Negotiate, mediate, and advocate for clients*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Does not describe how to negotiate, mediate, and advocate for the client system.	Demonstrates beginning level clinical skills in how to negotiate, mediate, and advocate for the client system.	Demonstrates good basic skills in how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> advanced skills in how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the

				theoretical terms.
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*2.1.10 (c5) Facilitate transitions and endings*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Does not describe how to properly facilitate transitions and endings with the client system.	Demonstrates beginning level clinical skills in describing how to properly facilitate transitions and endings with the client system.	Demonstrates good basic skills in describing how to properly facilitate transitions and endings with the client system.	*Previous box <u>plus</u> advanced skills in describing how to properly facilitate transitions and endings with the client system.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10(d) Critically analyze, monitor, and evaluate interventions*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Does not critically analyze, monitor, and evaluate interventions.	Demonstrates beginning level clinical skills in critically analyzing, monitoring, and evaluating interventions.	Demonstrates good basic skills in in critically analyzing, monitoring, and evaluating interventions.	*Previous box <u>plus</u> advanced skills in in critically analyzing, monitoring, and evaluating interventions.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10(e) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Does not use clinical evaluation of the process/outcomes to develop best practice interventions.	Demonstrates beginning level clinical skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	Demonstrates good basic skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	Demonstrates advanced skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	*Previous box <u>plus</u> all components of the assignment criteria were addressed at an advanced level. The student clearly demonstrates his/her thinking about how to use best practice interventions.

**Accreditation Standard 2.1 – FIELD EDUCATION**

The program discusses how its field education program applies the core competencies.

2.1.1	<i>The program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidenced-informed practice.</i>
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2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. MSW field placements also holistically integrate various applicable perspectives that are learned in various courses such as the strengths-based perspective, ecological systems theory, the social justice perspective as well as conceptual frameworks from psychotherapy.

The two separate levels for MSW field placements follow: Foundation and Advanced. MSW Foundation placements are generalist field placements. Experiences in MSW Foundation field placements are incorporated into classroom discussions and assignments in all Foundation practice courses including SWK 6370: Practice I, SWK 6381: Group Work, and SWK 6382: Community.

MSW Advanced placements offer MSW students the opportunity to specialize in a specific facet of social work, and these experiences in MSW Advanced field placements are incorporated into classroom discussions and assignments in all Advanced practice courses including SWK 6511: Social Work Practice III: Clinical Concentration I and SWK 6521: Social Work Practice IV: Clinical Concentration II. Miscellaneous specializations courses specific to that specialization's focus also offer MSW students the opportunity to incorporate concepts from coursework into field work including but not limited to SWK 6200: Addictions Counseling I and SWK 6400: Addictions Counseling II for the Addictions specialization; SWK 6720: Social Work with Vulnerable Children and Families and SWK 6725: Child Welfare Services for the Child Welfare specialization; and SWK 6410: School Policy and Practice I and SWK 6420: School Policy and Practice II for the School Social Work specialization.

MSW Foundation or Beginning internships provide the graduate social work student with an opportunity to master generalist social work practice skills through practical application in a social service agency/organization. This internship allows the student to develop a beginning professional identity under the guidance of their field supervisor. Learning opportunities

include activities with individuals, families and/or groups as well as some community issue or project in which the student will be involved in as at least an observer-participant, if not a facilitator.

The MSW Foundation year internship is designed to enable the student to achieve the program objectives through applied work in the field as well as coordinated classroom assignments tied to those experiences. The theoretical, ideological, and practical knowledge gained in all of the MSW foundation year courses is integrated into the field experience.

Although there is not a specific classroom course tied to the MSW Foundation field experience, the required assignments, readings, and discussions in those students' Foundation courses are designed to integrate those experiences with the knowledge and practice skills taught in that year of studies. In addition, the faculty field liaison serves the role of helping to bridge the gap between the classroom experience and the student's fieldwork through ongoing communication with the field supervisor and periodic site visits to the field agency.

M2.1.2	<i>The program provides advanced practice opportunities for students to demonstrate the program's competencies.</i>
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M2.1.2 MSW Advanced internships provide the advanced graduate social work student with an opportunity to master advanced social work practice skills through practical application in a social service agency/organization. This internship allows the student to codify an advanced professional identity under the guidance of their field supervisor. Learning opportunities include the development of specialized skillsets with (1) a specific vulnerable population like children, the elderly, individuals struggling with addiction, individuals struggling with mental health concerns, etc. as well as with (2) a specific facet of social work practice including child welfare, faith-based, healthcare, and educational institutions.

The MSW Advanced internship is designed to enable the student to achieve the program objectives through applied work in the field as well as coordinated classroom assignments tied to those experiences. The theoretical, ideological, and practical knowledge gained in all of the MSW Advanced courses is integrated into the field experience.

Although there is not a specific classroom course tied to the MSW Advanced field experience, MSW students are required to complete SWK 6511: Clinical Concentration III in the first semester of their Advanced MSW field placement and SWK 6521: Clinical Concentration IV in the second semester of their Advanced MSW Field placement. These two clinical courses tie experiences in the Advanced MSW placement to the materials and assignments completed in those courses. SWK 6283: Practice and Program Evaluation relies on students to incorporate MSW Advanced field experiences into the project for the course, and SWK 6533: Advanced

Social Policy strongly encourages students to use their MSW Advanced field placement as the focus of their class project.

In addition, the faculty field liaison serves the role of helping to bridge the gap between the classroom experience and the student’s fieldwork through ongoing communication with the field supervisor and periodic site visits to the field agency.

Examples of learning activities for each competency from actual learning agreements from the 2015-2016 school year are included below:

Competency	Competency Descriptor	Examples of Activities Learning Agreements
<b>2.1.1</b>	<b>Professional Identity</b>	<ul style="list-style-type: none"> <li>• Intern will demonstrate professional demeanor by assuring prompt and timely attendance, adhering to the agency’s dress code, and utilizing the agency’s documentation system.</li> <li>• Read NASW code of ethics and present questions about its application to field site during supervision.</li> <li>• Student will identify career goals during supervision and discuss plans to obtain those goals as well as a time table to do so.</li> </ul>
<b>2.1.2</b>	<b>Ethical Practice</b>	<ul style="list-style-type: none"> <li>• Attend agency’s annual training on ethical practice.</li> <li>• Student will identify ethical dilemmas with supervisor during supervision.</li> <li>• Student will explore countertransference during supervision process.</li> </ul>
<b>2.1.3</b>	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Student will apply clinical and human development theories to client assessments at initiation of service.</li> <li>• Student will identify possible barriers to clients engaging in treatment recommendations after assessment for services during supervision.</li> <li>• Student will assess for micro, mezzo, and macro level interventions that are applicable to the client.</li> </ul>
<b>2.1.4</b>	<b>Diversity in Practice</b>	<ul style="list-style-type: none"> <li>• Student will reflect on their own cultural heritage and its similarities and/or differences to the agency’s constituents during supervision.</li> <li>• Student will identify possible institution oppression that may have contributed to client’s difficulties during the qualitative assessment process.</li> </ul>

		<ul style="list-style-type: none"> <li>• Student will engage in agency's annual training that explores race's socially constructed nature and the key concepts of cultural competency.</li> </ul>
<b>2.1.5</b>	<b>Human Rights &amp; Justice</b>	<ul style="list-style-type: none"> <li>• Student will advocate for/facilitate application processes for clients that are unable to do so independently.</li> <li>• Student will engage in policy advocacy with state legislator through advocacy day activities.</li> <li>• Student will submit grants for the agency to expand services for low-income clients.</li> </ul>
<b>2.1.6</b>	<b>Research Based Practice</b>	<ul style="list-style-type: none"> <li>• Student will demonstrate the ability to progress monitor client's treatment using quantitative measurements.</li> <li>• Intern will conduct participant feedback surveys of one of the agency's programs.</li> <li>• Student will assist in local needs assessment of surrounding neighborhood being facilitated by the organization.</li> </ul>
<b>2.1.7</b>	<b>Human Behavior</b>	<ul style="list-style-type: none"> <li>• Apply human developmental theories to age appropriate play therapy activities during case consultation.</li> <li>• Student will identify environmental factors that impact client's willingness to engage in services.</li> <li>• Student will assess for family concerns that impact treatment outcomes.</li> </ul>
<b>2.1.8</b>	<b>Policy Practice</b>	<ul style="list-style-type: none"> <li>• Intern will identify policies and political issues that impact revenue streams for agency.</li> <li>• Student will attend Board of Trustees meeting to present findings of survey.</li> <li>• Student will facilitate community information campaign about candidates prior to election.</li> </ul>
<b>2.1.9</b>	<b>Practice Contexts</b>	<ul style="list-style-type: none"> <li>• Intern will facilitate representative's constituent feedback events.</li> <li>• Student will participant in agency's needs assessment of community.</li> <li>• Student will facilitate review of accessibility of agency's paperwork for older adults.</li> </ul>
<b>2.1.10</b>	<b>Engage, Assess, Intervene, Evaluate</b>	<ul style="list-style-type: none"> <li>• Intern will facilitate treatment objectives with client at outset of treatment.</li> <li>• Intern will carry out assessment of clients at intake.</li> <li>• Intern will identify applicable resource referrals</li> </ul>

		<p>during assessment process.</p> <ul style="list-style-type: none"> <li>• Student will evaluate effectiveness of services at termination of client.</li> </ul>
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2.1.3	<i>The program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.</i>
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2.1.3 Master of Social Work students at Aurora University are required to complete 1050 hours of field education. Aurora University has two different types of MSW field placements: Foundation (first) and Advanced (final) placements. Both Foundation and Advanced MSW field placements are required to span the course of two semesters. Aurora University has three entrance points to begin field placements at the start of the fall, spring, and summer semesters. Whichever term an MSW student begins their field placement, their placement will continue through the following semester. For example, students that begin in the fall semester are expected to intern through the spring semester.

In their first or Foundation placement, students are required to complete a total of 450 field placement hours during their field placement. Students are required to complete half of the total hours (225 hours) by the end of the first semester of their placement and the total amount of required hours by the end of the subsequent semester. Students complete an average of 15 hours of field work each week in their Foundation placement.

In a minority of cases, the field office grants an exception to the two semester requirement for MSW Foundation placements and permits a Block placement. In a Block MSW Foundation placement, MSW students complete all of the required 450 hours in a single semester. The MSW student and field instructor must request this arrangement and acquire approval from the field office to carry it out. During the review process, the Director of Field Instruction will request information to ascertain whether or not the proposed Block MSW Foundation placement will provide the opportunities to complete CSWE's 10 Core Competencies.

MSW students in their final or Advanced placement are required to complete a total of 600 field placement hours. Students are required to complete half of the total hours (300 hours) by the end of the first semester of their placement and the total amount of required hours by the end of the subsequent semester. Students complete an average of 20-24 hours of field work each week in their Advanced placement. See pages 6-7 in the Field Manual for additional information.

Students are encouraged to review the field placement schedule during the selection interview with their field instructor. This ensures the student and field instructor are in agreement regarding the student's time commitment to their field placement. At any time during the placement, students are permitted to modify their schedule with the consent of their field

instructor to ensure the completion of their field hours required each semester and in total, and they are required to review these adjustments with field office staff for approval.

In the event a student is unable to complete the 225/300 hours in time for the end of first semester of their placement, students enter into an extended grade contract with the Director of Field Instruction and their field instructor. This contract outlines the student's plan to complete the required hours and when they will begin the spring semester's required hours. The student's transcript reflects an "X" grade rather than Credit or No-Credit until the student completes the internship hours. Once a student completes their hours and a field evaluation that demonstrates their performance at the field placement is completed, the student then receives a Credit or No-Credit grade. Students may not carry two consecutive "X" grades for Field Instruction courses.

2.1.4	<i>The program admits only those students who have met the program's specified criteria for field education.</i>
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2.1.4 MSW students enrolled in field instruction courses have fulfilled prerequisites and program requirements for admission into the social work program including a 3.0 GPA standard, a criminal background check without felony convictions, and application to the program. Student may be admitted conditionally based on their inability to meet one of the three factors previously identified. Students admitted conditionally to the program must have their eligibility for engagement in a field placement evaluated on a case by case basis.

Students entering their MSW Foundation placement are required to be simultaneously enrolled in the corresponding practice course: SWK 6370: Practice I. Students entering their MSW Advanced placement are required to be simultaneously enrolled in the corresponding advanced practice courses: SWK 6511: Clinical Concentration III and SWK 6521: Clinical Concentration IV.

2.1.5	<i>The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with program's competencies.</i>
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2.1.5 Aurora University employs adjunct professors to carry out the field liaison role for MSW students. The MSW field liaisons at Aurora University are trained at the beginning of the fall term regarding the expectations of their position. At our annual field office meeting, field liaisons are trained on the required components of their position including introduction to student and field instructor, completion of learning agreement, site visit(s), completion of midterm evaluation, and completion of final evaluation. At this annual training, liaisons are also trained on the field office's procedures for paperwork submission and quality control of field documents since they are responsible to review these materials before submitting to the field office. The liaisons are also trained on remediation/conflict resolution processes in the event that a student on their caseload struggles with some component of their internship. Field liaisons document their communication and site visits with both students and field

instructors, and this documentation is provided to the field office after the conclusion of the placement for review. Field liaison performance is evaluated annually by their caseload of students, and constructive feedback provided by the students is shared with their field liaison through consultation with the Director of Field Instruction.

The field liaison position's description from the field manual is provided below:

**The Field Liaison will:**

- Provide University Oversight of the Field Placement:
  - **On-Campus Students:** The Field Liaison will make an introductory visit with the Field Instructor and the Student at the beginning of the placement and maintain close communication with the Field Instructor on the progress of the Student with a minimum of at least one telephone contact each semester and at least one face-to-face interaction with the student during the course of the placement.
- Interpret and explain the School's objectives, policies, and curriculum to Field Supervisors, Task Supervisors and other appropriate agency staff.
- Confer with the Student regarding their progress and/or any problems in relation to field instruction.
- Consult with the Field Instructor to maximize the learning experience for the Student.
- Receive and review learning agreement for Student. Student will submit learning agreement to the Liaison first for review prior to submitting to the Director of Field Instruction.
- Evaluate the Student's progress and performances as reflected in the Student's semester evaluations.
- Evaluate the Student's ability to work within the framework of the agency.
- Review all formal term evaluations submitted by the Field Instructor to the School.
- Keep the Director of Field Instruction informed of any problems which arise in the field experience.
- Keep The Director of Field Instruction apprised of Student's progress and the quality of field instruction.

At our annual field office meeting, field liaisons are trained on the required components of their position including introduction to student and field instructor, completion of learning agreement, site visit(s), completion of midterm evaluation, and completion of final evaluation. At this annual training, liaisons are also trained on the field office's procedures for paperwork submission and quality control of field documents since they are responsible to review these materials before submitting to the field office. The liaisons are also trained on remediation/conflict resolution processes in the event that a student on their caseload struggles with some component of their internship.

Field liaisons are required to complete one site visit within the first semester of the placement, and other site visits are discretionary based on the needs of the student, Field Instructor, and/or agency. Field liaisons document their communication and site visits with both students and field instructors, and this documentation is provided to the field office after the conclusion of the placement for review. Field liaison performance is evaluated on an ongoing basis by students, field instructors, and field administration.

Field Instruction policies, criteria and procedures are written in the School of Social Work Field Manual (pg. 19-25). The School of Social Work Director of Field Instruction maintains a database of approved/affiliated field placements and field instructors. Each placement has demonstrated the ability to provide structured social work learning activities, adhere to the Social Work Code of Ethics, and commit to the education of BSW students for an academic year. The field placements also provide Masters level social workers, with a minimum of 2 years post-graduate MSW experience and a degree from a CSWE accredited social work program, to supervise social work students during their field experience or alternative arrangement have been made with Aurora University to provide off-site MSW supervision.

Field agencies are added through searches by the field office, referral, and agency outreach. Each new agency is vetted to ensure that it can meet the field requirements dictated by CSWE by the Director of Field Instruction. This vetting process can include a formal application to be considered as a field site, consultation between the Director of Field Instruction and the staff, and a site visit. The core competencies for field placements are reviewed with agencies to ensure that they can provide opportunities to meet each of the ten core competencies during the field placement.

MSW students are not placed in either of the graduate field placements. They are provided with resources for possible field sites, and they are expected to apply to, interview at, and ultimately choose the field site for their placement.

Students in field placements are evaluated twice by their field instructor during the graduate field placement. The first or midterm evaluation occurs when the student has completed half (225 hours at the Foundation Level and 300 hours at the Advanced Level) hours of the total hours required for the placement (450 hours at the Foundation Level and 300 hours at the Advanced Level). The second or final evaluation occurs when the student has completed all of their required hours. This evaluation aligns to the learning agreement that the student completes within the first 75 hours of the placement and measures how the student performs on each of the ten required field competencies as well as all of their underlying practice behaviors using a likert scale.

Field agencies and field instructors are evaluated through routine and reactive processes. The field office conducts an annual survey of social work student's perceptions of their field placement including the field agency and their field instructor. The content of this survey includes a variety of questions that seek to identify if the required components of field instruction were carried out at that field placement. Field agencies and/or field instructors that are identified as having concerns with their ability to meet these requirements are engaged in remediation by the administrative staff of the field office. The remediation process seeks to improve the areas of concern at the field agency and/or with the field instructor. In some case,

Aurora University’s field office discontinues the use of a field agency or field instructor for future field placements because of their inability to improve upon their area(s) of concern. The field office administration also immediately acts upon negative feedback received from field liaisons, faculty, and/or students about severe concerns at a field site or with a field instructor, and each of these situations is remediated with a proportional response from the field office administration up to and including the termination of a student’s field placement as well as the relationship between Aurora University and that agency/instructor.

2.1.6	<i>The program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field Instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</i>
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2.1.6 Each field supervisor for every MSW field placement, whether Foundation or Advanced, is vetted by the field office to determine that they have an MSW degree from a CSWE accredited university as well as two years post-graduate experience prior to the field placement being approved. The field office collects and stores proof of these qualifications for all field supervisors as well as maintains a database of approved field supervisors.

In the small minority of cases where a social service organization that is appropriate for an MSW field placement but lacks a field supervisor to provide the required supervision on site, the MSW student is paired with an off-site MSW supervisor by the field office at the beginning of their internship. In these cases, the off-site MSW supervisor is expected to meet with the MSW student for at least one hour per week for the duration of the internship, complete all required components of the internship including the learning agreement and evaluations, and provide the social work perspective through the supervisory experience. See pages 23-24 of the Field Manual for additional information.

2.1.7	<i>The program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</i>
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2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Field Instructor Orientation is offered three times a year to field instructors at the beginning of the each semester, including the summer term, within the first two weeks of the semester. The multiple offerings for these events is required at the graduate level because MSW students are allowed to begin field placements at the start of each semester including the summer term. The Field Instructor Orientation provides a general overview of Aurora University’s School of

Social Work as well as information about the field manual, field process, the documents used to guide and measure student learning including the learning agreement and evaluations, the role of the field liaison, and the current advances in the school of social work curriculum.

Each semester, including the summer term, Aurora University's Field Office provides two 3 hour CEU events for the field instructors that host our students. The topics of these occasions vary from event to event, but the subject matter is always grounded in dialogue about the evolving nature of social work/social service as well as how the field and the university can adapt to meet the changing needs of our community.

Once annually in the spring semester, Aurora University's Field Office holds a field fair where agencies that accept graduate interns attend and meet with MSW students that may be interested in interning at their organization for either their MSW Foundation or Advanced placement. This event is mutually beneficial to agencies and graduate students by providing a forum for each to meet one another outside of the formal application process.

Ongoing dialogue between field instructors and the university is facilitated both formally through structured events like the field instructor orientation and other field office events as well as informally through ad hoc dialogue between the field instructor and field staff.

2.1.8	<i>The 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 the not the same as those of the student's employment.</i>
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2.1.8 The School of Social Work allows students to use a current or recent social service employment site as a field placement with caveats. The approval for such an arrangement is granted for the intern if the employment site meets all field agency criteria and follows all field policies and procedures as is done in traditional field placements. Students desiring to use their employment sites as field placements must consult with The Director of Field Instruction to propose a plan to use their place of employment as a field placement site.

Following the consultation with the Director of Field Instruction, students must complete the "Application to Use Employment as Field Placement" form and return it to The Director of Field Instruction. The student is expected to take full responsibility for the completion of all forms and submit them to the Director of Field Instruction. Final approval will be granted only if the agency:

- Meets the School of Social Work's requirements for a field placement site.
- Can provide the student with a different and well supervised field work plan of learning experiences to assist the student with learning goals in the 10 Core Competencies. Field

work is designed to offer student new learning experiences and social work knowledge/skills than those utilized in the employment role.

- Can provide a field instructor who is not also serving as the student’s employment supervisor.
- Clearly separates work role and student role.
- Maintains that the Student will conduct internship learning during hours separate from employment hours and the Student will only be paid for employment hours.
- Each relationship, the field placement and the employment, is not contingent on one another, and the student is not a risk to lose one based on the status of the other.

<b>Accreditation Standard 3.1 – DIVERSITY</b>	
3.1.1	<i>The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.</i>

3.1.1 In an effort to fulfill the mission of the School of Social Work program, the MSW program prepares students to accept, appreciate and understand diversity. Our faculty is diverse with regard to race, gender, religious beliefs, and sexual orientation. Full-time and part-time instructors teach and mentor diverse students in the program. The student body in the MSW program includes: diversity that is present with regard to age of students in the MSW program, and their experiences are exceptionally diverse. From recent graduates from undergraduate programs of social work, to a variety of other degrees, as well as students who have been away from academia for many years, the educational backgrounds differ greatly. A breakdown of enrollment statistics specific to race can be found below in a pie chart.

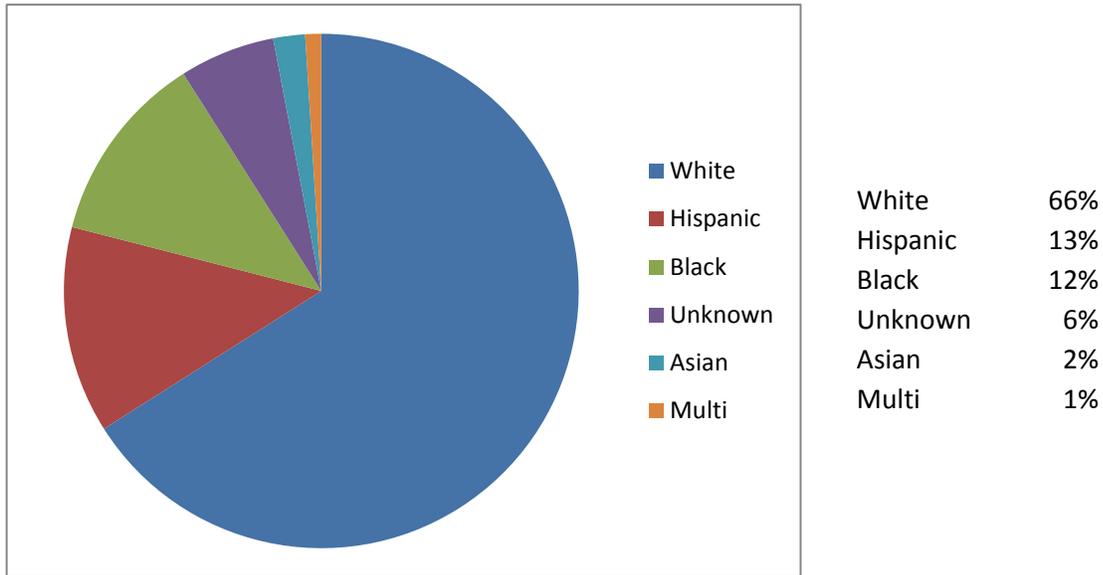


Figure 1. The pie chart represents the following figures pertaining to diversity of the MSW students.

***Diversity on the University Level***

The larger University’s Arts and Ideas series provides annual programming to the community free of charge that explores a wide range of topics including contemporary issues, music, literature, science, among others. Aurora University President Dr. Becky Sherrick is committed to serving the community in a variety of ways, especially focusing on key topics affecting our community, state, nation and world.

In addition, President Sherrick spearheads the timely provision of key forums to discuss issues crucial to our world. The State of Illinois has been in a terrible budget crisis for quite some time (written in the fall of 2015). The University, under President Sherrick’s leadership, held a community forum in Crimi Auditorium to discuss various viewpoints on this key issue affecting institutions of higher learning, not-for-profits, and virtually everyone in the state. The racial crisis across the country was an important topic in the classrooms as well.

The following email from President Sherrick demonstrates the university’s strong commitment to engaging in meaningful discussion around crucial issues in the country.

*30 November 2015*

*Memorandum to: AU Faculty and Staff*

*From: Becky Sherrick, President*

*Last week officials in the City of Chicago released the video of another tragic shooting incident. Indeed, hardly a day passes without news of another such event in a nation*

*where violence and racism intersect all too frequently. It is within this context that I write to share with you our plan to observe the annual Martin Luther King holiday a different way this year at Aurora University.*

*Often we have gathered in Crimi to reflect upon Dr. King's message and life. This year, instead of holding a one-time event in January, we will gather for a series of dinner dialogs around the table in the new Welcome Center. I look forward to hosting these discussions with trustees, faculty, staff, students and alumni. Each will offer a special opportunity for fellowship, sharing and listening in the spirit of Martin Luther King, Jr.*

*The video released last week reminds all of us that there is much to do in America to realize the promise of our democracy. Chicago. Ferguson. Baltimore. The list grows longer with each newscast, with each story of a shooting or report of discrimination and violence. It is up to each of us to set a new course, through engagement in authentic dialog and meaningful action.*

*As each dinner date approaches during the spring semester, we will share with the campus community details and invitations. I hope that you will decide to enter into this conversation. This is a time when all voices should be raised, heard and honored.*

Numerous student organizations on campus focus on issues of diversity. In the School of Social Work, SWA – Social Work Association – meets monthly to discuss, plan and carryout projects related to addressing the needs of the community, state, and nation at large. Social Work faculty member Dr. Henry Kronner is the advisor for this student organization.

*Below are the activities for SWA for the 2015-16 academic year.*

#### *Fall 2015*

- Feed My Starving Children (FMSC) (09/17 & 12/9)
- Sleep Out on the Quad (spoke at closing ceremony/ students participated)
- Blood drive (volunteers help check in people who donated as well as we had members donate) - helped out the nursing association
- Hot Chocolate Run
- Hull House Visit
- Adopt a Family (Hesed House - adopted two families and was able to provide holiday gifts for them)
- Celebrate Differences Holiday Party (co-sponsored with Circle K Int.)

#### *Spring 2016*

- Plan on volunteering at FMSC at least two more times
- Going to Advocacy day in April (SWA will have transportation)
- Dr. Bruce Perry will be in Chicago, April 19th, SWA members plan to attend

- SWA will be helping the juniors prepare for field day in January. Members also plan on helping to run the event
- Care packages for the homeless
- School of Social Work shirts will be marketed and sold
- Events are in the works for sexual assault month
- Perfect Match event with the nursing students
- Pie a professor (possible)
- More fundraising ideas are in the making

Some of the other key student organizations that emphasize these matters are the Aurora University Pride Alliance, Black Student Union, East Asian Cultural Society, Latin American Student Organization, Veteran and Military Service Organization.

University campus resources focusing on diversity are Schingoethe Museum for Native American Cultures and the Wackerlin Center for Faith and Action.

Faculty and Staff dedicated to key diversity matters are Eva Serrano, Director of Latino/a Initiative through the Wackerlin Center, Kidada Robinson, Academic Adviser and Black Student Initiatives, Julie Hall, Disability Resource Office.

Undergraduate curriculum in the areas of diversity include Black Studies minor, American Culture and Ethnic Studies minor, Bilingual/ English as a Second Language Education minor, Disability Studies major, Gender Studies minor

Latin American and Latino/a Studies minor.

The General Education thrust of Aurora University includes five learning outcomes. In order to fulfill this outcome, all students study, "Responsible Citizenship," "Being Human: Ethics and Morality," "Trajectories of Human History," and "Global Justice." Appreciation for diverse perspectives is one of the aspects of the outcome that is measured as part of the assessment process. The fifth learning outcome is "Breadth of Ways of Knowing." As part of this outcome, students are required to study many cultures and civilizations.

In the School of Social Work at Aurora University, diversity is emphasized in all aspects of the curriculum.

### ***Diversity Presentations by Faculty***

Faculty have presented continuing education units at a local hospital, local mental health and hospice agencies about the topic of Ethical and **Culturally** Competent Supervision during the past three years. Additional topics which have been present address factors pertaining to cultural humility.

### ***Diversity in Course Work***

The School of Social work has incorporated cultural competency in a variety of assignments in our MSW course, including, but not limited to foundation and development courses, research courses, as well as advanced clinical courses. Our specialization courses also address cultural considerations for assessment, and treatment. Promoting the ethical mandate of preparing students with an education about diverse cultural implications, values, and beliefs has been an achieved goal of the program for years.

The National Association of Social Work Code of Ethics booklets are distributed during each registration session to ensure that students are aware of the ethical commitment to cultural humility. The Code of Ethics booklets are also distributed in each HBSE course to ensure that all students receive the information while enrolled in the program. The topic of diversity is raised in a multitude of courses, and assessed in many assignments described in greater detail below.

With regard to the classroom learning environment, our students are required to take a course, SWK 6390 Diverse and Vulnerable Populations, during their foundation year that provides a learning context in which understanding and respecting diversity (including race, gender, class, age, disability, ethnicity, sexual orientation, religion, and national origin) are practiced continuously. The purpose of this course is to expose students to the essential roles that all forms of diversity play in interpersonal relationships, social work practice, and social welfare policy. Students are made aware of the historical considerations and the cultural and social context for social work practice among special populations of persons at-risk for oppression and discrimination. Emphasis is placed on understanding the changing patterns of individual and family life within these groups. Lastly, themes of social justice, empowerment, advocacy, and working for policy and socio-economic changes are common threads throughout the course. Each course in our curriculum requires that students use non-sexist, non-racist, and nonjudgmental language during classroom discussions and when completing all assignments.

Many courses are described with a lens of cultural considerations. Course objectives are designed to address culture. Assignments are intentionally created to provide a mechanism to assess each student's competency related to cultural factors. Examples of the infused approach of building upon existing student knowledge in the MSW courses pertaining to cultural competency follows. Snippets from course syllabi are included in this report.

#### **SWK 6150 HBSE I**

**COURSE DESCRIPTION:** The course covers social systems concepts; biological, psychological, socio-structural, and **cultural** variables affecting human behavior; and concepts of stress,

adaptation, coping, social support, social networks and **multiculturalism**, with implications for generalist social work practice.

It explores theories and knowledge of biological, psychological, socio-structural, **cultural**, and spiritual factors across the lifespan.

**COURSE ASSIGNMENT:** Apply critical thinking skills while using the bio-psycho-social-spiritual-**cultural** model to understand factors affecting human behavior.

Understand clients' interactions with their various environments without discrimination and with respect, knowledge and skills related to clients' age, class, color, **culture**, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation, taking into account the impact of the environment on each of these areas as well as the interactions among them.

### **SWK 6160 HBSE II**

**COURSE DESCRIPTION:** This course is designed to provide the student with an understanding of the normal processes of physical, emotional, and socio-**cultural** development from young adulthood through old age. This course also incorporates systems theory in looking at individual and systems of all sizes.

**COURSE ASSIGNMENT:** *Ethnographic Interview & Paper* The ethnographic interview is a type of interview used to gain an in-depth, "person-in-environment" understanding of a person's **culture**. The perspective taken by the researcher is that the interviewee is the expert on his or her condition and social context. It is the task of the interviewer to learn from the subject.

Students are to conduct an ethnographic interview in person with a volunteer individual who has experienced a unique issue as a member of a non-dominant **culture**. Some reasons a person may not be a member of the dominant US **culture** include living in poverty, being a member of a minority **culture**, ethnicity or sexual orientation, experiencing a disability or belonging to a recognized **subculture**. For example, students might interview an immigrant, a person living with mental illness, a homeless individual, an elderly neighbor, a gay college student, a single mother, or a young male on house arrest.

In particular, it is important to gather information as a way to describe a **culture** in its' own terms. Make sure to pay attention (and to write about) both verbal and non-verbal data.

Discuss your findings. Organize your results along **cultural** themes/topics of focus that the informant discussed. Support your findings with quotes, non-verbal observations or descriptions of a particular situation. Link two theories and at least two key concepts from each

theory to your findings. Support your discussion by integrating references from class readings, lectures, etc.

### *Final paper*

The final paper will be an assessment of an individual from a bio-psycho-social-spiritual-**cultural** perspective. Students are to select a main character from either the movie Life as a House OR from the book The Absolutely True Diary of a Part-Time Indian and then answer the following questions.

Discuss how you, as a social worker, would intervene with this character. Identify which dimensions of the bio-psycho-social-spiritual-**cultural** model your interventions target. (2 pages)

### COURSE READINGS:

Gardiner, H. W. & Kosmitzki, C. (2005). *Lives across cultures: Cross-cultural human development, 3<sup>rd</sup> Ed.* Boston, MA: Allyn & Bacon.

Gibbs, J. T. (Ed.) (2003). *Children of color: Psychological interventions with culturally diverse youth (2<sup>nd</sup> Ed.)*. San Francisco, CA: Jossey-Bass.

Rice, F. P. & Dolgin, K. G.. (2002). *The adolescent: development, relationships, and culture, 10<sup>th</sup> Ed.* Boston, MA: Allyn & Bacon.

Burn, S. M. (2005). *Women across cultures: A global perspective (2<sup>nd</sup> ed.)*. Boston: McGraw-Hill.

Dhooper, S. S., & Moore, S. E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage.

Kirk, G., & Okazawa-Rey, M. (2004). *Women's lives: Multicultural perspectives (3rd ed.)*. Boston: McGraw-Hill.

Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues (2nd ed.)*. Belmont, CA: Brooks/Cole.

### SWK 6250 – Research Methodology

COURSE ASSIGNMENT: Students are all assigned chapters on Ethics and Politics of Social Work Research and Culturally Competent Research. Students develop research proposals, taking diversity into account when considering problem formulation, research questions, sampling, instrumentation, data collection, and reporting and dissemination of research findings. Students spend considerable time considering human subjects protections, and considering the

potential impacts of research design, participation, and results on vulnerable populations is a part of this process.

### SWK 6370 Individuals and Families

COURSE OBJECTIVE: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, **culture**, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Foundation Objective 3);

COURSE ASSIGNMENT: *Puzzling Moment*. A critical role of the social worker is to be able to effectively give a case presentation and solicit advice from others; conversely, each social worker should be prepared to be an effective consultant to colleagues. Thus, each student will have the opportunity to present a "puzzling moment" from his/her current internship or previous experience. The student should give a concise background of the client and setting; then he/she will describe a moment in an interview that he/she felt "stuck" or uncertain. This could be an uncomfortable silence, uncomfortable questioning from the client, a strong transference or countertransference reaction, etc. You will be given 10-15 minutes to present your case and facilitate the class discussion around your client. Come prepared with specific questions for the class to assist you with and, as always, consider **cultural** factors in the puzzling moment.

*Generalist Paper*: Using the generalist social work practice concepts addressed in this course, write a ten-page paper covering the following areas:

- a. Identifying information and presenting problem;
- b. Assessment;
- c. Goals/case plan;
- d. Proposed interventions/course of treatment;
- e. Key strengths & obstacles;
- f. Diversity/**cultural** competence-related issues;
- g. Application of social work Code of Ethics to this case;
- h. Evaluation; and
- i. Case summary.

### SWK 6381 Groups

COURSE OBJECTIVE: Practice social group work without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

## SWK 6390 Social Work Practice with Diverse Populations

COURSE ASSIGNMENT: ETHNIC/CULTURAL AUTOBIOGRAPHY As an instrument of self-exploration, gaining insight about oneself and understanding the experience of "difference", this autobiography can be useful. The goal of this assignment is to afford each of you an opportunity to consider the people, events and experiences, which have shaped your world view regarding power and various forms of difference including (but not limited to) race, ethnicity, religion and sexual orientation.

In preparing this paper you are to show knowledge integration (**incorporate those relevant and key concepts presented in class and in the texts**). This paper is to be more than a narrative account of your experiences. **It should represent the application of relevant theories and concepts regarding race, ethnicity, culture and power, and the experiences of "difference."** **Cite often in these papers, and use correct citations.**

**In addition, always have an introduction to your papers so that I know who you are, and what you will be discussing in the paper.**

**Task:** For each paper that you submit for grading, prepare a four-six page paper. The first paper will include parts I and II (Ethnic Background and Race); the second paper will include parts III and IV (Religion and Sexual Orientation); and the final paper will include parts V, VI, VII and VIII (Difference, Other aspect of difference, Experience of Power/having/lacking, and Summary of the paper).

### I. Ethnic Background

1. Do you identify with a specific ethnic background? If so, what is it? Discuss not only how you define yourself but how others may define you.
2. What has it meant – how has it felt - to belong to your ethnic group?
3. Is there anything you dislike about your ethnic connectedness? (If you recognize no ethnic identity, discuss the above questions from that perspective).

### II. Race

1. What are your earliest images of race and/or color?
2. What information were you given about race and how to deal with racial issues?
3. What are your feelings about being who you are (i.e. Caucasian or person of color)?
4. How do you benefit from racism? What price do you pay for racism?
5. How do you collude in the perpetuation of racism?
6. How are these responses significant in your work as a social worker? Be specific – connect to the Code of Ethics.

III. Religion

1. How have your early religious experiences shaped you?
2. Has your concept of religion developed / changed since reaching adulthood? If so, how?
3. What does the concept of spirituality mean to you? Is it different than religion?
4. How do your present religious beliefs fit or collide with NASW's Code of Ethics? Be specific.
5. Do you have many personal relationships with people who have a belief system that is significantly different from your own.

IV. Sexual Orientation

1. Do you have much information about sexual minorities? (i.e. lesbian/gay/bisexual/transgendered individuals)
2. What are your sources for this information?
3. Do you have many personal relationships with any sexual minorities?
4. Do you benefit from heterosexual privilege? If so how?
5. How do you collude in the perpetuation of heterosexism?
6. How are these responses significant in your work as a social worker?

V. Difference

1. What was your first experience with feeling different? What aspect of yourself was this related to?
2. What were the feelings that you had?
3. Where did you grow up and what other groups (ethnic/racial/cultural/religious etc.) resided there?
4. What sticks out as the most important values with which you were raised? Do these connect to a specific group membership?
5. How did your family see itself, as like or different from other groups? Was this talked about?

VI. Other aspect of difference (Experiential Activity—selected this term) Briefly process another aspect of difference (of your choosing) that you have experienced (physical ability, size, ableness, socio/economic (class) status, etc.)

VII. Experience of Power/having/lacking

1. Discuss your experiences as a person having or lacking power in relation to the following.  
Ethnic identity      Sexual orientation      Racial identity      Class Status  
Sexual identity      Family dynamics      Professional identity      Other
2. How did it feel to be without power (a victim)? How did you behave?

3. How did it feel to have this power? How did you behave?
4. If you had to give up this power position, how did it feel? What did you do?
5. Ask yourself: How do these experiences of having or lacking power impact how I may interact with clients?
  - \*Might they make me vulnerable to colluding in my clients' sense of powerlessness?
  - \*Might they make me vulnerable to seeking a reduction of my own anxiety / tension/ powerlessness through my interaction with clients?
  - \*Might they help prevent me from seeking a reduction of my own anxiety/ tension / powerlessness in my work with clients?
  - \*What can I do to manage this vulnerability – to keep myself from assuming a dominating power position over my clients?

#### VIII. Summary of the paper

Summarize what you have learned from writing this paper. Bring all of the parts together, and share what you have learned about yourself, as well as anything else you have learned from doing this assignment.

**This assignment will be graded on completeness of answers, knowledge integration, and form and style of paper. Students are to give serious thought and research to these questions.**

#### SWK 6500 Psychopathology

COURSE DESCRIPTION: Social Work Perspectives and Practice on Psychopathology examines bio-psycho-social-**cultural** diagnostic and treatment models, including the DSM 5, in service to vulnerable persons and families. The course also emphasizes the ecological approach in working with individuals and families. The course underscores the importance of advocacy, direct service, interdisciplinary collaboration and use of community supports.

Social workers attempt to view human behavior in a biological, social, psychological and **cultural** context. Studying psychopathology in this rich context enables the social worker to view the person as a whole, encompassing strengths, capabilities, and resources, as well as the person's limitations and difficulties. This course presents psychopathology through the lens of social work practice and values, both in relation to assessment and intervention planning. The DSM 5 is used as one basis for assessment. Additional texts/films and case studies are additional methods of assessment. Current interventions are discussed, including typical psychoactive medications, clinical theories, case management, and other supportive social work interventions.

COURSE OBJECTIVE: Apply critical thinking skills while using the bio-psycho-social-spiritual-**cultural** model to understand factors affecting human behavior;

Understand clients' interactions with their various environments without discrimination and with respect, knowledge and skills related to clients' age, class, color, **culture**, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation, taking into account the impact of the environment on each of these areas as well as the interactions among them.

### **SWK 6283 Practice and Program Evaluation**

COURSE ASSIGNMENT: Research paper must examine **cultural** factors when conducting program evaluations. Rubin & Babbie Chapter 5: The Ethical, Political, and **Cultural** Context of Social Research (pp. 93 – 123)

Rubin & Babbie: Chapter 6: Culturally Competent Research (pp. 124 – 150)

Becerra, R. & de Anda, D. (1997). Can valid research on ethnic minority populations only be conducted by researchers from the same ethnic group? In D. de Anda, *Controversial issues in multiculturalism*, (pp.110-118). Boston, MA: Allyn & Bacon.

COURSE READINGS: In this class, students all read a chapter on ethics in program evaluation. This chapter addresses the importance of sensitivity to the needs of clients and communities in evaluating programs. This is done to help students realize that the information needs of those served are as important, if not more important, than the accountability needs of programs. In addition, this chapter addresses ways to prevent unplanned negative effects of participation in program evaluation or of inaccurate or negative findings. The chapter encourages students to recognize clients as legitimate stakeholders in the program evaluation effort and leads to discussion of ways to involve the full range of clients and communities in planning for evaluation. When reading about single case design, students read about cultural sensitivity in assessment. This addresses how to achieve knowledge of a client's culture of origin. The factors recommended for consideration in assessment are several and range from definition of social relations to time orientation (past, present, future). The text addresses maintaining awareness of one's own biases and use of self in a way that is culturally sensitive. The text also addresses selecting targets for intervention and measures that are culturally sensitive.

In the MSW program, content related to diversity is infused in the curriculum, but in addition, there is a stand-alone class, SWK 6390 Social Work Practice with Diverse Populations. Below is one of the assignments in that class.

### **SWK 6511 Clinical Practice III**

COURSE DESCRIPTION: Social Work Practice III: Clinical Theory and Methods introduces the clinical concentration student to the comprehensive theories and methods necessary to work with all clients seen in clinical settings. The social work philosophy emphasized in the foundation curriculum serves as a guideline in which to understand and apply these principles to a wide range of diverse clientele. This course is immediately followed by SWK 6521: Social Work Practice IV – Advanced Clinical Knowledge and Application and a series of specialized clinical electives. Social Work Practice IV emphasizes the integration and elaboration of clinical social work theory based upon comprehensive differential diagnosis and **culturally** competent approaches to practice. There is a particular emphasis on empirically based practice as informed through breakthrough neuroscience research and clinical studies. The series of clinical electives are designed to help the clinical concentration student develop greater clarity and specialization in an area of their choosing. The overarching goal of the clinical concentration is to develop competent clinical social workers capable of working in a variety of clinical settings utilizing a comprehensive and differential social work approach to practice.

#### COURSE READINGS:

Atkinson, D. (2003). *Counseling American minorities: A cross **cultural** perspective* (6<sup>th</sup> ed.). New York: McGraw-Hill.

McGoldrick, M., Giordano, J. & Garcia-Preto, N. (Eds.) (2005). *Re-visioning family therapy, race, **culture** and gender in clinical practice* (3<sup>rd</sup> ed.). New York: Guilford Press.

Paniagua, F.A. (2005). *Assessing and treating **culturally** diverse clients: A practical guide* (3<sup>rd</sup> ed.). New York: Sage Publications.

Rothman, J.C. (2008). ***Cultural** competence in process and practice: Building bridges*. New York: Allyn & Bacon.

### **SWK 6521 Advanced Integrated**

COURSE DESCRIPTION: This important paradigm offers “cutting edge” insights into theory and practice with all clients regardless of their age, developmental stage, cognitive ability, family background/composition, ethnic, racial or **cultural** background, and gender.

COURSE OBJECTIVE: Students will demonstrate proficiency in understanding and utilizing **cultural** competence in advanced clinical social work practice.

COURSE ASSIGNMENT: Grading for the Integrated Clinical Paper includes an assessment of the paper remaining **culturally** aware and avoid any sort of bias or stereotyping.

COURSE READINGS:

Atkinson, D. (2003). *Counseling American minorities: A **cross cultural** perspective* (6<sup>th</sup> ed.). New York: McGraw-Hill.

Berzoff, J., Flanagan, L. M., and Hertz, P. (2011). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary **multicultural** contexts* (3<sup>rd</sup> ed.). Northvale, NJ: Jason Aronson, Inc.

Paniagua, F.A. (2005). *Assessing and treating **culturally** diverse clients: A practical guide* (3<sup>rd</sup> ed.). New York: Sage Publications.

Rothman, J.C. (2008). ***Cultural** competence in process and practice: Building bridges*. New York: Allyn & Bacon.

Weaver, H. N. (2005). *Explorations in **cultural** competence*. Belmont, CA: Wadsworth.

### All Addiction Courses

COURSE ASSIGNMENTS: Factors related to culture are examined pertaining to addictions, special populations, and treatment plans.

COURSE READINGS:

Adrian, M. (2002). A critical perspective on **cross-cultural** contexts for addiction and **multiculturalism**: Their meanings and implications in the substance use field. *Substance Use & Misuse*, 37(8-10), 853-900.

Campbell, C.I., & Alexander, J.A. (2002). **Culturally** competent treatment practices and ancillary service use in outpatient substance abuse treatment. *Journal of Substance Abuse Treatment*, 22(3), 109-119.

De la Rosa, M. (2002). **Acculturation** and Latino adolescents' substance use: A research agenda for the future. *Substance Use & Misuse*, 37(4), 429-456.

Epstein, J.A., Botvin, G.J., & Diaz, T. (2000). Alcohol use among Hispanic adolescents: Role of linguistic **acculturation** and gender. *Journal of Alcohol and Drug Education*, 45(3), 18-32.

Heath, D.B. (2000). *Drinking occasions: Comparative perspectives on alcohol and culture*. Philadelphia, PA: Brunner/Mazel Publishers.

Longshore, D. & Grills, C. (2000). Motivating illegal drug use recovery: evidence for a **culturally** congruent intervention. *Journal of Black Psychology*, 26, 288-301.

### Child Welfare Courses

**Culturally** informed assessment and practice are critical components of the child welfare curriculum. State testing ensures student understanding and competency.

### SWK 6700 Effects of Trauma on Children

COURSE ASSIGNMENTS: Examine the manner in which **culture** is closely interwoven with traumatic experiences, response and recovery.

*Annotated Bibliography:* Read four recent (within the last five years) research publications pertaining to a particular topic of interest to you about trauma or crisis intervention and write an annotation for each. Possible topics will be discussed in class, but are not limited to: Child Parent Psychotherapy, **Cultural** Concerns and Trauma, Eye Movement Desensitization and Reprocessing, Updates to Trauma in the DSM 5, Trauma Focused Cognitive Behavioral Therapy (TF-CBT) etc.

COURSE READINGS:

Fontes, L.A. (2005). *Child abuse and culture*. New York: Guildford Press.

### ***Diversity in Field Work***

Students in our MSW program are also exposed to diversity in their field placements. The metropolitan experience that many of our students have working in field placements throughout the area exposes them to a variety of people, places, and work settings.

During the foundation year, internship's primarily focus is on practice with various levels and types of client systems with a variety of problems, needs and resources. During the first year internship, students have experience with clients who are socially and culturally diverse, including race, gender, ethnicity, class, religion, sexual orientation or who may be challenged physically and/or cognitively.

Throughout the internship experience (both foundation and concentration) students become increasingly knowledgeable about how issues of diversity and difference are unique to the field setting where they are interning. Students become familiar with how issues related to oppression and discrimination impact specific clients being served. Students are encouraged to intentionally seek an understanding of the client’s culture and identity through respectful questioning, observation and use culturally sensitive language and ideas. As students become familiar with the client population being served, they are able to identify sources of oppression, discrimination, cultural structure, beliefs and values that affect the particular populations the agency serves. The program places a high value on helping students demonstrate compassion and acceptance of difference. Process recordings are structured so that students are continuously reminded of the connection between their own thought, feeling, beliefs, and values, and that of the clients. It is through repetition of these skills that students incorporate the ability to differentiate themselves from their clients so that their own biases, values and beliefs do not interfere with the helping relationship.

3.1.2	<i>The program describes how its learning environment models affirmation and respect for diversity and difference.</i>
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3.1.2 Faculty and staff intentional act as role models for students in each learning environment. The School of Social Work is committed to infusing content on diversity, cultural competence, social and economic justice in classes, and at the same time, infusing diversity content and opportunities outside of the classroom experience. Affirming and respecting diversity is a key part of the professional education for social work students in their entire program of study. Policy, HBSE, Practice, Research and Field utilize this framework as a cornerstone of all social work education every student receives at AU.

Ongoing revisions of the diversity content is a continuous process through the curriculum committee structure in the SSW, field internship evaluations, feedback from students through anonymous focus groups, periodic Town Hall meetings, official feedback through the anonymous online course evaluation process, as well as unofficial feedback from occasional meetings with program administrators. At the annual School of Social Work Advisory Symposium, feedback is solicited from community constituents who include alumni, field instructors, agency administrators, and key community leaders, especially related to the topics of diversity and cultural humility.

University campus resources celebrating diversity are Schingoethe Museum for Native American Cultures and the Wackerlin Center for Faith and Action. Faculty and Staff dedicated to key diversity matters are Eva Serrano, Director of Latino/a Initiative through the Wackerlin

Center, Kidada Robinson, Academic Adviser and Black Student Initiatives, Julie Hall, Disability Resource Office.

### **Diverse Admissions**

The School of Social Work works diligently to admit, orient, and retain a diverse student body of graduate social workers. Students who are intellectually and emotionally prepared to pursue the MSW degree are supported in their professional goals when they are committed to practice with diverse populations in a manner that adheres to the values and ethics of the profession. Provisional acceptance to the MSW program is possible when students demonstrate the values, capacity, and emotional maturity to succeed in the program, even when their grade point average fails to meet the required standard.

By referring students to the Academic Support Center, Counseling Center, Wackerlin Center for Faith and Action, Wellness Center, the Graduate School of Social Work is able to support and meet the diverse needs of the students.

3.1.3	<i>The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</i>
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3.1.3 Aurora University’s Mission Statement “An ***Inclusive Community*** Dedicated to the Transformative Power of Learning” embraces diversity in a clear and purposeful manner. The School of Social Work’s Mission Statement follows. “**The mission of the School of Social Work is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.**”

Aurora University, the School of Social Work, and the MSW program plan to continue to emphasize and promote diversity through a learning environment that is rich, complex, and multi-faceted in and outside of the classroom. Beginning in the fall of 2016, as a multi-purposeful activity, each course will begin the term with a written assignment specific to topics of diversity. The assignment will align with the course content, and will be specific to the topic of diversity. Micro, mezzo, and macro systems will be explored, as well as ethical considerations, and current research.

One purpose of the assignment will be to assist the faculty to recognize learners who may benefit from supportive interventions, in particular, those related to writing. Another purpose of the assignment will be to promote empathy in the classroom. Students will be prompted to engage in empathic and ethical course work and discussions related to diverse identities.

The MSW program faculty recognize the importance of experiences that will promote empathy and understanding. For example, one specific classroom activity will be implemented beginning in the fall of 2015 as an experiential exercise. The faculty will be given suggested topics which will be fitting for the subject matter of the class, then a one-hour activity, followed by an hour of discussion will be executed. The inclusionary cultural humility application will be evaluated by the students and faculty to assess effectiveness of promoting empathy and increase cultural humility.

An example of the “Connect the Dots,” exercise from Penn State is just one of several activities that will be implemented in classes to promote diversity, while expanding the thinking of social workers.

## Connect the Dots

### Why is appreciating diversity important for youth and adults?

The face of the United States and its workplace is changing. A growing number of neighborhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations. At the same time, the widening gap between the rich and the poor is creating greater social class diversity. In addition, the U.S. population includes more than 43 million people with physical and mental challenges.

For these reasons, today’s youth and adults are more likely to face the challenges of interacting and working with people different from themselves. The ability to relate well to all types of people in the workplace is a leadership skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help young people and adults thrive in this ever-changing society.

### How can these activities boost understanding of diversity?

Learning about diversity can be fun. The activities in this publication can help participants:

- Recognize how we place self-imposed limits on the way we think.
- Discover that, in many ways, people from different cultures and backgrounds hold similar values and beliefs.
- Become more aware of our own cultural viewpoints and the stereotypes we may have inadvertently picked up.
- Accept and respect the differences and similarities in people.

### When and where should these activities be used?

The activities in this publication are appropriate for use by teachers, youth leaders, professionals, and human service professionals.

Some of the activities—including “Connect the Dots,” “First Impressions,” and “Proverbs”—can be used as discussion starters or icebreakers. Others may be the basis for an entire lesson, such as “What Do You Know or What Have You Heard?” In either case, the facilitator should allow enough time for discussion at the end of each activity.

Debriefing is important for dealing with unresolved feelings or misunderstandings. It is equally important to conduct activities in an atmosphere of warmth, trust, and acceptance.

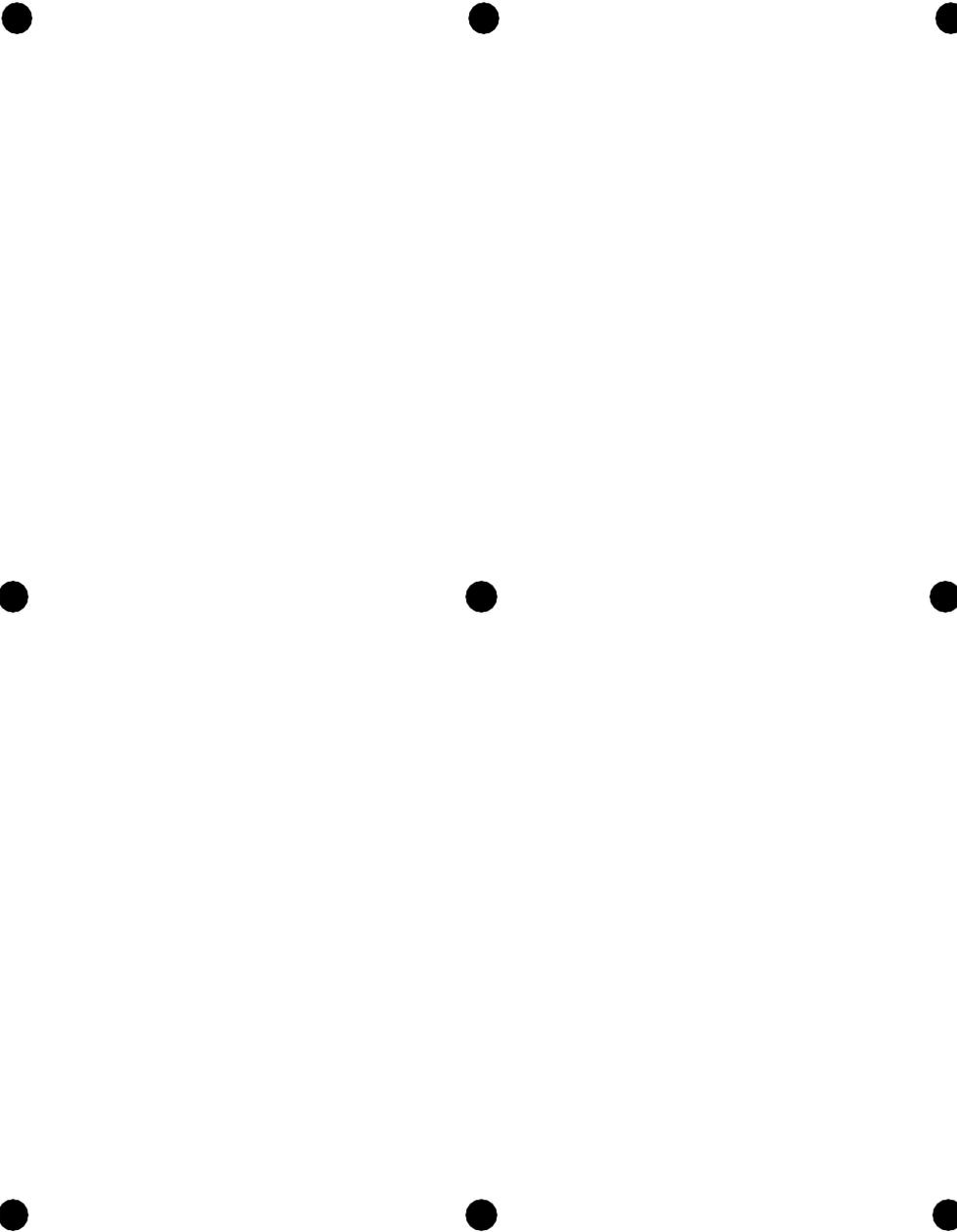
**Goal:** Participants will experience the fact that we often subconsciously limit our perspectives and alternatives.

**Time:** 15–30 minutes, depending on discussion.

**Materials:** Copies of the “Connect the Dots” handout, a pencil with an eraser for each participant, an overhead projector, and a marker.

**Procedure:** Begin the activity by telling participants that you’d like to challenge their thinking. Pass out copies of the “Connect the Dots” handout and pencils. Ask participants to try to complete the puzzle following the directions on the handout. Ask participants who already know the solution or figure out the solution before time is called to please turn their paper over and allow the others to figure out the solution themselves. Give participants three to five minutes to work on the problem. At the end of that time, have participants put down their pencils. Ask if anyone has found the solution. If so, ask that person to come to the overhead projector and demonstrate the solution for the group. If no one has found the solution, draw the correct solution for the group.

**Directions:** Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



## **Discussion:**

Why is it that most of us did not think of going outside the boundaries to solve the problem?

To solve the problem, we had to get outside of our usual way of thinking outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of “thinking about thinking.”

Drawing outside the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. To successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view.

Ask participants to share examples of situations when finding a good solution to a problem required thinking “outside of the box.”

## **PLANS FOR THE FUTURE**

In the School of Social Work, assessment activities, and outcomes from Town Hall Meetings, and Focus Group discussions in the past have influenced plans for the future. Through course evaluations, faculty evaluations, as well as pretest and posttest assessments, topics for Town Hall Meetings and prompts for Focus Group discussions were developed, and will continue to be developed. This process is on-going. For example, student list serves, Town Hall meetings, and focus groups, provide the avenue for on-going student feedback and effective communication. Student administrative intern acts as an advocate for all students by protecting confidentiality of student comments made during focus group sessions. The Town Hall and Focus Group discussions with students resulted in adding sessions to guide preparation for licensure, study tips and techniques, and ‘writing tips’ sessions pertaining to APA guidelines, grammar and syntax.

The specializations within the SSW at AU are noteworthy. The diversity of student interests, strengths, and talents, as well as the identified areas of needs by the alumni, have directly resulted in the development of the diverse specializations available to the MSW students. The specializations address diverse populations and diverse needs. The list below identifies the diverse populations served by AU SSW interns and graduates.

- Addictions Training Program (Certified Alcohol and other Drug Counselor preparation)
- Advanced Clinical Social Work
- Child Welfare (Child Welfare Licensure preparation)
- Faith-Based Social Work
- Gerontology

- Health Care
- Public Educators License with a School Social Work Endorsement

**3. Implicit Curriculum**

*Accreditation Standard 3.2 – Student Development: Admissions; Advisement; Retention; and Termination; and Student Participation.*

**Student Handbook submitted in Volume 3**

**3.2** The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. The curriculum is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty and administrative structure; and supportive resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

**Admissions**

<b>M3.2.1</b>	<i>The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.</i>
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M3.2.1 The SSW adheres and follows the CSWE requirement in standard M3.2.1. in admitting any student to the MSW program.

One requirement for admission to accredited graduate schools in social work in the United States is a degree signifying liberal arts education. The MSW program at Aurora University adheres to this definition and requires its graduate students to have achieved an undergraduate degree that signifies a liberal arts education. The AU Graduate Catalog, MSW Handbook, as well as the MSW website reference these requirements. Information can be found in Volume 3 as well as the following links:

AU Graduate catalog: <http://www.aurora.edu/documents/academics/graduate-catalog-2015-16.pdf>

MSW Handbook: <http://aurora.edu/documents/academics/social-work/msw-handbook.pdf>

AU MSW Website: <http://aurora.edu/academics/graduate/social-work/index.html#.VtMpoeYzzMt>

Students applying to the Social Work Program must complete a graduate application for admission. Official transcripts must be received by Aurora University in a sealed envelope. Transcripts from all prior undergraduate and graduate colleges and/or universities must be included. Aurora University accepts electronic transcripts at AU-ETranscripts@aurora.edu.

The following criteria must be met by each MSW candidate:

2. Bachelor's degree from a regionally accredited institution with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis. Undergraduate curriculum must include three semester hours in statistics, research and physical assessment.
3. Two letters of recommendation from individuals familiar with the student's professional and/or academic abilities are required.
4. Students must submit a Statement of Purpose. The statement should be typewritten, double-spaced, as a narrative of two to three pages that reflect standards of graduate-level writing. The following must be addressed by the student in the statement:
  - Why have you chosen to pursue a MSW degree and what are your professional aspirations?
  - Why have you chosen Aurora University to pursue your MSW?
  - If your GPA is below 2.75 on a 4.0 scale, were there extenuating circumstances that affected your past academic performance? Please explain.

In addition, the MSW admissions committee reviews all graduate applications to insure the applicant's undergraduate base in liberal arts.

3.2.2	<i>The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.</i>
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3.2.2 In the MSW program, prospective MSW students apply for admission through the Center for Adult and Graduate Studies at Aurora University - AU. Prospective students submit an application that includes all official undergraduate transcripts, a personal statement addressing why an interest in social work, and why an interest in Aurora University. Prospective students also submit two letters of recommendation from professionals in the field that can attest to the student's potential for success in the AU MSW program. The university utilizes an electronic system called "Slate" to process all MSW applications. The Adult and Graduate Studies Social Work Recruiter screens all MSW applicants, including verifying that the student has submitted all required documentation in their application. The Social Work Recruiter then sends the completed electronic "file" to the SSW Graduate Registration

Coordinator. The Graduate Registration Coordinator is a full time staff position in the SSW who reviews key aspects of the prospective student's file before sending it on to the Executive Director of the SSW for final review and determination of acceptance into the MSW program. Specifically, the SSW Graduate Registration Coordinator determines whether the prospective MSW student has received an undergraduate degree from a CSWE accredited BSW program, as well as whether or not the student has passed a statistics class. After a student is accepted into the MSW program, the Graduate Registration Coordinator functions as a first line advisor to the student, monitors the student's progress in their respective course of study, and works with the MSW Director and Director of Field Work to guarantee that the student is successful in the MSW program. The Executive Director reviews ALL MSW student applications and determines whether or not to admit the student into the program, deny admission, or admit the student conditionally (usually for an overall grade point average – GPA lower than the required 2.75 on a 4.00 scale), or admitted provisionally until the final transcript has been sent and reviewed. Conditionally admitted students may only take classes on a part-time basis for the first semester before being allowed to move to a full time status if successfully passing the first courses with a grade of "B" or higher. Students failing to achieve "B" grades in their first conditional semester may be dismissed from the MSW program. The Executive Director may enlist the assistance of the MSW Director and/or the Director of Field Instruction in the review of prospective student applications. The rationale of the Executive Director in reviewing all MSW applications is to have a comprehensive understanding of the range and breadth of potential MSW students, their interests, potential for success as a social work practitioner, and current trends in the student pool. This type of scrutiny also helps to insure a measure of quality control in the MSW program.

Note: All admitted MSW students must complete a comprehensive background check before starting classes. Admission into the MSW program is dependent upon a "successful" background check as determined by the MSW Director of the SSW for the MSW program, and BSW Chair for the BSW program of the SSW.

The following content can be located on the University SSW web site regarding admissions.

<http://aurora.edu/admission/graduate/requirements.html#msw>

## **Master of Social Work**

1. A completed [Graduate Application for Admission](#)
2. Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu)
3. Bachelor's degree from a regionally accredited institution with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis.

Undergraduate curriculum must include three semester hours in statistics, research and physical assessment

4. Two letters of recommendation from individuals familiar with your professional or academic abilities
5. Statement of Purpose. Your personal statement should be typewritten, double-spaced narrative of three to five pages and reflect standards of graduate-level writing. Please address the following in your statement.
  - Why have you chosen to pursue a MSW degree and what are your professional aspirations?
  - Why have you chosen Aurora University to pursue your MSW?
  - If your GPA is below 2.75 on a 4.0 scale, were there extenuating circumstances that affected your past academic performance? Please explain.

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## Dual Master of Social Work/Master of Business Administration Program

1. A completed [Graduate Application for Admission](#)
2. Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu)
3. A bachelor's degree from a regionally accredited institution with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis. Undergraduate curriculum must include three semester hours in statistics, research and physical assessment
4. Two letters of recommendation from individuals familiar with your professional or academic abilities
5. Your Statement of Purpose should be typewritten, double-spaced narrative of three to five pages and reflect standards of graduate-level writing. Please address the following in your statement:
  - Why have you chosen to pursue a dual MSW/MBA degree and what are your professional aspirations?
  - Why have you chosen Aurora University to pursue your degree?
  - If your GPA is below 2.75 on a 4.0 scale, were there extenuating circumstances that affected your past academic performance? Please explain.

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## Graduate Addictions Certification

1. A completed [Graduate Application for Admission](#)
2. Transcripts (official, sealed in envelope) from your MSW degree granting college and/or university. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu). \*Undergraduate degree holders and graduate degree holders in disciplines other than Social Work may be required to take courses in addition to the addictions specialization courses to meet requirements for the CADAC.

3. Two letters of recommendation from individuals familiar with your professional or academic abilities
  4. Personal meeting with the Coordinator of the Addictions Training Specialization or his/her designee.
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### **Illinois Public Educator's License with a School Social Work Endorsement (Formerly the Illinois Type 73)**

1. A completed [Graduate Application for Admission](#)
  2. Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu)
  3. Master of Social Work degree from a CSWE-approved program with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis.
  4. Two letters of recommendation from individuals familiar with your professional or academic abilities
  5. [Test of Academic Proficiency](#) (400); passing score required  
*\*Students may opt to take the ACT Plus writing subtest and earn a 22 composite score on the exam to qualify for a waiver of the TAP.*
  6. [School Social Work Content Exam](#) (184); passing score required
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### **MISA I Board Registration**

1. A completed [Graduate Application for Admission](#)
2. Transcripts (official, sealed in envelope) denoting undergraduate or graduate degree(s) earned from degree granting colleges and/or universities. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
3. Certified Alcohol and Other Drug Abuse Counselor (CADC) certificate or proof of CADC work in progress.
4. Personal meeting with the Coordinator of the Addictions Training Specialization or his/her designee.

*Aurora University MSW alumni do not need to request transcripts.*

The process and procedures for notifying applicants of the decision and any contingent conditions associated with admission begins by notifying the student that their application is complete and is in the review process. The completed file is sent to the Executive Director of the School of Social Work, Dr. Fred McKenzie. Once, Dr. McKenzie reviews the file he notifies us of the decision on whether the applicant was accepted, placed on conditional or denied. We then notify the student accordingly via email. Please see samples below of letters sent to students.

\*Letter when a Student is Declined

Dear \_\_\_\_\_,

Your application for admission to Aurora University has received consideration. I regret to inform you that you have been denied admission to the graduate program. With so many applicants, only the most qualified can be admitted.

We appreciate your interest in Aurora University and wish you success in your future endeavors. Please feel free to contact me at 630-947-5294 or [AUadmission@aurora.edu](mailto:AUadmission@aurora.edu) if you should have any further questions.

Sincerely,

Jason Harmon  
Director of Enrollment

M3.2.3	<i>BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</i>
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M3.2.3 All official BSW transcripts from CSWE accredited programs are reviewed by the MSW Director to insure that content from the respective BSW program is not repeated in the AU MSW program. BSW classes are linked to corresponding AU MSW foundation classes to guarantee this CSWE requirement. Comprehensive electronic grids from all BSW applicants are kept for reference in any application process. New BSW programs are added and reviewed as more students apply and are accepted into the AU MSW program.

3.2.4	<i>The program describes its policies and procedures concerning the transfer of credits.</i>
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3.2.4 The policies and procedures regarding transfer credits follows:

**A. Advanced Standing**

Students who have earned a BSW degree from a CSWE accredited institution and who have demonstrated outstanding scholarship in course work, and excellence in the field may apply for advanced standing for up to 30 semester hours of the semester hours required for the MSW program at Aurora University. The maximum transferable credit from any CSWE accredited School of Social Work is 30 semester hours and may include both required course work and electives.

All official BSW transcripts from CSWE accredited programs are reviewed by the MSW Director to insure that content from the respective BSW program is not repeated in the AU MSW program. BSW classes are linked to corresponding AU MSW foundation classes to guarantee this CSWE requirement.

**B. Credit, Waiver, or Substitution of Course Work as Applied to Meeting MSW Degree Requirements**

The purpose of the process of granting transfer credits, waiver, or substitutions of course requirements is to ensure the integrity of the MSW student’s academic and field preparation for graduate practice as well as ensure that students do not repeat foundation-level curriculum. In all cases, the student must convincingly demonstrate mastery of knowledge of content and those competencies required for the course or courses under consideration. Requests for credit, waiver, or substitution must be made to the MSW Program Director of the School of SocialWork for consideration.

The information is detailed in the MSW handbook, page 20, located on the Aurora University MSW web link below. <http://www.aurora.edu/documents/academics/social-work/msw-handbook.pdf>

3.2.5	<i>The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</i>
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3.2.5 The specific excerpt from the MSW Student Handbook follows:

Q. *Can academic credit be given for work or life experience?*

A. No. According to the Council of Social Work Accreditation, social work course credit may not be given for life or work experiences.

This policy is listed in the current MSW Handbook, page 21, located on the AU MSW web link below. <http://www.aurora.edu/documents/academics/social-work/msw-handbook.pdf>

Advisement, retention, and termination	
3.2.6	<i>The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</i>

3.2.6 The Graduate Registration Coordinator is the front line advisor for all students in the MSW program on the Aurora campus. This coordinator monitors and oversees the course of study progress for all MSW students. When students are accepted into the MSW program, they are informed that they must attend a registration session. Sessions are conducted monthly, and more often when needed. Sessions are capped at twenty-four students per four-hour session.

The session starts on a designated evening at 4:30. The registration session serves two purposes, one as an orientation to the program, and two, as a time to complete registration.

The Executive Director, Dr. Fred McKenzie welcomes the students. Our admissions representative explains scholarship opportunities to the students, then Dr. Brenda J. Barnwell talks with the students about required background checks, the NASW Code of Ethics, and cultural humility. The Field Director, Andrew Kutemeier explains the process of obtaining a field placement, as well as the learning agreement. Then, Constance Revelle, the Registration Coordinator walks students through the process of choosing classes, and registering for the courses. Ms. Revelle responds to all questions while advising students about their program of study. She continues to advise students throughout their educational experience.

When students experience difficulties with registration or planning their program of study, the registration coordinator, specialization coordinator, and/or the MSW Director work with the students on a case by case basis. In addition, once MSW students declare a specialization, the coordinator of that respective specialization becomes the MSW students' academic advisor. There are seven specializations in the MSW program: Addictions, Advanced Clinical Social Work, Child Welfare, Faith Based Social Work, Health Care (including Gerontology), School Social Work, and MBA Leadership. MSW students are not required to specialize in their program of study.

Academic Advising at GWC begins on Registration Night for all GWC MSW students, when the MSW Admissions Advisor formally turns over student advising to the Office of Academic Services. All students are required to attend a Registration Night prior to the first term of attendance. This Registration Night is co-led by the Director of Academic Services and the Chair of the GWC Social Work programs. It is held in the same building that houses the Office of Academic Services so students become familiar with where support is available. All students are then introduced to all GWC/AU procedures, including WebAdvising, the course management system (Moodle), Disability Services and e-mail. They receive contact information for all relevant support personnel, including library contacts, the financial aid advisor and all Social Work faculty. Students are guided in their registration for the first term and leave the evening fully registered for the first term and with their customized plan of study.

At GWC, the Director of Academic Services serves as the Academic Advisor for all MSW students. The Chair of the GWC Social Work Program serves as the Professional Advisor for all MSW students. If a student subsequently declares a Specialization, that student will then be paired with a Faculty Advisor with particular expertise in the field of specialization. All students attend an MSW Orientation immediately prior to the start of their first term of attendance. At Orientation students have the opportunity to meet the faculty and Executive Director, receive formal training directly from the Aurora campus library via WebEx and attend information sessions about Field Placement, Specializations, campus writing supports and professionalism, including the NASW Code of Ethics.

3.2.7	<i>The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.</i>
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3.2.7 The policies and procedures for evaluating academic and professional performance including procedures for grievance are detailed in the MSW handbook, pp. 30-31, located online on the AU MSW web page. In this section, the disposition policy and form are explained, as well as the student review process, pp. 34-37 of the AU MSW handbook.

The faculty of the School of Social Work have determined that additional feedback and data on student dispositions is needed in both the BSW and MSW programs. Student dispositions will be rated by instructors in select (required) courses. The dimension areas of disposition will be in collaboration, curriculum, community, diversity, and ethics.

Students in the MSW program will be rated in the following courses: (SWK 6150 HBSE I Theory of Human Development, SWK 6390 Diverse and Vulnerable Populations, and SWK 6511 Clinical Practice III). In the event a student receives "concern" or "alert" ratings, action may be needed by the administration and faculty in the School of Social Work to work with the student to address the concerning or alerting behaviors.

Please see the attached disposition rating form, and the disposition rating policy. Faculty and adjuncts report on students in three classes at mid-term of the semester, and the end of the semester. The form may be completed when faculty determine that a measurable instrument is needed to assess student behaviors.

The rating form is for use in the School of Social Work only. Feedback given to students, the faculty, and the administration in the School of Social Work pertaining to the disposition will remain confidential. Data from the disposition forms will be gathered for assessment of the program, and for individual student files. No individual student identification will be published in any program materials or reports.

The disposition policy and form are available to students in the MSW handbook, and in Moodle shells for courses. The disposition policy and form are included on the following pages.

**Aurora University**

**School of Social Work Disposition Policy**

**Disposition Information**

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary social worker. The disposition framework is aligned to the CSWE and NASW standards, as well as Aurora University's Core Values. In order to support the development of dispositions, faculty and staff members will evaluate their students using this universal assessment. If a faculty/staff

member issues a disposition form of “alert”, the student will be notified and required to attend a disposition conference with the referring faculty/staff member. A student who receives a disposition of “concern” may be required to attend a disposition conference.

The School of Social Work faculty and staff will utilize the disposition form when **concerns pertaining to behaviors** arise. The forms will also be used **each semester in the following courses, as well as the foundation course for applicable specialization.**

**BSW courses**                      **SWK 3150, SWK 3210, and SWK 4110**

**MSW courses**                      **SWK 6150, SWK 6390, and SWK 6511**

**The instructor or staff member of record will submit the disposition forms to the administrative assistant in the School of Social Work to be saved electronically.**

### **Dispositions Criteria**

#### **Acceptable Dispositions:**

Form indicates acceptable dispositions on all indicators on the disposition form.

#### **Disposition Concern:**

Form indicates a rating of “concern” for one or more indicators on the disposition form.

#### **Disposition Alert:**

Form(s) indicate a rating of “alert” for one or more indicators on the disposition form. A disposition conference will be conducted.

### **Disposition Conference**

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by both the student and the reporting faculty/staff member. The reporting faculty person will arrange the conference with the student and document the outcomes of the conference.

The remediation plan will outline the expected behaviors in all settings, including, but not limited to AU classrooms, field experience settings, email/phone/face-to-face communication with faculty/staff, administration and other students. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty person.

### **Student Appeal Process**

Students have the opportunity to appeal the disposition form within fourteen days by contacting the following university personnel in the listed order:

1. Reporting Faculty/Staff
2. Department Chairperson
3. Executive Director of the School of Social Work

### **Student Performance Review Committee**

When a student has attended 2 disposition conferences in the course of their program of study, and/or is not successful in the achievement of adequate progress, a Student Review (SR) will be scheduled. Any outcomes from this review will become a part of the candidate's permanent record in the School of Social Work.

**Aurora University  
School of Social Work  
Disposition Form**

<b>Name:</b>		<b>Professor:</b>			
<b>Date:</b>		<b>Course:</b>			
<b>Choose Acceptable, Concern, or Alert for each of the 13 Areas</b>					
	<b>DESCRIPTOR</b>	<b>NO CONCERN</b>	<b>CONCERN</b>	<b>ALERT</b>	<b>COMMENTS</b>
<b>COLLABORATION</b>					
<b>Respect</b> AU CSWE NASW	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff and peers. Responds in a respectful manner when under stress. Communicates respect for others face-to-face, electronically, and in all forms of writing.				
<b>Compassion &amp; Understanding</b> AU CSWE NASW	Demonstrates care and understanding in all actions with others. Offers feedback in a constructive manner. Works effectively with others to complete tasks.				
<b>Accepts Constructive Suggestions</b> AU CSWE NASW	<b>Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</b> Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. Is receptive to new ideas. Engages in problem solving. Accepts and acts upon constructive criticism. Responds appropriately under stress. Copes well with disappointment. Accepts responsibility for own actions. Strives for personal growth.				
<b>Collaborative Practice</b> AU CSWE NASW	<b>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</b> Works well with peers and all personnel settings. Adapts to change. Is skilled at expressing self in groups.				
<b>CURRICULUM</b>					
<b>Preparedness</b> AU CSWE NASW	<b>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</b> Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Follows instructions.				
<b>Communication</b> AU CSWE NASW	<b>Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b> Demonstrates responsive listening skills. Demonstrates a willingness and commitment to continually improve communication skills.				

	Communicates professionally in a manner that demonstrates respect for others.				
<b>Continuing Education</b> NASW	Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations.				
<b>COMMUNITY</b>					
<b>Safety</b> AU CSWE NASW	Shows good judgment regarding safety conditions in working with various age groups.				
<b>Integrity</b> AU CSWE NASW	Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity.				
<b>Advocacy</b> AU CSWE NASW	Engages in support and/or activism for micro and mezzo level needs of students and families.				
<b>DIVERSITY</b>					
<b>Systems</b> AU CSWE NASW	<b>Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</b>				
<b>Diversity</b> AU CSWE NASW	<b>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b> <b>Presents self as a learner and engages clients and constituencies as experts of their own experiences.</b> Understands the needs of all types of learners and does not exhibit stereotypical behavior toward differences (race, class, ethnic group, gender, ability, etc.). Able to communicate with a variety of audiences. Shows sensitivity to others. Respects individual differences.				
<b>ETHICS</b>					
<b>Ethics</b> AU CSWE NASW	<b>Makes 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 appropriate to the context.</b> Respects the intellectual property of others by giving credit and avoiding violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.				

Potential outcomes of disposition:

- \_\_\_\_\_ may delay field placement
- \_\_\_\_\_ may terminate current field placement
- \_\_\_\_\_ may result in a delay in the academic program
- \_\_\_\_\_ may result in termination of academic program
- \_\_\_\_\_ other: \_\_\_\_\_

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## **STUDENT REVIEW PROCESS**

Students that have been determined to be struggling in their MSW program may be required to attend a “Student Review.” A student review, as detailed in the MSW Handbook is designed to be a helping plan for MSW students experiencing a variety of difficulties in the program. The student review is chaired by the MSW Director. The student in question, along with any relevant faculty, staff, or field personnel may be invited to the student review. The student is allowed to bring a non-attorney advocate to the meeting. If the student insists on an attorney being present, the matter is forwarded to the university legal department for further management. In most situations, a helping plan is developed for the MSW student to insure their successful completion of the degree. This plan is extremely idiosyncratic based upon the specific situation being reviewed. In rare situations, the MSW student may be suspended or dismissed from the program.

### **Professional Conduct**

Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at both the undergraduate (BSW) and graduate levels (MSW) requires the development of ethics and values as well as knowledge and skills. Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics, which regulates not only professional conduct in relation to clients, but also in relation to colleagues.

Students should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Respect for the opinions of others is expected. Opinions expressed should be supported by data or carefully reasoned argument. Asking questions per se, or offering opinions that do not reflect the readings assigned for the class do not constitute “prepared participation.” Any use of consciousness altering substances before, during, or between class sessions obviously

impairs learning, and is unacceptable. Frequent lateness or professional unbecoming class conduct are likely to result in a lowered grade.

Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct demonstrated both in and out of the classroom.

Because social work education involves a significant amount of internship experience, and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role.”

3.2.8	<i>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.</i>
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3.2.8 The policies regarding terminations from the MSW program are detailed in the MSW Handbook, page 39, located on the AU MSW web page.

### Alleged Law Violations

Any student charged with fraud, malpractice, a felony, or misdemeanor, may be refused or revoked registration in field instruction activities and classes without prejudice until an official determination has been made by the University.

### Conviction for a Felony or Misdemeanor

Any student who has been convicted of a felony or misdemeanor for conduct that may be a threat to the well-being of others shall not be admitted to field instruction, classes or activities until there is clear evidence of rehabilitation. Serving a sentence alone does not necessarily constitute evidence of rehabilitation. The faculty of the School of Social Work will be the sole judge of rehabilitation. Following a conviction, the student shall be informed in writing of the criteria that the University will use in determining evidence of rehabilitation.

Some states prohibit licensure in the field of social work if a felony conviction is on record. It remains the student's responsibility to obtain information regarding the information specific to licensure through the appropriate governing body.

### Inappropriate Behavior that Would Interfere with Performing Professional Duties

Any student who engages in inappropriate behavior that would interfere with performing professional duties and could potentially threaten the well-being of clients, including violent behavior, behavioral indications of substance abuse, or having indicators of physical or psychiatric disorders shall not be admitted to field instruction. Any behavior which may have been influenced by a student's mental state (regardless of the ultimate evaluation) or use of

drugs or alcoholic beverages will not in any way limit the responsibility of the student for the consequences of his/her actions.

### **Statement of Criminal Background Notification**

Aurora University reserves the right to deny admission to its undergraduate, graduate and non-degree programs based on application materials, previous academic record and records of past conduct, including but not limited to the results of a criminal background check or registration of a sex offense.

MSW applicants are required to complete a national background check before beginning the program. The MSW program may deny admission based on the results of a criminal background check. The school may refuse or revoke admission for the following: misrepresentation of self, criminal behavior, results of the national background check, and/or behavior that interferes with performing professional duties.

If admitted to the MSW program, any applicant or student with a criminal background may not be eligible for some field instruction placements. In addition, the applicant or student may not be eligible for licensure after completing the requirements for the MSW degree. Many agencies require criminal background checks as a condition for accepting a placement in their program. It is the student's responsibility to inquire with the Department of Professional Regulation to determine their licensure eligibility.

Once admitted to the MSW program, students must adhere to the Professional Standards of the University and the School of Social Work. Students must meet the criteria for professional and ethical behavior as set forth by the School of Social Work.

### **Student Review Policy**

On rare occasions, when a serious concern about academic, personal, or professional performance related to any of the program's standards and/or policies has been identified by a faculty member or field supervisor, at any point in the program, and it is deemed a concern warranting immediate attention, the faculty member reports to the MSW Program Director.

The MSW Program Director informs the student that a concern has been identified, seeks information from relevant parties (faculty, Field Director, Academic Support Center, etc.), thoughtfully appraises the student's situation and assesses whether the situation warrants a Student Review.

The purpose of a Student Review is to either design a helping plan for continuance in the social work program or to make a determination regarding continuance in the program, such as suspension or dismissal from the School of Social Work.

A Student Review is scheduled as needed, and is chaired by the MSW Program Director or a designee. A Student Review Committee is formed which consists of the faculty who are current instructors for the student, other faculty members, administrators (Field Director,

Specialization Coordinator, etc.) and University personnel (e.g., Academic Support Center) deemed relevant to the Student Review process.

The student will be notified in writing of the commencement of the student review, the nature of the student review, giving the date, time, and place, the facts and occurrences that have given rise to concern, the nature of the student review, the student's right to attend (and bring an advocate or person for support), the student's right to bring to the committee's attention relevant information concerning these facts, and occurrences that the student wishes the committee to consider.

In cases where the committee deems it appropriate, the committee may request the student to have his/her physician, psychiatrist, psychologist or other provider of professional services meet with the committee to discuss the student's capabilities, and/or may request the student to permit an examination by a physician, psychiatrist, psychologist or other provider of professional services selected by the School, whose report and/or opinion concerning the student's capabilities will be shared with the student. The student may submit additional information in response. If necessary, the Committee shall continue the conference at a later date for the purpose of obtaining additional relevant information.

Once the committee has completed its review, it will notify the student in writing by certified mail of its determination along with a summary of the student review meeting. The determination can take any of the following forms: (1) a written plan establishing the conditions and requirements that the student must meet to continue in the program; (2) a temporary suspension of the student from the program, and; (3) a determination to discontinue the student from the program.

If the student wishes to challenge the determination of the Student Review Committee, the student has a right to appeal to the Dean. A written request for the appeal must be submitted to the Dean within four weeks of the student review. The written request should identify the student's grievance(s).

### **Program Termination**

Students who are not permitted to continue within the MSW program are informed of such by certified mail. At the time of suspension or dismissal, the student will be administratively dropped from current and future courses in the MSW program.

### **Termination Appeals**

Students who have been terminated from the MSW program can appeal such a decision only on the basis of alleged "capriciousness." The term "capricious" is limited to one or more of the following:

- Termination on the basis other than academic or professional performance;
- Termination on more exacting or demanding standards than were applied to other students in the program;

- A substantial departure from the standards and procedures contained in the *MSW Policy Handbook*.

Appeals based upon capriciousness are made to the Director. The request for appeal must be in writing, identifying the student’s grievance(s). Failing a mutually satisfactory resolution at the level of the Director, the student may appeal the determination in writing to the Dean.

**Readmission to the MSW Program**

A graduate student who leaves or withdraws from the MSW program; is dropped from the program for poor scholarship or unprofessional behavior; or is terminated for lack of registration or application for a leave of absence, and later decides to complete the program, must apply for readmission to the program. Prior records will be re-evaluated and the student, if readmitted, will be held responsible for completing all current degree requirements.

Student participation	
3.2.9	<i>The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.</i>

3.2.9 In brief, students participate in formulating and modifying policies affecting academic and student affairs in many ways. The student organization, Social Work Association (SWA) organizes, educates, and advocates for AU students, as well as social work students on the undergraduate and graduate levels. SWA faculty sponsor reports back to the faculty and administration while advocating for the student views.

Student list serves, Town Hall meetings, and focus groups, provide the avenue for on-going student feedback and effective communication. Student administrative intern acts as an advocate for all students by protecting confidentiality of student comments made during focus group sessions. The Town Hall and Focus Group discussions with students resulted in adding sessions to guide preparation for licensure, study tips and techniques, and ‘writing tips’ sessions pertaining to APA guidelines, grammar and syntax.

The Social Work Program at GWC operates under the same MSW Handbook as the students at the AU campus. Guidelines for policy modifications are specified in the Handbook. GWC students have the same rights and responsibilities as all AU students on every campus. All Syllabi include specific language consistent with all University policies and procedures, with customized names and Offices for relevant contact personnel located on the GWC campus, including the Office of Academic Services and the Dean of Academic Services of GWC.

Details pertaining to the student communication opportunities are addressed in section 3.2.10.

The MSW student handbook can be found in Volume III. The handbook includes the following policy regarding students' rights to participate in changing or formulating policies affecting academic and student affairs on page 26.

### Petitioning for Program Policy Changes

Students can request modifications related to academic policies and/or student affairs in writing to the MSW Program Director. Once a policy change is requested, the faculty of the School considers the request. A recommendation regarding the proposed policy change or institution is made by the full faculty to the Director of the School of Social Work. The Director makes the final decision on proposed policy changes.

This policy states that students are to begin their advocacy for a policy change by communicating directly with the MSW program Chair. The Executive Director of the School of Social Work will make the final decision about any policy change for the School of Social Work.

The MSW Program Chair and the Executive Director of the School of Social Work conducted 2 separate Town Hall Meetings during the Fall 2015 term. These meetings were designed to elicit student dialogue about their experiences in the program, as well as interest in impacting policies and curriculum of the program.

Focus groups were conducted in the fall term as well. The process was facilitated by administrative intern, and MSW student to provide anonymity and confidentiality for the students. Details pertaining to the focus groups can be found in section 3.2.10.

3.2.10	<i>The program demonstrates how it provides opportunities and encourages students to organize in their interests.</i>
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3.2.10 The MSW program on the Aurora campus and the George Williams campus utilize a variety of mechanisms from which to provide students the opportunity to organize and influence the MSW program. At the time of admission into the MSW program, all MSW students are added to the MSW listserv. The MSW listserv is one of the main ways in which the SSW communicates to MSW students, solicits feedback, and provides crucial and timely information from professional constituents including CSWE, and NASW. Town Hall meetings are conducted each semester for the BSW and MSW students. Students and faculty participate in the State Advocacy Day in Illinois and Wisconsin. Meetings are held at several different times in order to accommodate the various class schedules for BSW and MSW students. The MSW Administrative Intern conducts periodic, random, confidential "focus groups" in order to gather

anonymous information regarding student opinions of their BSW and MSW experience. See a sample summary report of the SW Administrative Intern below.

### Focus Group Format

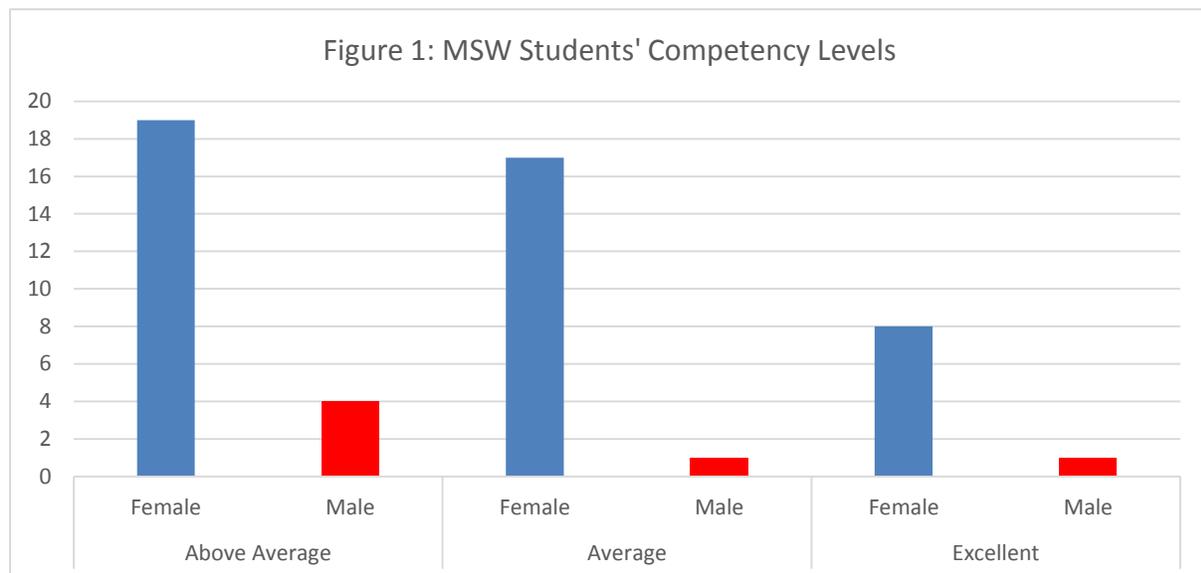
The focus group sessions require 30-45 minutes of class time, during which the Aurora University SSW’s intern facilitates questions in a group setting. Prior to the sessions, students receive notification that their responses will remain anonymous and participation is voluntary. During the sessions, instructors leave the room so students can have an opportunity to share openly their learning experiences. First, each student will have the opportunity to write down his or her responses to minimize the potential of groupthink. Second, the intern will facilitate discussions and record responses. In addition, several of the discussion questions enable participants to rank their competency and professors on a Likert scale with an explanation accompanying their rankings. Then, their responses will go into a Microsoft Word document where the researcher will identify common themes. Finally, the researcher will analyze all the data to determine if a positive correlation exists between Aurora University SSW’s program and students’ competencies.

### Focus Group Responses

Fifty (50) BSW seniors and fifty (50) MSW advanced standing students participated in answering the focus groups’ written and oral questions. The students self-ranked their competencies and shared their overall experiences. In addition, the students ranked the instructors’ expertise and teaching methods as well as provided recommendations for improving the students’ learning experiences.

### MSW advanced standing students’ perspectives

Similar to the BSW students’ responses, there were some noticeable differences between the qualitative and quantitative data collected. In terms of professional readiness, the majority of the participants perceived themselves as competent but realized they still have not mastered all there is to know concerning the social work profession. Students credited their readiness to life experiences, quality instructors, and quality internships. Likewise, the quantitative data illustrated that 64% of the participants ranked themselves as “above average” or “excellent” and 36% ranked themselves as “average.” This data suggests that the majority of students are



confident they are being prepared for the social work profession . See figure 1.

Figure 1. This figure represents advanced standing students' perspectives regarding their competency levels since joining the Aurora University SSW's program. The participating students will graduate in December 2015 or May 2016.

One theme identified was students' perceptions concerning faculty's irregularities. The majority of the participants explained that their experiences with the instructors have been inconsistent. One student said, "Some teachers are really good, but others really don't seem engaged." Additionally, several different groups made similar remarks about liaisons being unreliable. The quantitative data also appeared to be contradicting because 66% of the participants ranked faculty expertise as "above average" or "excellent" and 34% as "average" (See figure 2), whereas, 46% of participants ranked the teaching styles as "above average" or "excellent" and 54% ranked between "average" or "below average." (See figure 3). These findings indicate how students' experiences vastly differ.

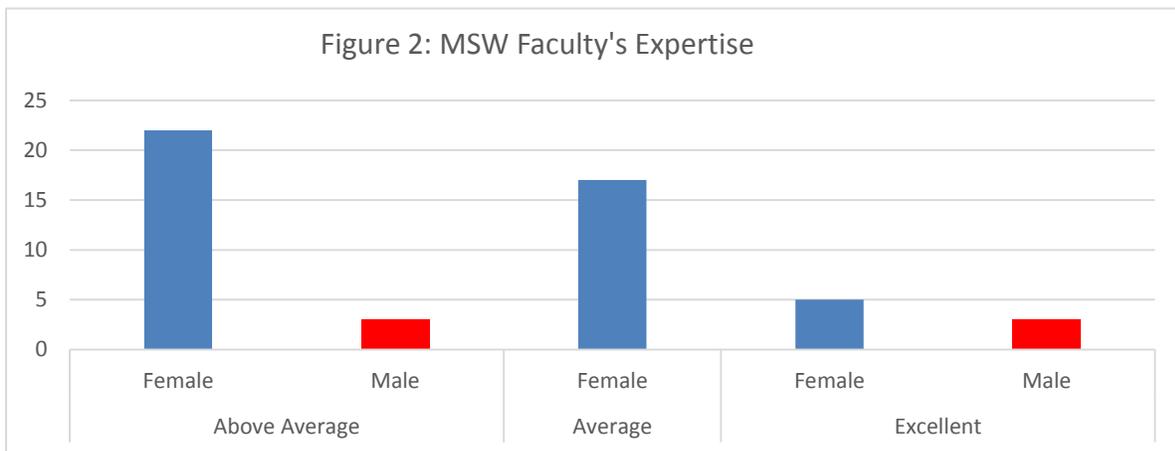


Figure 2. This figure represents advanced standing students' perspectives regarding their professors' knowledge within the Aurora University SSW's program. The participating students will graduate in December 2015 or May 2016.

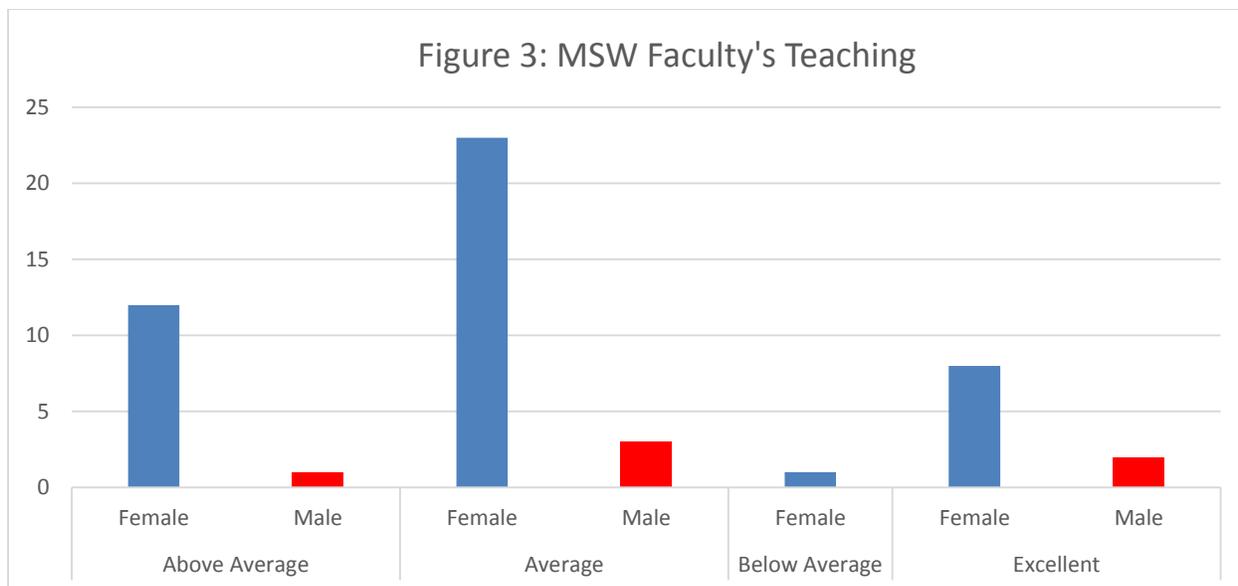


Figure 3. This figure represents advanced standing students' perspectives regarding the faculty's teaching methods within the Aurora University SSW's program. The participating students will graduate in December 2015 or May 2016.

Another theme identified was students' concerns about the curriculum. Several different groups expressed that they would prefer to take more clinical classes or electives. Furthermore, students advocated for Licensed Social Worker forums similar to the Test of Academic Proficiency offered to school social worker candidates. Lastly, students discussed the possibility for completing foundation and advance internship hours at their place of employment. Students believe these changes to the curriculum will enhance their competency further.

### Strengths

A question for discussion was students' perspectives about Aurora University SSW's strengths. The BSW and advanced MSW participants identified Aurora University SSW's credibility and reputation as major strengths. The other commonly mentioned strengths were the clinical based curriculum, supportive faculty, variety of specializations, and advanced standing status. Overall, the collected qualitative and quantitative data suggests that there appears to be a positive correlation for Aurora University SSW in developing competent students.

### Focus Group Recommendations

All focus group participants had the opportunity to write recommendations for improving the student experience. Suggestions ranged from hiring more full-time faculty to increasing impromptu visits to evaluate professors' performances. Students also recommended integrating self-care techniques into the current curriculum as another way to enhance their learning experiences. The students believe that having earlier exposure to internships and self-care practices will reduce anxiety and make their workload more manageable.

The advanced standing participants suggested curriculum changes such as combining the Research I course and Program Evaluation course into one and replacing it with a clinical course, i.e., Psychopharmacology, or an elective course. Second, participants proposed the idea of having the option to use their places of employment to satisfy all internships hours. Students explained that in most cases their agencies would meet the requirements needed to fulfill Aurora University SSW’s field requirements. The advanced standing participants are optimistic that these changes will improve the student experience for the better.

<i>Accreditation Standard 3.3 – FACULTY</i>	
M3.3	<i>The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.</i>

M3.3           The MSW program consists of nine full time faculty. Dr. Brenda Barnwell is also the Director of Graduate Studies in the School of Social Work. The other MSW faculty members include Dr. Chris Bruhn, Dr. Kristie Brendel, Dr. Joan Fedota, Dr. Bill Ressler, Mr. Rob Castillo, LCSW, Ms. Marissa Happ, LCSW, Ms. Laura Donavon, LCSW, and Dr. Cornelius Gorman, starting in August 2016, as well as Dr. Todd Tedrow beginning in the fall. All MSW faculty members have an MSW degree from a CSWE accredited program. Drs. Barnwell, Bruhn, Brendel, Fedota, Gorman, Ressler, and Tedrow have doctoral degrees from accredited schools.

Many of the professors in the School of Social Work have developed course portfolio projects to promote the educational process. Benchmark portfolios and Inquiry portfolios have been completed by professors Arendt, Barnwell, Brendel, Bruhn and Kronner. New hires have participated in the Faculty Development Project, conducted by the Dean of Faculty, Alicia Cosky during the previous two academic years.

Within the University, the Faculty Development Committee has developed and implemented the following activities of which the SSW faculty have participated. The current calendar of events can be found at <http://aurora.edu/about/administration/cetl/index.html#.Vp7v11IzzMs>

For the past two years, an annual Faculty Development retreat has been attended by the faculty as well.

Adjunct orientation sessions are offered at the start of each semester. Not only do the part-time faculty attend, the sessions are presented by full-time professors. For example, Dr. Barnwell presented a session entitled, “Creating the Graduate Student Learning Environment” in January of 2015. Dr. Barnwell also presented a Faculty Development session entitled, “Mentoring Graduate Students” in September of 2015.

## Council on Social Work Education

### Commission on Accreditation (COA)

#### Faculty Summary-Part I

**Form F2\_2008**-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.

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

**3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities .*

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.1	The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
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3.3.1 A comprehensive list of all full and part-time faculty is included in this document. All full and part-time faculty meet the CSWE requirements for teaching social work content, and those teaching practice courses have an MSW and a minimum of two years post-MSW practice experience.

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

Faculty Form 1

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Teaches Practice (Y or N)	Years of Employment as Full-Time Educator						Percentage of Time Assigned to Program	
				Years of Practice Experience*		Previous Positions**		Current Position**			
				BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW

Full Time											
B. Barnwell	8/16/07	White	Y		19		8		1		100%
K. Brendel	1/1/12	White	Y		18		10		5		100%
C. Bruhn	8/24/09	White	Y		7		1		7		100%
R. Castillo	8/16/07	Latino	Y		3				9		100%
L. Donavon	8/16/15	White	Y		17		4		1		100%
J. Fedota	7/1/14	White	Y		35		5		2		100%
M. Happ	7/15/13	White	Y		16	23			2		100%
W. Ressler	8/18/14	White	Y		12		8		3		100%

Part Time											
A. Amro	NA- Adjunct since '12	White							3		100%
W. Bautista	NA-Adjunct since '15	Latino	Y		10				1		100%
A. Beck	NA-Adjunct since '08	White	Y		23				8		100%
M. Bellomo	NA-Adjunct since '16	White	Y		3				1		100%
J. Brickman	NA-Adjunct since '09	White			10				8		100%
J. Brunk	NA-Adjunct since '16	White	Y		19				1		100%
C. Burns	NA-Adjunct since '13	Black	Y		6				3		100%
W. Byrne	NA-Adjunct since '09	White			24	8			7		100%
N. Cain	NA-Adjunct since '06	Black			15				10	30%	70%
A. Carlson	NA-Adjunct since '15	White			2			1	1	60%	40%
J. Christman	NA-Adjunct since '11	White			22				5		100%
D. Degroff	NA-Adjunct since '11	White			11				4		100%
D. Durpetti	NA-Adjunct since '12	White			19				3	75%	25%
L. Egizio	NA-Adjunct since '11	White			19				5	60%	40%
M. Evans	NA-Adjunct since '10	White			12				6	60%	40%
J. Flynn	NA-Adjunct since '07	White			28			9	9	60%	40%
J. Foster	NA-Adjunct since '16	White			27			1			100%
D. Fox	NA-Adjunct	White	Y		20		8				100%

	since '16									
R. Frank	NA-Adjunct since '15	White			3			1		100%
K. Grieger	NA-Adjunct since '14	Unknown			15			1	60%	40%
B. Gullickson	NA-Adjunct since '11	White			26			5	40%	60%
K. Hammond	NA-Adjunct since '15	White			2			1		100%
J. Hanson	NA-Adjunct since '09	White			14			7	50%	50%
S. Hanson	NA-Adjunct since	White	Y							100%
S. Hargadon	NA-Adjunct since '16	White	Y		19			1		100%
M. Herstand	NA-Adjunct since '08	White			35	23		5		100%
S. Hipp	NA-Adjunct since '15	Black	Y		7			1	60%	40%
M. Ihnenfeld	NA-Adjunct since '12	White			20			4		100%
K. Johns	NA-Adjunct since '13	White			7			1	25%	75%
S. Johnson	NA-Adjunct since '13	White			24			3	40%	60%
D. Knapp	NA-Adjunct since '14	White	Y		6			2		100%
P. Kostecki	NA-Adjunct since '14	White			16			2		100%
L. Kunstler	NA-Adjunct since '15	White	Y		6			1	60%	40%
A. Kutemeier	NA-Adjunct since	White							30%	70%
K. Larson	NA-Adjunct since '15	White			3			1		100%
D. Livorsi	NA-Adjunct since '09	White			12			7		100%
B. Martin	NA-Adjunct since '16	Black			4			1		100%
R. Maxson	NA-Adjunct since '15	White			30			1	60%	40%
M. McKee	NA-Adjunct since '16	White			9			1		100%
A. Mecagni-Allen	NA-Adjunct since '15	White			5			1		100%
E. Mundy-Hemmerich	NA-Adjunct since '15	White			9			1		100%
J. Myers	NA-Adjunct since '15	White	Y		24			1		100%
E. Myles	NA-Adjunct since '11	White			12			2	3	60% 40%
R. Naleway	NA-Adjunct since '16	White	Y		8			1		100%
C. Nevicosi	NA-Adjunct since '13	White			11			3		100%
K. North	NA-Adjunct since '11	White	Y		10			5		100%

C. Obordo	NA-Adjunct since '15	White	Y		2				1		100%
K. O'Dierno	NA-Adjunct since '16	White			4				1		100%
L. O'Reilly	NA-Adjunct since '16	White			3				1		100%
K. Pekarek	NA-Adjunct since '15	White	Y		10				1	60%	40%
R. Peterson-Dealey	NA-Adjunct since '13	White			25				3		100%
E. Prendergast	NA-Adjunct since '16	White			3				1		100%
M. Schilsky	NA-Adjunct since '15	White			5			1		70%	30%
W. Seerup	NA-Adjunct since '11	White			16				5		100%
J. Selander	NA-Adjunct since '14	White	Y		7				2		100%
B. Sorensen	NA-Adjunct since '14	White			4			1	1	40%	60%
A Spicer	NA-Adjunct since '14	White							2		100%
V. Starr	NA-Adjunct since '14	White			3				2		100%
P. Taylor	NA-Adjunct since '15	White	Y		12				1		100%
T. Torrence-Graham	NA-Adjunct since '16	White			2				1		100%
L. Travers-Pucci	NA-Adjunct since '15	White	Y		18				1		100%
R. Trevino	NA-Adjunct since '14	White			3				2		100%
R. Vacco-Giudice	NA-Adjunct since '15	White	Y		9				1		100%
M. Vosloo	NA-Adjunct since '16	White	Y		10				1		100%
C. Warden	NA-Adjunct since '13	White			11				3		100%
E. Williams	NA-Adjunct since '15	Unknown			22				1		100%
M. Wilroy	NA-Adjunct since '14	White	Y		5				2	40%	60%
R. Zajicek	NA-Adjunct since '15	White			7				1		100%

3.3.2	The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.
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3.3.2 At this time, the MSW has eight full-time faculty members, with two new hires beginning in the fall of 2016. The MSW experienced a sudden change when two doctorally prepared faculty left the program, one due to extenuating circumstances and one due to a change of residency. As noted in 3.3.1, all current faculty demonstrate extensive social work practice experience with individuals and families as well as organizations and administration.

The 2015-16 was a very challenging year for the Aurora University School of Social Work. Two of the full time MSW faculty left the program shortly before and in the middle of that academic year. Dr. Jeff Bulanda gave notice shortly before the 2015 May graduation that he had taken a new faculty position at another school. Dr. Rocco Cimmarusti had been plagued by several health concerns that necessitated a medical leave in the fall semester of 2015, and resulted in him resigning his position due to these health concerns early in the spring semester of 2016. As a result, the SSW was without 2 full time MSW positions. More importantly, both of these positions were held by faculty possessing a doctoral degree. In addition, changes in the university structure, leading to the development of three stand-alone schools, Education, Nursing, and Social Work, headed by Executive Directors, necessitated promoting Dr. Brenda Barnwell to the position of Graduate Program Director. This new position reduced Dr. Barnwell's teaching load to 50%.

Fortunately, Aurora University administration allowed the SSW to hire a full time MSW lecturer, Ms. Laura Donovan in the fall of 2016, and begin a search for a tenure track, doctoral prepared MSW faculty position. Mr. Neil Gorman has been hired for that position and will begin in the fall of 2016. Mr. Gorman is a ABD DSW student and will graduate in August, shortly before the start of the 2016 academic year.

Moving forward, in order to remain in compliance with CSWE policies regarding the number of doctoral MSW faculty, the SSW has adjusted George Williams College Social Work campus Chair, Dr. Joan Fedota's position so that she is now has 100% teaching responsibilities in the MSW program. In addition, Mr. Todd Tedrow, another ABD DSW student has been hired to assume another 100% MSW teaching workload position at GWC.

Beginning in the fall of the 2016 academic year, the Aurora University MSW program will consist of 9 full time faculty, with doctoral prepared faculty members, Dr. Brenda Barnwell, Dr. Kristie Brendel, Dr. Chris Bruhn, Dr. Joan Fedota, Dr. Bill Ressler, and soon to be doctors Neil Gorman and Todd Tedrow. This amounts to a total of 7 out of the 9 full time faculty having doctoral degrees.

Admittedly, this has been a difficult challenge, but moving forward, the MSW program is well situated in the area of doctoral degree faculty.

The primary responsibility of faculty is the teaching of future social workers. Additionally, faculty members are expected to act as academic advisors to students, to participate in faculty committees within the School and in the university at large, and to engage in research,

as well as service to the community. Faculty members are role models of social work behavior to students, are active members in community programs as consultants, evaluators, direct practitioners, board members, and program planners. The faculty inform their teaching with out of class experiences. This practice expertise and the willingness and ability to share it with students is the primary strength of this faculty.

The School draws on a large and vibrant social work community around it to supplement faculty expertise. The graduate program uses a number of adjunct faculty who have expertise in specialized areas and who primarily teach electives in the program. The number of adjunct faculty varies by semester. Full-time faculty work closely with adjunct faculty to ensure content is consistently taught across the curriculum. Adjunct faculty offer a range of experiences in the social work profession. These faculty make an important contribution to the overall curriculum, offering students the opportunity to interact with practicing professionals. It is evident to the full-time faculty that these individuals give generously of their time and expertise in order to assist in preparing competent social work professionals.

The faculty developed an "Adjunct Faculty Handbook" to provide guidelines and specific information for all adjunct professors. The handbook delineates the responsibilities of the School to the adjunct instructor, and the responsibilities of the instructor to the School and its students. Orientation sessions are conducted by the Dean of Faculty from the University perspective, and the BSW Chair and MSW Director conduct orientations specifically designed to orient adjuncts to the School of Social Work. Monthly sessions are conducted with Adjunct professors to facilitate teaching development. Sessions have been conducted specific to "Understanding by Design" (Wiggins & McTighe, 2005), "Active Learning Exercise for Social Work and the Human Services" (Solomon, 2000), "Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review," (Hutchings, 1996) a Course Portfolio Projects: Benchmark and Inquiry, and An Understanding of Diversity in the Classroom, to name a few of the session topics.

Students may be enrolled as full-time or part-time when in the program. These students include both traditional two-year master's students and advanced standing master's students. At this time, the MSW program is educating approximately 900 students. This yields a ratio of 30:1 (student : faculty). As previously stated, two new additional faculty will begin in the fall of 2016.

The number of courses offered during the fall of 2015 compared to the fall of 2016 has shifted. Although the number of students has increased due to the ongoing growth, the number of sections offered has been reduced. The lack of a budget in the State of Illinois has impacted higher education in many ways. In an effort to maintain excellence and continue to provide quality programs for students in undergraduate and graduate programs, the University has worked diligently to be efficient and effective while maintaining budgetary

needs. Fiscally sound plans have been developed, reviewed and implemented with regard to the total number of sections offered in the Summer and Fall of 2016. The result of such stewardship has been to reduce the number of courses with low enrollment, and to increase the capacity of some courses. This change has resulted in a larger than typical class size.

The 30% growth that the School of Social Work has experienced during the previous three years has changed previous student to faculty ratios. Although the ratio is not at the preferred or recommended ratio, the student learning does not appear to be negatively impacted. The MSW students remain educationally prepared, as evidenced by the pass rate of the Illinois licensure, student learning assessments, and effectiveness in field experiences.

<b>Aurora University MSW Program</b>				
<b>Number of Students</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Anticipated 2016-2017</b>
	<b>552</b>	<b>583</b>	<b>706</b>	<b>656</b>
<b>Number of Faculty</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Anticipated 2016-2017</b>
	<b>69</b>	<b>63</b>	<b>63</b>	<b>51</b>

Based on the information above, the faculty to student ratio in the MSW program at AU was 1:11 in 2015-2016. However, this ratio represents all faculty, including adjuncts. The ratio would be 1:30 if the number of adjuncts was condensed to equal a full-time faculty course load. The expected ratio for 2016-2017 1:12 based on the information above, and the ratio 1:28 based on full time faculty equivalent.

**Faculty Summary Form 2**

F. McKenzie	Professor		X	X		X			X	
B. Barnwell	Associate Professor		X		X			X		X

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

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

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

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-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
R. Castillo	Associate Professor		X		X			X	X	
C. Bruhn	Associate Professor		X	X		X				X
K. Brendel	Assistant Professor		X	X			X			X
M. Happ	Assistant Professor		X		X			X		X
W. Ressler	Assistant Professor		X	X			X		X	

A. Arendt	Assistant Professor		X		X			X		X
R. Campbell	Assistant Professor		X		X			X	X	
J. Fedota	Assistant Professor		X	X			X			X
L. Donavon	Lecturer		X		X			X		X
A. Amro	Adjunct	X			X			X		X
W. Bautista	Adjunct	X			X			X	X	
A. Beck	Adjunct	X			X			X	X	
M. Bellomo	Adjunct	X			X			X		X
J. Brickman	Adjunct	X			X			X		X
T. Broskow	Adjunct	X			X			X		X
J. Brunk	Adjunct	X			X			X		X
C. Burns	Adjunct	X			X			X		X
W. Byrne	Adjunct	X			X			X		X
N. Cain	Adjunct	X			X			X		X
A. Carlson	Adjunct	X			X			X		X
J. Christman	Adjunct	X			X			X		X
D. Degroff	Adjunct	X			X			X		X
D. Durpetti	Adjunct	X			X			X	X	
L. Egizio	Adjunct	X			X			X		X
M. Evans	Adjunct	X			X			X		X
J. Flynn	Adjunct	X			X			X		X
J. Foster	Adjunct	X			X			X		X
D. Fox	Adjunct	X			X			X		X
R. Frank	Adjunct	X			X			X		X
K. Grieger	Adjunct	X			X			X		X
B. Gullickson	Adjunct	X			X			X		X
K. Hammond	Adjunct	X			X			X		X
M. Hanlon	Adjunct	X			X			X		X
J. Hanson	Adjunct	X			X			X		X
S. Hanson	Adjunct	X			X			X		X
S. Hargadon	Adjunct	X			X			X		X
M. Herstand	Adjunct	X			X			X	X	
S. Hipp	Adjunct	X			X			X		X
M. Ihnenfeld	Adjunct	X			X			X		X
K. Johns	Adjunct	X			X			X		X
S. Johnson	Adjunct	X			X			X		X
D. Knapp	Adjunct	X			X			X	X	
P. Kostecki	Adjunct	X			X			X		X
L. Kunstler	Adjunct	X			X			X		X
A. Kutemeier	Adjunct	X			X			X	X	
K. Larson	Adjunct	X			X			X		X
D. Livorsi	Adjunct	X			X			X		X
B. Martin	Adjunct	X			X			X		X

R. Maxson	Adjunct	X			X			X		X
M. McKee	Adjunct	X			X			X		X
A. Mecagni-Allen	Adjunct	X			X			X		X
E. Mundy-Hemmerich	Adjunct	X			X			X		X
J. Myers	Adjunct	X			X			X		X
E. Myles	Adjunct	X			X			X		X
R. Naleway	Adjunct	X			X			X		X
C. Nevicosi	Adjunct	X			X			X	X	
K. North	Adjunct	X			X			X		X
C. Obordo	Adjunct	X			X			X		X
K. O’Dierno	Adjunct	X			X			X		X
L. O’Reilly	Adjunct	X			X			X		X
K. Pekarek	Adjunct	X			X			X		X
R. Peterson-Dealey	Adjunct	X			X			X		X
E. Prendergast	Adjunct	X			X			X		X
M. Schilsky	Adjunct	X			X			X		X
B. Searcy	Adjunct	X			X			X		X
W. Seerup	Adjunct	X			X			X		X
J. Selander	Adjunct	X			X			X		X
B. Sorensen	Adjunct	X			X			X		X
A Spicer	Adjunct	X			X			X		X
V. Starr	Adjunct	X			X			X		X
P. Taylor	Adjunct	X			X			X		X
T. Torrence-Graham	Adjunct	X			X			X		X
L. Travers-Pucci	Adjunct	X			X			X		X
R. Trevino	Adjunct	X			X			X		X
R. Vacco-Giudice	Adjunct	X			X			X		X
M. Vosloo	Adjunct	X			X			X		X
C. Warden	Adjunct	X			X			X		X
E. Williams	Adjunct	X			X			X		X
M. Wilroy	Adjunct	X			X			X		X
R. Zajicek	Adjunct	X			X			X		X

M3.3.3	The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.
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M3.3.3 The MSW program consists of eight full time faculty. Dr. Brenda Barnwell is also the Director of Graduate Studies in the School of Social Work. The other MSW faculty members include Dr. Chris Bruhn, Dr. Kristie Brendel, Dr. Joan Fedota, Dr. Bill Ressler, Mr. Rob Castillo, LCSW, Ms. Marissa Happ, LCSW, Ms. Laura Donavon, LCSW, and Dr. Neil Gorman will be joining

the faculty in August of 2016, as well as Dr. Todd Tedrow. MSW faculty members have an MSW degree from a CSWE accredited program. Drs. Barnwell, Bruhn, Brendel, Fedota, Gorman, Ressler, and Tedrow have doctoral degrees from accredited schools.

Many of the professors in the School of Social Work have developed course portfolio projects to promote the educational process. Benchmark portfolios and Inquiry portfolios have been completed by professors Arendt, Barnwell, Brendel, Bruhn and Kronner. New hires have participated in the Faculty Development Project Conducted by the Dean of Faculty, Alicia Cosky during the previous two academic years.

Within the University, the Faculty Development Committee has developed and implemented the following activities of which the SSW faculty have participated. The current calendar of events can be found at <http://aurora.edu/about/administration/cetl/index.html#Vp7v11IzzMs>

For the past three years, an annual faculty retreat has been attended by the faculty as well. The faculty retreat topics have been focused on faculty development. Related topics have included: curriculum development, rubric training, embedding technology in the classroom.

Adjunct orientation sessions are offered at the start of each semester. Not only do the part-time faculty attend, the sessions are presented by full-time professors. For example, Dr. Barnwell presented a session entitled, “Creating the Graduate Student Learning Environment” in January of 2015. Dr. Barnwell also presented a Faculty Development session entitled, “Mentoring Graduate Students” in September of 2015.

3.3.4	<i>The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s missions and goals.</i>
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3.3.4 All full time faculty at Aurora University are required to teach 24 semester hours each academic year. BSW classes are 4 semester hours, and MSW classes are 3 semester hours. In addition to teaching responsibilities, all faculty must demonstrate significant accomplishments in two other areas, service, and professional activity. Service may include advising students, serving on program and university committees, providing “off-site” MSW supervision, as well as service to the community in various ways such as board membership, consultation, etc. Professional Activity is the term used to describe traditional scholarly work for tenure track faculty, as well as professional practice for clinical track faculty. The unique combination of teaching, service and professional activity allows and requires all faculty members to develop and maintain a comprehensive portfolio to continue to function as a qualified university citizen and social work practitioner.

As stated in 3.1.3, the mission of the University and the MSW program follow. Aurora University’s Mission Statement “An **Inclusive Community** Dedicated to the **Transformative Power of Learning**” embraces diversity in a clear and purposeful manner. The School of Social Work’s Mission Statement follows. “The mission of the School of Social Work is to **prepare** competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through **excellent teaching, scholarship, research, and community service.**” The institutional priority and the program’s mission emphasize the importance of **teaching a diverse** student body.

University Administration guides the faculty to consider responsibilities to be divided in the following manner: 70% teaching, 15% service, 15% professional activity. Students are the top priority of the administration and faculty. As a direct result, faculty are directed to teach. Although such a statement may seem to be apparent, the emphasis is stated and restated during faculty meetings, curriculum development, and planning sessions.

The Mission Statements are aligned with faculty workload in the following ways.

- All fulltime faculty teach in the core curriculum.
- The expertise of faculty is evaluated by students, administration and self-evaluations, all highlighting teaching .
- The number of semester hours taught remains consistent from undergraduate to graduate programs.
- Institutional and program priorities accentuate student learning.

The detail of faculty responsibilities is comprehensively described in the University Faculty Handbook located in the Volume III, Appendix 4 of the self-study.

3.3.5	<i>Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.</i>
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3.3.5 A comprehensive list of all faculty curriculum vitae are included in Faculty Data, Appendix A of this document, Volume I.

Dr. Fred R. McKenzie Ph.D., LCSW, Executive Director of the School of Social Work and Director of the Doctor of Social Work - DSW Program. Dr. McKenzie serves on the Board of Director of

the local Fox Valley United Way. Fred also chairs the Allocations Committee for that organization.

Dr. Brenda Barnwell, DSW, LCSW, CADAC, Associate Professor, Director of Graduate Studies in the School of Social Work, which includes MSW Director position. Executive Director of Joi Counseling, Yorkville, Illinois. Dr. Barnwell is a member of National Association of Social Workers (NASW), State of Illinois Addictions Certification Board (IOADAPCA), currently titled Illinois Certification Board, (ICB), and a faculty member of the Council on Social Work Education (CSWE). She is a Certified Mediator, Certified Alcohol and Other Drug Counselor, and a licensed clinical social worker. She has been a continuing education speaker for Elgin Mental Health, Linden Oaks Hospital, Family Counseling Services, Joliet Hospice, and local school districts. She is an active member of the Faculty Senate at Aurora University.

Professor Alison Arendt, LCSW, Assistant Professor, BSW Chair. Ms. Arendt is actively involved in campus service through her participation on university committees, facilitation of CEU workshops for field instructors, providing field supervision for students, and engaging in interdisciplinary projects on campus. Ms. Arendt remains active in the social work field through work in her private practice with adolescent and adult client populations.

Dr. Don Phelps, Ph.D., LCSW, Full Professor. Dr. Phelps serves as president of the board of directors for the National Association of Social Workers (NASW) Illinois Chapter. Don is an elected representative to the National Association of Social Workers' (NASW) Delegate Assembly. He is the immediate past president of the board of directors for the Center for Faith and Human Rights. The mission of this international nonprofit organization based in Washington, D.C. is to equip, mobilize, inspire, and motivate communities of faith to fight for human rights worldwide. Finally, Dr. Phelps provides pro bono administrative consultation, training and clinical services to several nonprofit social service agencies such as Rebuilding Together Aurora, Hesed House, Center for Faith and Human Rights and Casa Hogar Los Angelitos orphanage in Mexico.

Dr. Henry Kronner Ph.D., LCSW, Associate Professor. Dr. Kronner maintains a small private practice with a special expertise and emphasis on the gay population. Henry is an elected member of the Council on Sexual Orientation and Gender Identity and Expression; it is a sub-committee of the Commission for Diversity and Social and Economic Justice of the Council of Social Work Education. He is also a member of NASW as well as ISCSW (Illinois Society of Clinical Social Work).

Dr. Chris Bruhn Ph.D., LCSW, Associate Professor. Dr. Bruhn is a member of the Educational Policy Commission for CSWE. Chris is a member of the Higher Learning Commission Peer Review Corp. She is a Consulting Editor for the Journal of Baccalaureate Social Work and on the

Editorial Review Board for the Journal of the Society for Social Work and Research. Dr. Bruhn is also the Principal Investigator for 22 after-school programs in the City of Aurora.

Dr. Kristie Brendel Ph.D., LCSW, Assistant Professor. Dr. Brendel maintains a small private practice. Kristie works with Per La Vita Wellness, serving military veterans and their families as well as teaching yoga to vulnerable populations, namely persons with cancer and PTSD. She serves on the Board of Directors of Project Casa Mare. This organization builds MSW programs in countries with developing economies and graduated the first class in Chisanu, Moldova in spring 2015. The organization is looking to expand to Mongolia in the future. Dr. Brendel will be volunteering with Joliet Hospice, working with veterans as well as volunteering at Waterford Place Cancer Resource Center in Aurora teaching mindfulness based stress reduction to persons with cancer.

Professor Rob Castillo, LCSW, Associate Professor. Mr. Castillo is a member of the following organizations: Kane County Mental Health Partnership, Illinois NASW, Faculty Member CSWE, and a member of the National Association of Drug Court Professionals. He also maintains a private practice in clinical social work with a particular emphasis on addictions.

Professor Marissa Happ, LCSW, Assistant Professor, and Coordinator of the Health Care (Including Gerontology) Specialization in the MSW Program. Ms. Happ provides pro-bono service to Fox Valley Hands of Hope, working with individuals, families and groups facing death. She participates in the local PEN (Parent Educator Network), a local early childhood advocacy group, participates in the AOK Network (All Our Kids) of the Kane County Health Department, participates in the Inter-Faith Mental Health Coalition, participates in Care Connect, a Gerontology networking group in Kane County, volunteers with the Pastoral Care team at Presence Mercy Medical Center, and volunteers with the Forest Preserve District of Kane County as a Certified Naturalist (to explore the therapeutic value of nature in bereavement).

Mr. Andrew Kutemeier, DSW ABD, LCSW, Director of Field Work, and Coordinator of the School Social Work Specialization in the MSW Program. Mr. Kutemeier works at a clinical practice predominantly with children, adolescents, and families. He is a member of the Illinois Association of School Social Workers (IASSW), a member of the University Relations committee for the Illinois Association of School Social Workers (IASSW), and a member of the Society for the Exploration of Psychotherapy Integration (SEPI).

Dr. Joan Fedota, Ph.D., LCSW, Assistant Professor, and Chair of the Social Program at George Williams College. Dr. Fedota serves on the Advisory Board of the *School Social Work Journal*, the Illinois Association of School Social Workers Board of Directors (as a past-president), and served as Chair of the Annual Fundraising Gala for Fellowship Housing Corp.

Professor Laura Donavon, LCSW, Lecturer and Coordinator of the Addictions and the Child Welfare MSW Specializations. Ms. Donavon works PT at Transitional Alternatives, Inc in Aurora. The agency provides reentry services to forensic populations primarily those on probation and/or parole. In that role she provides clinical supervision and training to staff and students, and provides mental health and substance abuse services to clients. Ms. Donavon collaborates with local jurisdictions as a provider for Drug Court and Adult Redeploy clientele.

Ms. Jeanne Flynn, half-time Coordinator of Field Work. Reappointed to the Illinois Child Welfare Employee Licensing Board for an additional 3 year term. This body hears violations to child welfare licenses and has the ability to suspend and revoke them depending on the circumstances. Reports to the DCFS Director and works very closely with the Office of the Inspector General. Attends and participates in two group networking meetings - the Illinois Social Work Field Instructor's Group and the DCFS Partnership group.

Dr. Bill Ressler, Ph.D., LCSW, Assistant Professor and Coordinator of the Advanced Clinical and the Faith Based MSW Specializations. Dr. Ressler is in private practice and Co-Pastor of Trinity Community Church, UCC in Berwyn, Illinois. The church serves as a clinical multi-generational learning laboratory advancing professional development and practice as an interdisciplinary professional on the boundary of clinical social work and pastoral theology. Bill is a member of the Society for Pastoral Theology. The Society for Pastoral Theology is a national organization of pastoral theologians, pastoral counselors, and pastoral social workers. He is a member of the North American Paul Tillich Society and the American Academy of Religion, both are academic international professional organizations. Dr. Ressler is the co-founder and facilitator of the Pastoral Theology & Social Work (Dual MDiv/MSW) Global Forum on LinkedIn®. The first form of its type, this global forum is for dual MDiv/MSW students/professionals and others interested in the intersection of pastoral theology and social work. Designed to connect globally as well as across disciplines, cultures, and traditions to share opinions and create an ecumenical and interfaith network towards collaborative interdisciplinary models of professional formation, best practices, resources, and professional education opportunities.

The faculty and staff in the SSW are clearly actively involved in a myriad of important micro, mezzo, and macro areas consistent with CSWE mandates. The special emphasis in all of these arenas enriches the professional education of all of the social work students at Aurora University. In addition there are many adjuncts, far too numerous to detail in this section that are also actively involved in many social work responsibilities that contribute to the comprehensive education of the students in the SSW. Many of these individuals have been published in peer reviewed journals and text books. The reader is encouraged to review the detail of these accomplishments of faculty and staff in Volume III.

3.3.6	<i>The program describes how its faculty models the behavior and values of the profession in the program's educational environment.</i>
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3.3.6 The high level of dedication to education and professional involvement of the Aurora University School of Social Work faculty, on the Aurora campus, George Williams College campus, Woodstock Center, as undergraduate and graduate full-time and part-time faculty, is evident upon review of the extensive curriculum vitae provided. Several of the faculty have volunteered their time at local agencies, as well as provided on-going education for professionals in the field via continuing education unit opportunities. Of particular note is the frequency that CEU events are presented by AU faculty for field supervisors, field liaison, and local agency workers. Role modeling of involvement in many professional organizations, such as IASSW, NASW, ICB, have motivated students to become involved locally and nationally.

The faculty and staff in the SSW are clearly actively involved in a myriad of important micro, mezzo, and macro areas consistent with CSWE mandates. The special emphasis in all of these arenas enriches the professional education of all of the social work students at Aurora University. In addition there are many adjuncts, far too numerous to detail in this section that are also actively involved in many social work responsibilities that contribute to the comprehensive education of the students in the SSW. Many SSW faculty and staff are involved in career and practice development. Many of these individuals have also been published in peer reviewed journals and text books. The reader is encouraged to review the detail of these accomplishments in the Volume I appendix where the faculty CVs and resumes are placed.

Behaviors that are evident in and outside of the classroom model professional conduct. For example, the faculty model values and ethical behavior through teaching, and involvement during faculty meetings. Specific examples of the faculty behaviors that model professional behavior and values from the faculty and student feedback include:

- Building collaborative learning environments that preserve the dignity and worth of every student;
- Encouraging and exhibiting personal reflection and self-correction in and out of the classroom;
- Emphasizing diversity and cultural humility in all courses and activities while demonstrating nondiscriminatory and nonracist attitudes and behaviors;
- Development and distribution of course syllabi that includes language outlining supportive services such as, to the Academic Support Center, Counseling Center, Wackerlin Center for Faith and Action, and the Wellness Center;
- Discussions and application of the NASW Code of Ethics during orientation, registration and every course;
- Acting in a professional and competent manner;
- Encouraging students to organize on their own behalf;

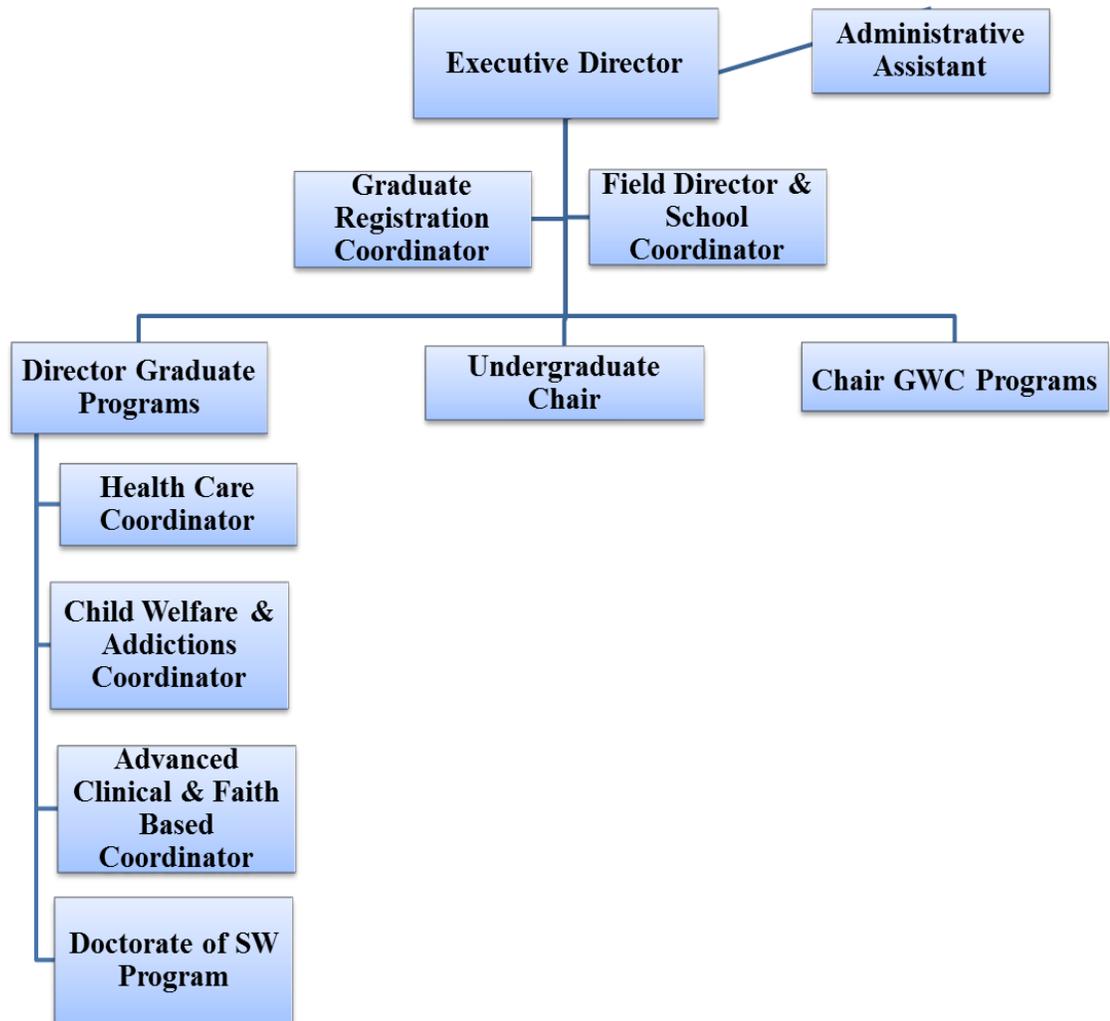
- Meeting with students during times that meet the needs of the student, not only during specified office hours;
- Exhibiting respect for students, colleagues, and administration;
- Modeling service to the University, School of Social Work, profession of social work, and the community;
- Presenting professional and educational content during conference and community events;
- Membership and involvement in professional organizations; and
- Commitment to life long learning, development, and service.

<i>Accreditation Standard 1.4 - ADMINISTRATIVE STRUCTURE</i>	
<i>3.4.1</i>	<i>The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.</i>

3.4.1 The School of Social Work is a separate school within the Aurora University structure. The following organizational chart illustrates the administrative structure within the School of Social Work.

The Executive Director of the School of Social Work meets weekly with the GWC faculty and social work staff to ensure alignment between the programs while providing autonomy to the GWC program. For example, GWC and AU courses begin with common elements built into the course design, including benchmark assessments. Faculty are given the autonomy to build upon that core design but must maintain key elements and assessments. The Chair of the Social Work program recruits, interviews and hires all Adjunct Faculty for the GWC program. The Chair personally meets with all incoming candidates and is free to offer electives and opportunities that are relevant to the surrounding community of students.

All GWC Social Work faculty serve on university-wide committees including the Institution Review Board and the Graduate Affairs Committee of the Senate, which helps ensure alignment between the two campuses. The Chair of the Social Work program attends monthly School of Social Work Leadership meetings at the Aurora campus, helping to further align the programs and policies.



The Executive Director functions for all intents and purposes as a Dean of the School of Social Work - SSW with overall responsibility for the management of the school. The Executive Director reports to the University Provost and serves on the Deans Council, which also includes the Executive Director of the School of Nursing, the Executive Director of the School of Education, the Dean of the Graduate School (excluding the School of Social Work – SSW, the School of Nursing – SON, and the School of Education - SOE), the Dean of the Undergraduate College (Excluding the SSW, SON, and SOE), the Dean of Faculty Development, and the Provost.

The Graduate Program Director is responsible for the MSW program and reports directly to the Executive Director. The BSW Chair reports to the Executive Director. The Director of Field reports to the Executive Director, but works closely with the MSW Director and BSW Chair. The Graduate Registration Coordinator reports to the Executive Director, and works closely with the MSW Director and Director of Field. The Administrative Assistant reports to the Executive

Director, and supports all faculty and staff within the SSW. Finally, the Specialization Coordinators report to the Executive Director regarding the operations of their respective areas.

BSW and MSW faculty are supervised by the BSW Chair and MSW Director respectively. The Director of Field oversees all internship activities in the SSW. There are two Assistant Field Directors, and numerous Field Liaisons that report to the Director of Field.

All administrative positions in the SSW meet monthly with the Executive Director. In addition, there is a monthly SSW administrative meeting (includes Executive Director, MSW Director, BSW Chair, and Director of Field), a Specialization Coordinators' meeting (includes Executive Director and MSW Director),

The BSW Chair and the Graduate Program Director (MSW Director) attend a monthly chairs and directors meeting facilitated by the Dean of the Undergraduate College and Dean of the Graduate School respectively. The purpose of these meetings is to coordinate and share information about undergraduate and graduate programs in the university.

The monthly full faculty meeting of the School of Social Work is led by the Executive Director of the SSW. The BSW Chair and MSW Director also hold regular meetings of the faculty in those programs.

The George Williams College - GWC satellite Social Work program is administered by a chair and field coordinator. The chair of the GWC SW program reports to the Executive Director, and the field coordinator reports to the Director of Field Work on the Aurora campus. The Executive Director travels to the GWC campus for various social work related meetings.

3.4.2	<i>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.</i>
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3.4.2 The School of Social Work has developed a comprehensive curriculum assessment system in which all CSWE EPAS competencies and practice behaviors have been integrated into specific foundation and advanced classes (see assessment plan below).

Within the MSW program, periodic reviews of MSW curriculum and syllabi are completed by the faculty. Specific faculty chair the curriculum committees in the areas of HBSE, Practice, Research, Policy and Field to insure ongoing review, planning and assessment of the overall curriculum in both the BSW and MSW programs. Faculty members assigned to specific content area within the curriculum lead discussions pertaining to specific curricular areas and address details of course implementation. This process ensures alignment with the MSW program

mission and CSWE accreditation standards to guarantee integration of concepts and theories, holistically throughout the curriculum.

The faculty begin with the CSWE competencies in mind when developing a course, and when modifying existing courses. The purposeful connection to practice behaviors is developed. The next steps follow the concepts of Backward Design. Materials from authors Grant Wiggins and Jay McTighe, *Understanding by Design*, are utilized to ensure an effective process is followed. The outcomes and goals of student understanding drive the formative and summative assignments, as well as assigned readings.

An example of the syllabi development process begins with a template of the syllabus. Specific content identified by the University is incorporated. These topics include information pertinent to all University students, such as, Academic Support Center services, Disability Statement, Phillips Library services, Classroom Conduct Policy, Sexual Misconduct Policy and Reporting System, Statement of University Emergency Procedures, and the Code of Academic Integrity. Items specific to the School of Social Work include: course overview, learning outcomes, descriptions of assignments, class schedule, class format, instructional methods, student learning assessment, grading policy, attendance policy, Moodle use policy, electronic device policy, and the final exam policy. This template is used to guide the faculty to ensure that all required content is included in each course syllabus. Again, each course is driven by the CSWE accreditation standards which measure student competency. Once a course syllabus is drafted by the MSW faculty, the MSW Program Chair reviews the document, then the syllabus is saved to a protected University drive. Each faculty member provides course syllabi to all students enrolled in the assigned course. The syllabus is disseminated to students via Moodle (the learning platform), by e-mail, or as a hard copy during the first session of the course.

3.4.3	<i>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.</i>
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3.4.3 The SSW adheres to the university faculty handbook policies and procedures in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. A copy of the university handbook is included in Volume III of this self-study. Aurora University hires tenure track, clinical track (move toward 5 year contract instead of tenure), and one year lecturer faculty positions. Tenure and Clinical Track faculty are usually hired as Assistant Professors and move through a six sequence culminating in tenure or clinical status. Tenure and Clinical Track faculty are given 3 one year contracts, a three year contract, and finally, if successful, tenure or clinical faculty status at the Associate Professor rank. Tenure and Clinical faculty may be promoted to the Full Professor rank after

another six successful years as an Associate Professor. Tenure, Clinical and Lecturer faculty are evaluated each year through an Annual Performance Review – APR process detailed in the university faculty handbook. Through the APR process, faculty are evaluated in the areas of teaching, service, and professional activity. Aurora University is a primarily teaching institution, and all faculty are expected to devote the overwhelming majority of their work to that endeavor. SSW faculty are annually evaluated by their respective BSW chair or MSW director, and the Executive Director. The University Faculty Personnel Committee, consisting of all full professors evaluates and recommends faculty for three year contracts, tenure/clinical promotion to Associate Professor, and promotion to Full Professor.

All university faculty have had and continue to have input regarding the development and modification of these policies and practices.

3.4.4	<i>The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.</i>
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3.4.4 The program identifies Alison Arendt, MSW, LCSW is the BSW Program Chair. Dr. Brenda J. Barnwell, DSW, LCSW, CADC, is the Director of Graduate Studies in the School of Social Work.

M3.4.4(a)	<i>The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.</i>
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Dr. Brenda J. Barnwell, DSW, LCSW, CADC, is the director of graduate studies and an associate professor in the School of Social Work at Aurora University. Dr. Barnwell was promoted to the director of the MSW program role in July of 2015. Brenda partners with the students to promote the field of social work. She also coordinates the training and supervision for all MSW adjunct professors.

Since beginning to teach at AU, she has successfully maintained a variety of roles in the SSW, while being an active member of the School of Social Work, and member of the University community. In the fall of 2007, When Dr. Barnwell began teaching in the SSW, she was hired as an Assistant Professor, Clinical track, and coordinator of the child welfare specialization. In September of 2013 to July of 2015, Brenda was an Associate Professor, Coordinator of the Child Welfare Specialization (2007-2015), Coordinator of the School Social Work Specialization (2013-2014), and Coordinator of the Addictions Specialization (2014-2015). From August of 2008 to September of 2013, Brenda was the Director of the Bachelor of Social Work Program. Her

extensive experiences in a variety of roles have allowed Brenda to demonstrate her ability to provide leadership in the program.

Along with leadership roles, Brenda has proven herself to be an effective teacher as evidenced by annual performance reviews, student evaluations, and student outcomes. She taught the following classes at AU:

SWK 3200 Psychopharmacology  
SWK 3210 Human Behavior in the Social Environment I  
SWK 3400 Human Behavior in the Social Environment II  
SWK 3760 Effects of Trauma on Children  
SWK 3760 Effects of Trauma on Children (on-line)  
SWK 4110 Social Work with Individuals and Families  
SWK 4400 HBSE: Social Work Perspectives and Practice on Psychopathology (on-line)  
SWK 4120 Generalist Social Work Practice II  
SWK 4720 Vulnerable Children and Families  
SWK 5750 Substance Abuse  
SWK 5810 Survey of Substance Abuse Evaluation  
SWK 5810 Psychopharmacology  
SWK 6150 Human Behavior in the Social Environment I  
SWK 6160 Human Behavior in the Social Environment II  
SWK 6283 Research: Practice & Program Evaluation  
SWK 6370 Social Work Practice with Individuals & Families  
SWK 6470 Advanced Social Work Practice with Children  
SWK 6480 Advanced Social Work Practice with Adolescents  
SWK 6500 HBSE: Social Work Perspectives and Practice on Psychopathology (Land and on-line)  
SWK 6511 Social Work Practice III: Clinical I  
SWK 6521 Social Work Practice IV: Clinical II  
SWK 6533 Advanced Social Policy  
SWK 6700 Effects of Trauma on Children  
SWK 6700 Effects of Trauma on Children (On-Line Instruction)  
SWK 6810 Social Work Perspectives in Private Practice  
SWK 6810 Divorce Mediation  
SWK 6810 Trauma in Film: Implications for Social Work Practice  
SWK 6810 Developmental Stages of Women in Film and Music: Implications for SW Practice  
SWK 6810 Psychopathology in Film  
SWK 6810 Writing for the Profession of Social Work  
SWK 6810 Advanced Family Therapy  
SWK 8100 Research Methods I  
SWK 8200 Research Methods II  
SWK 8810 Orientation to the Dissertation

Brenda has served as an active member on the following committees at Aurora University:

Faculty Senate, Adult & Graduate Studies Representative, current  
Faculty Development Committee, Committee position, six years  
Academic Standards and Conduct Committee, Chair and Committee position, four years  
Search Committees for the Psychology Department, three years  
Search Committees for the School of Social Work, three years

On May 3, 2015, Brenda graduated with Doctorate in Clinical Social Work (D.S.W.), and 4.0 grade point average. Her research dissertation title follows: *“Mary Richmond's Method of Reform for Clinical Social Work and Treatment for Divorcing Parents: Using History to Improve Current Clinical Social Work Practice in High Conflict Cases.”* The dissertation was defended on March 31, 2015, and she graduated on May 3, 2015. Since that time, she has had two articles published. Co-authored journal article, “Treating High Conflict Divorce,” published in volume 4, issue 2 of Universal Journal of Psychology. It is available online at <http://www.hrpub.org> DOI: 10.13189/ujp.2016.040206. (2016). Co-authored journal article, “Assessment of Self Cohesion (ASC),” published in volume 2 issue 9 of International Journal of Research in Humanities and Social Sciences (IJRHSS). It is available online at <http://www.ijrhss.org/v2-i9.php>. (September, 2015). She also wrote the instructor’s manual for Child and Family Practice: A relational perspective (2013). Cohen Konrad, S.), Lyceum Books, Inc. Chicago, Illinois, and reviewed a book proposal for Substance Abuse Counseling, Lyceum Books, Inc. Chicago, Illinois. (2013)

Brenda’s professional licensure and certificates include: Licensed Clinical Social Worker (LCSW), Illinois, License Number: 149-007980; Certified Alcohol and other Drug Abuse Counselor (CADC), Illinois, Certification Number: 27067; Illinois Educator’s License, School Social Work Endorsement (Type 73), License ID: 2037039; Mediation & Conflict Resolution, Association of Conflict Resolution, Illinois Department of Financial and Professional Regulation.

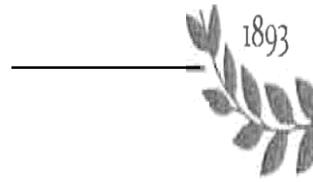
Brenda is an alumnus of the MSW and DSW programs, an Licensed Clinical Social Worker in the State of Illinois, and a Certified Alcohol and Other Drug Counselor.

Since 1998, Brenda has maintained a successful private practice agency in Yorkville, Illinois where she employees a staff of five clinicians. Areas of specialization include court appointed mediation and evaluations, play therapy and substance abuse treatment services.

Prior to returning to AU as a faculty member, Brenda was a school social worker for ten years. She provided services for children and adolescents with emotional disturbances while functioning as the lead social worker for the Kendall County Special Education Cooperative.

M3.4.4(b)	<i>The program provides documentation that the director has a full-time appointment to the social work program.</i>
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M3.4.4(b) A converted copy of Dr. Brenda J. Barnwell's current contract documenting her full time position follows.



'01:) COPY

**Aurora  
University**

REVISED

July 7, 2015

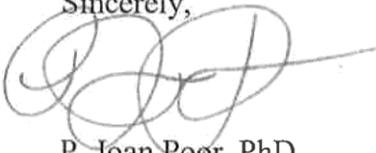
Dr. Brenda Barnwell  
381 Fields Drive  
Yorkville, IL 60560-9155

Dear Brenda,

I am inviting you to serve as Director of Graduate Social Work for the 2015-2016 year. This appointment would take effect on 1 July 2015 and will continue through 30 June 2016 and is subject to renewal pending the outcome of an evaluation. Note that this is a supplemental contract in which you will receive a stipend of \$6,000. During this twelve-month period, you will have reduced teaching responsibilities (12 credit hours).

Please indicate your willingness to serve in this position by returning one of the enclosed letters to Rita Gilbert in the Office of Academic Affairs by July 17, 2015. Thank you so much for considering this invitation.

Sincerely,



P. Joan Poor, PhD  
Provost



Date July 10, 2015

Enclosures

cc: Dr. Fred McKenzie, Director, School of Social Work/  
Dr. Saib Othman, Dean, Graduate and Adult Studies

Account Number: 10-1-23103-7117-1

Office of Academic Affairs | 347 S. Gladstone Ave., Aurora, IL 60506-4892 | 630-844-5119 | Aurora.edu

M3.4.4(c)	<i>The program describes the procedures for determining the program Director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.</i>
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3.4.4(c) As Director of Graduate Studies in the School of Social Work, Dr. Brenda J. Barnwell is given 50% work release to perform the duties of MSW Director. Dr. Barnwell teaches two three-semester hour courses each term. The Registration Coordinator and the Field Director augment the Director's position. The 50% work release is sufficient for the required tasks of the Director's position.

3.4.5	<i>The program identifies the field education director.</i>
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3.4.5 Mr. Andrew Kutemeier is the Director of Field Work in the School of Social Work at Aurora University. The Director of Field Instruction is the administrator for all of the field programs across the undergraduate and graduate levels at Aurora University as well as its other campuses in Lake Geneva and Woodstock. Fifty percent of the Field Director's time is spent on administrating the graduate field program at all locations, and the rest of the work load is devoted to undergraduate field.

On the main campus in Aurora, two Assistant Coordinators of Field Instruction also contribute to the administration of the graduate field program and report to the Director of Field Instruction. Jeanne Flynn and Larry LeSure are both half-time employees, and half of their work load (25% of a full-time employee’s workload) is devoted to graduate field administration.

At the Lake Geneva and Woodstock campuses, another Assistant Coordinator of Field Instruction contributes to the administration of the field program and reports to the Director of Field Instruction. Amy Ceshker is a full-time staff member based at the GWC campus in Lake Geneva, and she facilitates the field program at both the undergraduate and graduate levels at that location and Woodstock. At least fifty percent of Amy’s workload is devoted to undergraduate field administration for these two campuses.

3.4.5(a)	<i>The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.</i>
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3.4.5(a) Mr. Kutemeier received his MSW from AU, and is currently an ‘All But Dissertation’ (ABD) student in the Aurora University School of Social Work Doctor of Social Work Program. Andrew is also an Illinois Licensed Clinical Social Worker (LCSW), and does private clinical social work at a nearby practice. Prior to joining the SSW in 2014, Andrew worked for 5 years as a school social worker, and was an adjunct instructor in the AU SSW. Mr. Kutemeier is bright, enthusiastic, well organized, and brings an extremely strong work ethic to the SSW. Andrew is a model professional for his peers, both faculty and administration.

3.4.5(b)	<i>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.</i>
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3.4.5(b) Mr. Kutemeier’s resume confirms that he meets the CSWE requirements for the position. His resume is included in the Faculty Data, Appendix A, Volume I.

3.4.5(c)	<i>The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.</i>
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3.4.5(c) Mr. Andrew Kutemeier is the Director of Field in the School of Social Work at Aurora University. Andrew's position is a full time administrative line, not a faculty position. at least 50% of the Director's time is spent focusing on MSW field placements and with MSW students. Mr. Kutemeier is responsible for overseeing the entire field operations on both the Aurora and George Williams College - GWC campuses with the assistance of three administrative staff. Ms. Amy Chesker is the Assistant Field Coordinator on the GWC campus with a full time administrative assignment. Amy is also not a regular faculty member. In addition, Ms. Jeanne Flynn is a half time administrative line Assistant Field Coordinator for the Aurora campus. A third half time administrative line Assistant Field Coordinator recently left the position, and at the time of this writing, interviews are being held to secure another administrator for the Aurora campus. Historically the Director of Field in the SSW has been a full time administrative position with 100 time dedicated to field. Due to the tremendous growth on the Aurora campus and GWC, several new administrative field positions have been developed to manage the large number of students and internships in the SSW.

<i>Accreditation Standard 3.5 – RESOURCES</i>	
3.5.1	<i>The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.</i>

3.5.1 The University requires all Executive Directors and Deans to work with the Finance Office to submit annual budget proposals each year. The university operates on a zero-based budgeting planning process. In the SSW, the Executive Director works with SW administrators and key faculty to propose budget line items based upon current student enrollment in the BSW, MSW and DSW programs. This budget process does not include faculty salaries or other compensation. Those figures are handled through the Finance Office. The SSW budget proposal includes adjunct salaries, travel, copying, and other basic operating expenses. A substantial increase in enrollment in any SW program has led to commensurate budget increases in all relevant areas. For example, in the fall of 2015, the SSW received a \$10,000 miscellaneous budget line in order to compensate for a 20-25% enrollment increase in both the BSW and MSW programs. This line item was also allocated in order to allow the SSW to have funds available for “program development.” The university has been very responsive to the needs of the MSW program. The budget is sufficient and stable to permit program planning and faculty development.

**Program Expense Budget  
Council on Social Work Education  
Commission on Accreditation**

## 2008 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.5.1.

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

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program:                      Baccalaureate                      X                      Master's

Program Expenses	Previous Year 2015		Current Year 2016		Next Year 2016	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	975,122	100%	940,100	100%	929,370	100%
Support Staff	57,138	100%	61,150	100%	71,275	100%
Temporary or Adjunct Faculty & Field Staff	753,440	100%	930,440	100%	944,570	100%
Fringe	385,022	100%	393,420	100%	394,650	100%
Supplies & Services	17,216	100%	22,980	100%	12,100	100%
Travel	12,260	100%	12,075	100%	11,375	100%
Student Financial Aid	463,823	81%	507,360	87%	525,000	85%
Technological Resources *	N/A		N/A		N/A	
Other (Specify)	910	100%	2,660	100%	2,520	100%
<b>TOTAL</b>	2,664,931	-----	2,870,185	-----	2,890,860	-----

*\*Technological Resources are part of overall university resources and are not specifically allocated by program. The university's annual budget for IT resources is approximately \$2.45 million.*

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

3.5.2 The MSW uses resources for on-going development and improvement of the program. Faculty time and energy are valuable resources that provide support for the students.

Additional resources that also support student learning and positive outcomes include: planning of events to promote education, as well as collaborative efforts with constituents and community members. For example, the School of Social Work conducted a special Social Work Advisory Symposium in the spring of 2016. State and local representatives attended, community leaders along with social service agency representatives. The primary purpose of the Symposium was to inform attendees about the current and how the city of Aurora may benefit from collaborative efforts with the School of Social Work on the undergraduate (BSW) and graduate levels (MSW).

A summary of the Symposium follows:

Aurora University School of Social Work

Advisory Symposium

Friday, March 11<sup>th</sup>, 2016

11:30 a.m. to 1:30 p.m.

Aurora University Orchard Center Campus

The Aurora University School of Social Work Advisory Symposium was held to inform, solicit feedback, and receive suggestions from a key group of community constituents regarding the CSWE Self Study, as well as needs within the community in general and the State of Illinois Not-For-Profits.

Present at the meeting was Mr. Bob Vaughan, board member of the local and highly influential Dunham Fund which provides grants to many important human service initiatives in the area. Mr. Mike Meyer, Executive Director of the Fox Valley United Way, Mr. Jerry Murphy, Executive Director of the Local 708 Mental Health and Disabilities Board, Mr. Bob Chapman, Clinical Director Breaking Free, a local area comprehensive addictions agency, Assistant Dean of the Faculty for Waubensee Community College, AU SSW alumnus, and DSW ABD student Ms. Michelle Evans, Ms. Charlotte Burns, a current AU SSW adjunct and DSW ABD, and Illinois State Representative Linda Chapa Livia.

Aurora University School of Social Work faculty and administration present was Executive Director, Dr. Fred McKenzie, BSW Chair, Ms. Alison Arendt, Director of Field, Mr. Andrew Kutemeier, Dr. Christina Bruhn, faculty member in charge of SSW assessment, and senior faculty member, Dr. Don Phelps, current President of the Illinois NASW Board of Directors.

SSW personnel provided a brief overview of the programs, followed by Dr. Chris Bruhn's summary of the CSWE assessment requirements and how the SSW has responded to

that challenge. Finally, the entire group discussed the current challenges brought on by the budget crisis and stalemate in the State of Illinois, resulting in layoffs, funding cuts, and overall setbacks for sorely needed services.

The Advisory representatives expressed deep gratitude for the success of the myriad of programs in the SSW, as well as being a solid force in the community. In addition, there was a lengthy discussion about increasing bi-lingual social workers in a community where Hispanics are the largest minority population. SSW staff and faculty responded with an in depth discussion of how that challenge has been met over the last few years, but with little success due to funding shortages, and high incidence of Hispanic social workers leaving local community based agencies for higher paying jobs outside of the area. All participants vowed to continue to work on this important matter. Dr. Chris Bruhn did inform the group that Hispanic/Latino students are an ever increasing percentage of overall AU students with 30% of the freshman class in 2015.

This group will be invited to lunch with the CSWE site visitors in the fall of 2016.

Additional resources have been utilized for the planning of a Faith Based Specialization. Collaborative efforts with local programs, agencies, schools, and leaders have provided a two-way means of education and communication.

Resources within the University at large and the MSW program have also been utilized. For examples, the University provided resources to assist with the expansion of the MSW program to the Orchard Center campus. The move of many classes, and faculty offices was driven by the tremendous expansion of the SSW program. The additional space provided a professional location in which the program can continue to flourish.

During the fall of 2015, the University provided a \$10,000 contingency budget for the BSW, MSW, and DSW programs in an effort to support on-going growth and program development. A few examples of how funds were used include: a budget for the Social Work Advisory Symposium event, fees for a part-time worker to help with the CSWE Self Study Assessment process, guest speakers, to name a few.

Also, financial resources allowed the MSW program to employ a new lecturer as well as to search for and hire a new full-time professor. An additional assistant for field will also be hired in the near future.

Each MSW faculty received \$1,000 for on-going faculty development activities to inform the teaching of the students. Faculty development is valued and promoted on the University level, as well as on the programmatic level.

Resources are continuously used to improve the program. Additional resources are used to provide faculty with the most current technology needed for teaching, research and service. Faculty use the technology in the delivery of courses, in analyzing data for research projects, and assisting community organizations in service. School resources have assisted students and faculty in organizing activities in which student groups are participants and ultimately prepare students for leadership. Faculty member's professional memberships are supported by the school and help ensure their professional identities are preserved. School resources are used to identify and recruit a diverse faculty who are committed to social justice.

3.5.3	The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
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3.5.3 Two support staff are in the SSW on the Aurora campus, an Administrative Assistant, and a Graduate Registration Coordinator. The Graduate Registration Coordinator's responsibilities have been described earlier in this document in the admissions, advisement and retention section. The Administrative Assistant reports directly to the Executive Director, and works closely with all SW administration, faculty and adjuncts. In conjunction with key SSW administrators, the Administrative Assistant manages the budget, adjunct contracts, coordinates book orders, schedules meetings and appointments, assists faculty as needed, and various other responsibilities in the SSW. These two highly specialized positions are adequate support for the SW program on the Aurora campus. The job descriptions for both of these positions are included in Volume III of this document.

The support for the Social Work program at GWC begins with the Admissions representative assigned specifically to recruit and support MSW candidates. The MSW Admissions Advisor attends recruiting events at area colleges, holds recruiting events at GWC and reaches out directly to faculty and staff of local universities that "feed" to the GWC MSW program. The Chair and the Admissions Advisor often attend these events together. The Social Work program shares an Administrative Assistant and is assigned a shared student worker.

The GWC campus is easily linked to the Philips Library and materials (books, DVDs etc) can be accessed directly from the Library and delivered to GWC.

All classrooms are fully equipped with computer and projection capabilities and Internet access. Printing is free to all students.

With regard to technology, a computer cart is available for students, faculty and staff as needed. Each faculty member is given a computer, and a designated phone with voice mail to use as the faculty member sees fit. All faculty have remote access to the University secure drives.

Additional technology in each classroom includes a computer, projector, overhead, DVD player, and a white board or a Smart Board.

**The support staff, other personal, and technological resources are sufficient for the program to support itself.**

3.5.4	<i>The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.</i>
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## **Librarian's Report**

### **Council on Social Work Education**

#### **2008 EPAS**

The narrative report of social work library resources, includes resources used in distance education and off-site programs, the items are addressed following each bullet below.

- **Holdings of books, monographs, journals, and other collection resources pertinent to social**
  1. Books, monographs: We have over 2,000 print books in the main areas of social work. They are delineated below according to Dewey decimal categories. We also have over 800 eBooks when limited to the key phrase "social work." We have over 400 films/videos in the same Dewey decimal categories. Many of our social work students use resources from other disciplines like psychology, sociology, education, nursing, and criminal justice. These statistics refer specifically to social work.
    - 302 Social interaction: 523 titles
    - 303 Social processes: 422 titles
    - 305 Social groups: 1,283 titles
    - 360 Social problems & social services: 15 titles
    - 361 General social problems & welfare: 629 titles
    - 362 Social welfare problems & welfare: 1,521

- 363 Other social problems & services: 585
- eBooks: 834 titles
- Films/Videos: 408

Journals: We have 689 full-text journal titles available to our social work program through our databases. Click on this link ([Full-text Journals in the Social Sciences](#)) and scroll down to “Social Welfare & Social Work” for a complete list. Our primary article database for this program is *Social Work Abstracts*, produced by the National Association of Social Workers, Inc., and contains more than 35,000 records, spanning 1977 to the present. Phillips Library of Aurora University subscribes to a total of 80 databases, many of which are utilized by the social work department in addition to *Social Work Abstracts*. Phillips Library also purchased individual subscriptions to the following journals, which are not aggregated in any database: *Group Analysis*; *Group Processes and Intergroup Relations*; *Group work*; *International Journal of Group Psychotherapy*; *Journal for Specialists in Group Work*; *Social Work with Groups*.

2. Other collection resources: In addition to our print DVD collection listed as films/videos above, Phillips Library of Aurora University also subscribes to *Counseling and Therapy in Video*. This database of streaming video contains more than 400 hours of training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers.
  3. Other collection resources: We offer many online research guides for social work students. Some guides are general, but most are course specific. The listing of online research guides can be seen here: <http://libguides.aurora.edu/SWK>
  4. Other collection resources: We subscribe to the digital full-text versions of several American Psychological Association Handbooks: *Addiction*, *Behavior Analysis*, *Counseling Psychology*, and *Educational Psychology*.
- **Staffing pertinent to the provision of library services to social work students**  
Phillips Library has a staff of twelve; eight employees are full-time and four are part-time. Phillips Library is normally open seven days a week for a total of 102 hours per week to provide library services to students. Our normal hours are Monday through Thursday, 8am to 2am; Friday, 8am to 5pm; Saturday, 9am to 5pm; Sunday, 1pm to 2am. Our staff members and their credentials are here: <http://libguides.aurora.edu/staff>
  - **Budget for social work library resources for the last, current and upcoming academic years.**

The 2014-2015 Phillips Library budget for social work library resources totaled \$5,775 (evenly divided between doctoral, masters, and undergraduate budgets). Due to budget restrictions currently in place, the current and upcoming academic year budgets will be approximately \$3,000.

- **Circulation or utilization data for items relevant to social work.**

Books & Media. Print items (books and media) from the collection with call numbers identified as social work (the Dewey decimal ranges of 302, 303, 305, 360, 361, 362, and 363) circulated 818 times in the last academic year. Our total eBook circulation for the last academic year (2014-2015) for all eBooks in our collection was 6,486 total online views. We are not able to parse out circulation statistics for only those eBooks that might be considered social work titles.

Journal Databases. Our total database usage for the 2014 fiscal year was 1,975,623 sessions; 7,260,694 searches; 253,583 abstract downloads; and 436,679 full-text downloads. While we have usage statistics for the *Social Work Abstracts* database, they are not at all representative of utilization of article databases by social work students for two reasons: 1) *Social Work Abstracts* only indexes citation and abstract information; it pulls the full-text of articles from other EBSCO databases which would not be reflected in the statistics, and 2) our social work students almost always initiate a database search by searching all of EBSCO's databases simultaneously, not just *Social Work Abstracts*.

Online Research Guides. Below are statistics showing the page views of the various subject and course-specific online research guides that have been created for the social work department. This chart shows monthly usage and total views for the last academic year (2014-2015).

Guide Name	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Total Views
Policy (SWK3150 & SWK6140)	1051	700	895	86	457	725	784	1252	281	598	709	332	7870
SWK2050 Drugs and Human Behavior	121	59	97	32	22	40	11	31	14	13	19	3	462
SWK2150 Violence in America	0	0	0	0	0	0	0	0	15	24	1	11	51
SWK3140 Social Work with Groups	250	134	240	39	108	127	36	23	2	37	10	16	1022
SWK4200 Social Work Research I	227	201	277	27	64	38	16	23	6	23	36	9	947
SWK6140-U1-01 Social Welfare Policy and Institutions	0	0	0	0	0	0	0	0	0	242	54	27	323
SWK6150 HBSE I: Theories of Human Development	0	0	64	62	62	81	58	41	3	107	17	11	506
SWK6160 HBSE II: Theories of Human Development: Adult Lifespan	0	0	0	0	50	62	46	103	17	22	19	4	323
SWK6381 Social Work Practice II: Group Work	169	128	134	44	22	15	8	4	3	28	14	2	571
SWK6533 Advanced Macro Practice	96	94	85	34	60	20	8	22	1	7	13	3	443
SWK7250 History of Social Policy	69	26	69	3	13	23	35	103	12	37	43	17	450
Social Work	765	814	768	258	535	547	378	364	110	150	230	151	5070

**TOTAL** 18,038

- **Equipment and technology available to social work (computers, copiers and printers).**

Computers: Phillips Library has 58 computers available to students—40 desktop computers and 18 portable laptops that may be checked out and used anywhere in the library. Laptops have a three-hour checkout period; desktops have no time restriction. The computers have the following software loaded on them:

Audacity, Boardmaker Plus, GIMP, IBM SPSS, JAVA SE Development kit, Logger Pro, Microsoft .NET Framework, Office Professional 2010, Microsoft Visual C++ 2010, RealPlayer, Scientific Viewer, Writer's Workbench, XAMPP.

Copiers: There is one photocopier available to students. We currently do not charge students to make photocopies.

Printers: There are five printers available to students. We currently do not charge students to print in black and white.

Other: Other equipment and technology available students includes free wifi, a scanner, a fax machine (small fee required), flash drives that may be checked out, paper cutters, typewriter, three-hole punch, staplers (heavy-duty and regular), dry erase markers, pencil sharpeners, and relaxation station software.

- **Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students).**

Students may check out up to 100 items from Phillips Library at a time. Print books are loaned for four weeks with up to three renewals for a maximum borrowing period of 16 weeks. Print media may be borrowed for a two-week period. Phillips Library belongs to a statewide consortium called I-Share, which is composed of 87 academic and research libraries. It includes the major state universities as well as small, private schools. AU students may borrow print items from any I-Share library at no charge. They can go to any I-Share library with their Aurora University ID card to check out items, or they may have items delivered to Phillips Library at no cost to them. Universal Borrowing ensures that AU students have the same loan period at any I-Share library. Students may also borrow materials through WorldCat, which goes outside the state of Illinois and includes public libraries as well as academic and research libraries.

Phillips Library also offers a "Reserve" system whereby faculty can place items from our collection or from their own personal collection on reserve for use by students from their courses.

- **Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work).**

The Phillips Library online catalog is open to the public and can be accessed 24 hours per day with any internet connection. The online catalog indexes books, eBooks, print journals and magazines, DVDs, streaming film, archival material,

manuscripts, curriculum material, manuscripts, music scores, maps, music and sound recordings, audio CDs, and software/computer files. Books may be checked out during 92 of the 102 hours a week that the library is open.

Students have access to their university email 24-hours per day but access requires login credentials. Messages sent to the general library email address ([library@aurora.edu](mailto:library@aurora.edu)) are answered 81 hours per week, seven days a week, during normal reference hours.

Computerized search services are available 24 hours per day and require a login to the network proxy server when off-campus.

Document delivery (of articles) and interlibrary loan (of books) is available seven days a week and there is no fee for either service.

We have several streaming media collections; these are available 24 hours per day through the Phillips Library database collections. Print media is available and may be checked out during 92 of the 102 hours a week that the library is open.

Students have regular access to the collections of the other 86 libraries in the I-Share consortia. For a list of all I-Share institutions, go here:

[http://www.carli.illinois.edu/membership/i-share\\_part](http://www.carli.illinois.edu/membership/i-share_part). Of the 23 schools with CSWE accredited social work programs in the state of Illinois, all but four schools are members of I-Share. Students also have access to materials through WorldCat (outside the state of Illinois and even outside the country).

- **Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).**

Phillips Library offers reference service to students seven days a week for a total of 81 hours each week: Monday through Thursday from 8am to 10pm; Friday from 8am to 5pm; Saturday from 9am to 5pm; and Sunday from 1pm to 9pm. Appointments are not required, but are available; walk-ins are always welcome.

When reference service is not available, students may still search the library's knowledge bank for answers to frequently asked questions. There are also 46 online video tutorials, each no more than two minutes long that demonstrate how to accomplish basic research tasks, such as locating a scholarly, peer-reviewed journal from a database. Finally, if the student's question still has not been answered there is a form on the Phillips Library homepage that allows them to submit the question and leave their email address for prompt response the following morning

Reference assistance is available from nine MLS-degreed librarians in person, through an online live chat system, over the phone, by SMS texting, via email, and most recently, by using video conferencing. Five of our reference librarians

have degrees beyond the MLS (second masters' degrees or doctoral degrees). During the last academic year, librarians answered 6,216 reference questions:

In-Person – 3,673

Online Live Chat – 2,198

Phone - 281

SMS Text - 44

Form (email and question form) – 20

Social work students may make an appointment to meet for individual, specialized reference instruction with the social work liaison librarian. In the last calendar year, the social work liaison librarian met individually for specialized research instruction sessions 45 times—19 times with a graduate student and 26 times with an undergraduate student—for a total of 32½ hours of instruction time.

- **Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)**

Yes, there is a designated social work liaison librarian. Amy Schlumpf Manion, MA, MLIS, has been liaison to the department since 2009. As department liaison, she does the following:

- Provides in-class library user instruction to social work classes at the invitation of social work faculty members;
- Oversees the spending of the library's social work budget;
- Attends social work program orientations for students and new faculty;
- Communicates to social work faculty about new materials and databases through email and workshops;
- Collaborates with social work faculty to integrate library research skills into course assignments;
- Provides information regarding Phillips Library resources to the Faculty Senate when new social work curriculum is being developed;
- Designs online research guides (both general and course-specific) for the area of social work;
- Is available for specialized research appointments for social work students and faculty.

- **Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?**

Yes, there is a designated social work liaison librarian. Amy Schlumpf Manion, MA, MLIS, has been liaison to the department since 2009. As department liaison, she does the following:

- Provides in-class library user instruction to social work classes at the invitation of social work faculty members;
  - Oversees the spending of the library's social work budget;
  - Attends social work program orientations for students and new faculty;
  - Communicates to social work faculty about new materials and databases through email and workshops;
  - Collaborates with social work faculty to integrate library research skills into course assignments;
  - Provides information regarding Phillips Library resources to the Faculty Senate when new social work curriculum is being developed;
  - Designs online research guides (both general and course-specific) for the area of social work;
  - Is available for specialized research appointments for social work students and faculty.
- a) The social work liaison librarian is involved in social work courses at the invitation of the faculty. In her history as liaison librarian to the social work department, she has made presentations to the following social work courses:
- SWK1100 Careers in Social Work
  - SWK2050 Drugs and Human Behavior
  - SWK2100 Social Work in American Society
  - SWK2150 Violence in America

SWK2500 Survey of Contemporary Social Work  
SWK3100 Introduction to Social Work  
SWK3140 Social Work with Groups  
SWK3150 Social Welfare: Institutions and Policies  
SWK3200 Psychopharmacology  
SWK3210 HBSE I: Infancy to Adolescence  
SWK3390 Social Work Practice with Diverse and Vulnerable Populations  
SWK4200 Social Work Research I  
SWK6140 Social Welfare Policy and Institutions  
SWK6150 HBSE I: Theories of Human Development I  
SWK6160 HBSE II: Theories of Human Development II  
SWK6250 Research Methodology I  
SWK6283 Practice & Program Evaluation  
SWK6370 Social Work Practice I: Individuals & Families  
SWK6381 Social Work Practice II: Group Work  
SWK6390 Social Work with Diverse Populations  
SWK6511 Social Work Practice III: Clinical  
SWK6533 Advanced Social Policy  
SWK7250 History of Social Policy  
SWK8100 Research Methodology I

She is also involved in our course management program, which is Moodle. Some faculty have made her a co-instructor in their courses so that she receives all messages sent to the class. She is also then easily available and approachable for students in the class. In addition, search widgets or links to course-specific online research guides appear in all Moodle course shells, along with a live chat button that connects to the reference librarian on duty. Finally, a paragraph with links to resources and the social work liaison librarian's contact information appears on every social work course syllabus.

- b) Library instruction is provided through distance education in several ways: the acquisition of digital resources (eBooks, databases, streaming video); telephone, email, and the online live chat system, which is available 81 hours per week; and through the web conferencing software, WebEx. The social work liaison librarian has conducted numerous library user instruction sessions for classes located on our satellite campuses (George Williams College and Woodstock) through this teleconferencing software.
- c) Aurora University alumni are able to check out materials from Phillips Library, and to use our computers and databases on campus with a guest login. We do not charge alumni for printing. The public is welcome in Phillips Library, but as a private university, most resources and services are reserved for our students, faculty, and staff. In the past, Phillips Library has hosted exhibits and book displays that are open to and attended by the public.
- d) The social work liaison librarian is consulted whenever new curriculum is being developed. All curriculum changes go through the Faculty Senate. A Phillips Library representative attends all Faculty Senate meetings, so the social work liaison librarian is aware of all changes to the social work curriculum, including course additions, changes in graduation requirements for majors or minors, changes in course titles or descriptions, course deletions, revisions to course sequencing, numbering, or prerequisite changes.
- e) Each year Aurora University holds three separate conferences: the Undergraduate Research Conference, the Graduate Research Conference, and the Faculty Research Conference. The social work liaison librarian attends as many presentations from social work students and faculty as possible as one way to keep abreast of developments in the social work field. The liaison librarian also routinely attends webinars sponsored by database vendors to be up-to-date on these resources. Here is a list of those attended in the last academic year (2014-2015):
  - a. EBSCO/YBP's "EBook Workflow Solutions" webinar
  - b. Library Journal's "Breaking Barriers: How Academic Librarians Can Communicate More Effectively with Faculty"
  - c. EBSCO's "New EBook Features and Formats for Improving Student Research"
  - d. Learning Revolution's "Library 2.015 Spring Summit"
  - e. "Welcome to the NEW Issues & Controversies"
  - f. RAILS Member Networking Event: "Marketing Your Academic Library"

g. "LexisNexis Legal Research"

- **Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff.**

The liaison librarian contacts the social work department each year in the fall and notifies them of the budgeted amount available to spend on monograph purchases to support the social work curriculum. She also shares catalogs, and recommendations that she has gathered from reviews such as *Choice* magazine that she thinks would support the curriculum. The social work department chair notifies the rest of the department faculty and gathers recommendations for purchase. These are shared with the liaison librarian, who then arranges for purchase of the requested items as well as for additional materials that she believes will support the curriculum. All social work faculty are welcome to notify the liaison librarian at any time of the year if there are monographs that they would like the library to purchase to support the social work curriculum. The requests are routinely filled, unless it is at the very end of the fiscal year, June 30. In those cases, the requested item is ordered as soon as the new fiscal year starts. There is also a form on the library's website where requests can be submitted. All monograph purchases requested by faculty are purchased each year unless an item is out-of-print or in some other way not available for purchase.

The social work liaison librarian stays abreast of the latest database offerings and routinely requests free trials from vendors. She notifies the social work department when trials are available and solicits their input. If positive, she then recommends purchase to the library director, and works with him to find money in the database budget to purchase. Database collections recently purchased (in the last five years) that are used by the social work department include: *Counseling and Therapy in Video; Health and Psychosocial Instruments; the American Psychological Association Handbook Collection (Addiction, Behavior Analysis, Counseling Psychology, and Educational Psychology); and EBook Academic Collection.*

- **How often are new acquisitions in social work listed and reported to program faculty?**

At the beginning of each academic year, the purchases made with the previous year's budget are posted on the "For Faculty" section of the Phillips Library website:

[Social Work Undergrad purchases](#)

[Social Work Masters purchases](#)

## Social Work Doctoral purchases

- **Traffic or other counts of users of social work collection or social work resources.**

Books & Media. Print items (books and media) from the collection with call numbers identified as social work (the Dewey decimal ranges of 302, 303, 305, 360, 361, 362, and 363) circulated 818 times in the last academic year. Our total eBook circulation for the last academic year (2014-2015) for all eBooks in our collection was 6,486 total online views. We are not able to parse out circulation statistics for only those eBooks that might be considered social work titles.

Databases. Our total database usage for the 2015 calendar year was 306,150 sessions, 1,240,802 searches, 24,592 abstract downloads, and 20,262 full-text downloads. While we have usage statistics for the *Social Work Abstracts* database, they are not at all representative of utilization of article databases by social work students for two reasons: 1) *Social Work Abstracts* only indexes citation and abstract information; it pulls the full-text of articles from other EBSCO databases which would not be reflected in the statistics, and 2) our social work students almost always initiate a database search by searching all of EBSCO's databases simultaneously.

Research Guides. Below are statistics showing the page views of the various subject and course-specific online research guides that have been created for the social work department. This chart shows monthly usage and total views for the last academic year (2014-2015).

Guide Name	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Total Views
Policy (SWK3150 & SWK6140)	1051	700	895	86	457	725	784	1252	281	598	709	332	7870
SWK2050 Drugs and Human Behavior	121	59	97	32	22	40	11	31	14	13	19	3	462
SWK2150 Violence in America	0	0	0	0	0	0	0	0	15	24	1	11	51
SWK3140 Social Work with Groups	250	134	240	39	108	127	36	23	2	37	10	16	1022
SWK4200 Social Work Research I	227	201	277	27	64	38	16	23	6	23	36	9	947
SWK6140-U1-01 Social Welfare Policy and Institutions	0	0	0	0	0	0	0	0	0	242	54	27	323
SWK6150 HBSE I: Theories of Human Development	0	0	64	62	62	81	58	41	3	107	17	11	506
SWK6160 HBSE II: Theories of Human Development: Adult Lifespan	0	0	0	0	50	62	46	103	17	22	19	4	323
SWK6381 Social Work Practice II: Group Work	169	128	134	44	22	15	8	4	3	28	14	2	571
SWK6533 Advanced Macro Practice	96	94	85	34	60	20	8	22	1	7	13	3	443
SWK7250 History of Social Policy	69	26	69	3	13	23	35	103	12	37	43	17	450
Social Work	765	814	768	258	535	547	378	364	110	150	230	151	5070

**TOTAL** 18,038

- **Instructional sessions (number and type of presentations, number of participants, evaluation data).**

In the 2014-2015 academic year, the social work liaison librarian presented 34 instruction sessions to social work courses in the classroom—16 were to graduate courses and 18 were to undergraduate courses. The average presentation time was 65 minutes and 657 students were reached. The sessions were primarily demonstration, but sometimes included the opportunity for students to practice research skills with the liaison librarian present and

assisting. Evaluation data is all qualitative and is in the form of feedback from the faculty who invited the liaison librarian. This is the written feedback received in the 2014-2015 calendar year.

“Thank you SO MUCH for all of your help on Tuesday. You present the information in such a clear and organized manner. I think the students not only learned a lot from the presentation, but I think having you come to class allows the students to relax and feel more comfortable seeking help when it is needed. Thank you also for making the changes to the APA template. I am grateful for all of your help and that of your colleagues; you all make it much easier for the students to succeed at AU. Again, thank you for all that you do.”—H. K., social work professor

“I want to thank you for speaking to my classes on Monday. Students have been in the library this week researching because many have brought me their articles. I hope you know how much I appreciate you and all that you do for students.”—D. P., social work professor

“I just wanted to thank you for taking time out of your busy day to meet with my SWK-2050 class today. It was very helpful....I am always amazed with the quality of services our library provides. Thanks again!!!”—R. C., social work professor

“Thank you very much for taking time out of your schedule and visiting 6511 07 yesterday - your presentation was very helpful - some of the students came up to me after class noting its benefit to them and it was a great review for me.”—B. R., social work professor

“And thank you so much for attending our research class today - additionally thank you so much for working with the policy class last week!! They all said they loved your presentation and learned a lot - a few might seek you out for additional guidance with their projects.”—S. H., social work professor

“I wanted to express my gratitude and the gratitude of the class for coming in to present last week. I've received a lot of feedback over the last two class sessions, and it's been very positive regarding how they're beginning to research for their project. Thank you.”—A. K., social work professor

Social work students may make an appointment to meet for individual, specialized reference instruction with the social work liaison librarian. In the last calendar year, the social work liaison librarian met individually for specialized research instruction sessions 45 times—19 times with a graduate student and 26

times with an undergraduate student—for a total of 32½ hours of instruction time.

- **Location of library/social work collection relative to classroom and other social work student services.**

Phillips Library is located on the main campus of Aurora University, however, it can be considered a “library without walls” because of the amount of resources and services that are available electronically 24 hours a day to students at all of our satellite locations and to our online students:

- EBooks
- Streaming video
- Online Databases
- Online research guides
- Online reference assistance in the form of live chat and also video conferencing
- Videoconferencing instruction to classrooms

- **Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library’s response).**

Regular Academic Year

Monday through Thursday	8am to 2am
Friday	8am to 5pm
Saturday	9am to 5pm
Sunday	1pm to 2am

Week Before Finals and Finals Week

Monday through Thursday	8am to 4am
Friday	8am to 9pm
Saturday	9am to 9pm
Sunday	1pm to 4am

Winter Break

Closed between Christmas Eve day and New Year’s Day

All other weekdays	8am to 5pm
<u>May Term &amp; Summer Sessions I and II</u>	
Monday through Thursday	8am to 6pm
Friday	8am to 5pm
Saturday	9am to 1pm
<u>Summer when no classes are in session</u>	
Monday through Friday	8am to 5pm

There have been no requests for additional hours from social work students.

- **Samples and results of assessment/evaluation surveys of library services.**

“Thank you SO MUCH for all of your help on Tuesday. You present the information in such a clear and organized manner. I think the students not only learned a lot from the presentation, but I think having you come to class allows the students to relax and feel more comfortable seeking help when it is needed. Thank you also for making the changes to the APA template. I am grateful for all of your help and that of your colleagues; you all make it much easier for the students to succeed at AU. Again, thank you for all that you do.”—H. K., social work professor

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“I just wanted to thank you for taking time out of your busy day to meet with my SWK-2050 class today. It was very helpful....I am always amazed with the quality of services our library provides. Thanks again!!!”—R. C., social work professor

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- **Strengths, areas of concern, projections for and assessment plans of the social work collection.**

Strengths: Our social work collection is robust, current, relevant, comprehensive, and meets the needs of our curriculum.

Areas of concern: The university budget is currently being impacted by a state budget stalemate. Our main area of concern is what the lack of promised MAP funding from the state will do to our budget.

Projections: We anticipate continuing to meet the needs of the social work curriculum and will respond to any program changes with appropriate modifications to our print and electronic collection as our budget allows.

Assessment plans: In the summer of 2014, the social work collection was aggressively weeded to remove any materials that were dated or not being used by students and faculty. Each item in the collection was assessed and almost all items that had not circulated in the past ten years and that were older than five years old were deaccessioned.

3.5.5	<i>The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.</i>
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3.5.5 The SSW is the largest academic program at Aurora University. There are approximately 5000 students on the three university campuses, Aurora, Wisconsin (GWC), and Woodstock. There are combined, approximately 1200 social work students at all three of those locations. As a result of this tremendous success and continued growth, the university has expanded its facilities. The new Orchard Center facility was occupied especially to accommodate the expansive MSW program on the Aurora campus. There are 8 classrooms and a large number of administrative offices for the Graduate Social Work program, Graduate Enrollment personnel, and several other Graduate Programs including Business MBA and Accounting, and Applied Behavioral Analysis. Most evening Adult Degree Completion Programs are also housed at the Orchard Center facility. The main Aurora campus is well equipped with all of the necessary office space, faculty offices and computer and electronic equipment. The Orchard Center is equipped in an identical fashion as the main campus. GWC and the Woodstock campus facilities also mirror those on the main campus. The Higher Learning Commission recently held a multi-site visit to determine whether off campus facilities were appropriate. The site visitor reported no problems with any of the facilities.

All full-time faculty members are provided with an individual office space in which to meet with students, advise, make phone calls, and conduct business. All offices are complete with internet access and a computer.

Small and large conference rooms are available to faculty and students for group and committee meetings. Each campus location has free wireless access. Information Technology Services provide support for technological needs. The Physical Properties Department provides support for students and faculty with regard to space and furniture arrangements.

The MSW Director works with staff from the Registrar's office to plan and prepare for efficient classroom use, as well as course scheduling.

3.5.6	<i>The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).</i>
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3.5.6 The Disability Resource Office (DRO) at Aurora University provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendment of 2008. The mission is to coordinate services to empower students with disabilities to participate and excel in every aspect of academic and campus life. The Disability Resource Office partners with students in developing their care plan based upon their need and documentation provided. A reasonable and appropriate accommodation plan is created for students with psychological, medical, physical, and learning disabilities. The goal is to ensure legal compliance with state and federal disability law. The DRO and staff advocate for students and facilitate with other departments across campus on the students' behalf. An accommodation letter is emailed to their respective faculty at the beginning of each semester.

Services include, but are not limited to, alternative location and distraction reduced testing environment, extended time for exams, note taker, ASL, CART services, alternative format textbooks and instructional materials, audio recording lectures and preferential seating.

### **3. Implicit Curriculum**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. The curriculum is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty and administrative structure; and supportive resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the

adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

<b>4. Assessment</b>
<i>Accreditation Standard 4.0 - ASSESSMENT</i>

<b>4.0.1</b>	<i>The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).</i>
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**4.0.1** *The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).*

A comprehensive plan to assess the attainment of each competency is presented in the Appendix. This section includes a summary of the plan to assess student demonstration of each practice behavior and competency. Tables 4.0.1.1 through 4.1.1.10 demonstrate the measures used to collect data about student performance with regard to these student learning outcomes. The competency benchmarks; the procedures used to assess student demonstration of each practice behavior; the benchmarks for each practice behavior; and the procedure used to assess competency are the same for each practice behavior and competency. Thus, these procedures are described here rather than in the summary tables.

**Competency Benchmarks**

For each competency, the benchmark at this time for the MSW program is: 95% of students will demonstrate this competency. The benchmark is evaluated yearly.

**Assessment Procedures: Practice Behaviors**

Measure 1 is always collected on the basis of student work artifacts assigned and gathered in the classroom setting. These student work artifacts are assessed by faculty using rubrics

designed to assess each practice behavior. The rubrics include 5-point Likert scales. Each rating is anchored with a description of the quality of the student work at that level.

Measure 2 is always the Field Instrument. The Field Instrument is used to assess student performance of each practice behavior in the field. Ratings are also assigned on a 5-point Likert scale, described in the instrument.

### **Practice Behavior Benchmarks**

Measure 1: Each student must score a 3 to 5 to be considered to have demonstrated a practice behavior successfully.

Measure 2: Each student must score a 3 to 5 to be considered to have demonstrated a practice behavior successfully.

### **Assessment Procedures: Competencies**

Determine the percentage of students who attained the benchmark for each practice behavior. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. If the resulting figure is greater than 95%, the practice behavior was demonstrated. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 95%, the competency was attained.

Table 4.0.1.1: Assessment of Competency 2.1.1

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.1— Identify as a professional social worker and conduct oneself accordingly</b>	95% of students will demonstrate this competency	Social workers advocate for client access to the services of social work	Measure 1: Rubric 2.1.1a - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1a	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers practice personal reflection and self-correction to assure continual professional development	Measure 1: Rubric 2.1.1b - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1b		
		Social workers attend to professional roles and boundaries	Measure 1: Rubric 2.1.1c - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1c		
		Social workers demonstrate professional demeanor in behavior,	Measure 1: Rubric 2.1.1d - rating of Case Study Paper		

		appearance, and communication	assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1d		
		Social workers engage in career-long learning	Measure 1: Rubric 2.1.1e - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1e		
		Social workers use supervision and consultation	Measure 1: Rubric 2.1.1f - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1f		
		<i>Program-specific Practice Behavior: Understand and identify professional strengths, limitations, and challenges</i>	Measure 1: Rubric 2.1.1g - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1g		

Table 4.0.1.2: Assessment of Competency 2.1.2

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.2 - Apply social work ethical principles to guide professional practice</b>	95% of students will demonstrate this competency	Social workers recognize and manage personal values in a way that allows professional values to guide practice	Measure 1: Rubric 2.1.2a - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2a	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers / International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Measure 1: Rubric 2.1.2b - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2b		
		Social workers tolerate ambiguity in resolving ethical conflicts	Measure 1: Rubric 2.1.2c - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2c		
		Social workers apply strategies of ethical reasoning	Measure 1: Rubric 2.1.2c - rating of Ethical Dilemma		

		to arrive at principled decisions	Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2c		
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Table 4.0.1.2: Assessment of Competency 2.1.2, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		<i>Program-specific Practice Behavior: Apply ethical decision-making skills to resolve ethical dilemmas and implement specified resolution models as they apply to advanced clinical social work</i>	Measure 1: Rubric 2.1.2d - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2d		

Table 4.0.1.3: Assessment of Competency 2.1.3

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.3 - Apply critical thinking to inform and communicate professional judgments</b>	95% of students will demonstrate this competency	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Measure 1: Rubric 2.1.3a - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3a	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain

		Social workers analyze models of assessment, prevention, intervention, and evaluation	Measure 1: Rubric 2.1.3b - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3b		the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Measure 1: Rubric 2.1.3c - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3c		
		<i>Program-specific Practice Behavior: Articulate theoretical orientation(s) as applied to Practice and Program Evaluation.</i>	Measure 1: Rubric 2.1.3d - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3d		

Table 4.0.1.4: Assessment of Competency 2.1.4

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.4 - Engage diversity and difference in practice</b>	95% of students will demonstrate this competency	Social workers recognize the extent to which a culture's structures and values may oppress,	Measure 1: Rubric 2.1.4a - rating of Integrated Clinical Paper assignments collected in	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for

		marginalize, alienate, or create or enhance privilege and power	SWK 6521 Measure 2: Field Instrument, 2.1.4a		Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Measure 1: Rubric 2.1.4b - rating of Integrated Clinical Paper assignments collected in SWK 6521 Measure 2: Field Instrument, 2.1.4b		
		Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	Measure 1: Rubric 2.1.4c - rating of Integrated Clinical Paper assignments collected in SWK 6521 Measure 2: Field Instrument, 2.1.4c		

Table 4.0.1.4: Assessment of Competency 2.1.4, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		Social workers view themselves as learners and engage those with whom they work as informants	Measure 1: Rubric 2.1.4d - rating of Integrated Clinical Paper assignments collected in SWK 6521		

			Measure 2: Field Instrument, 2.1.4d		
		Social workers demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work	Measure 1: Rubric 2.1.4e - rating of Integrated Clinical Paper assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.4e		

Table 4.0.1.5: Assessment of Competency 2.1.5

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.5 - Advance human rights and social and economic justice</b>	95% of students will demonstrate this competency	Social workers understand the forms and mechanisms of oppression and discrimination	Measure 1: Rubric 2.1.5a - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5a	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that
		Social workers advocate for human rights and social and economic justice	Measure 1: Rubric 2.1.5b - rating of Social Development Study assignments collected in SWK 6420  Measure 2:		

			Field Instrument, 2.1.5b		competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers engage in practices that advance social and economic justice	Measure 1: Rubric 2.1.5c - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5c		
		<i>Program-specific Practice Behavior: Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention</i>	Measure 1: Rubric 2.1.5d - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5d		

Table 4.0.1.6: Assessment of Competency 2.1.6

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.6 - Engage in research-informed practice and practice-informed research</b>	95% of students will demonstrate this competency	Social workers use practice experience to inform scientific inquiry	Measure 1: Rubric 2.1.6a - rating of Final Research Paper assignments collected in SWK 6283	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to

			Measure 2: Field Instrument, 2.1.6a		obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers use research evidence to inform practice	Measure 1: Rubric 2.1.6b - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.6b		
		<i>Program-specific Practice Behavior: Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes</i>	Measure 1: Rubric 2.1.6c - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.6c		

Table 4.0.1.7: Assessment of Competency 2.1.7

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.7 - Apply knowledge of human behavior and the social environment</b>	95% of students will demonstrate this competency	Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1: Rubric 2.1.7a - rating of Comprehensive Development Paper assignments collected in SWK 6500	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together

			Measure 2: Field Instrument, 2.1.7a		(equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers critique and apply knowledge to understand person and environment	Measure 1: Rubric 2.1.7b - rating of Comprehensive Development Paper assignments collected in SWK 6500  Measure 2: Field Instrument, 2.1.7b		
		<i>Program-specific Practice Behavior: Social workers synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments</i>	Measure 1: Rubric 2.1.7c - rating of Comprehensive Development Paper assignments collected in SWK 6500  Measure 2: Field Instrument, 2.1.7c		

Table 4.0.1.8: Assessment of Competency 2.1.8

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.8 - Engage in policy practice to</b>	95% of students will demonstrate this	Social workers analyze, formulate, and advocate for	Measure 1: Rubric 2.1.8a - rating of Advanced	For all measures: Students must score	Determine the percentage of students who attained the

<b>advance social and economic well-being and to deliver effective social work services</b>	competency	policies that advance social well-being	Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8a	a 3, 4, or 5	benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers collaborate with colleagues and clients for effective policy action	Measure 1: Rubric 2.1.8b - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8b		
		<i>Program-specific Practice Behavior: Social workers advocate for policies that affect clients and services</i>	Measure 1: Rubric 2.1.8c - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8c		

Table 4.0.1.9: Assessment of Competency 2.1.9

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.9 - Respond to contexts</b>	95% of students will demonstrate	Social workers continuously discover,	Measure 1: Rubric 2.1.9a - rating of	For all measures: Students	Determine the percentage of students who

<b>that shape practice</b>	this competency	appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.9a	must score a 3, 4, or 5	attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1: Rubric 2.1.9b - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.9b		
		<i>Program-specific Practice Behavior: Social workers communicate to stakeholders the implications of policies and policy change in the lives of clients</i>	Measure 1: Rubric 2.1.9c - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.9c		

Table 4.0.1.10a: Assessment of Competency 2.1.10a

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.10a - Engage, assess,</b>	95% of students will demonstrate	Social workers substantively	Measure 1: Rubric 2.1.10a1 - rating of Case Study	For all measures: Students	Determine the percentage of students who

<b>intervene, and evaluate with individuals, families, groups, organizations, and communities; Engagement</b>	this competency	and affectively prepare for action with individuals, families, groups, organizations, and communities	Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10a1	must score a 3, 4, or 5	attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers use empathy and other interpersonal skills	Measure 1: Rubric 2.1.10a2 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10a2		
		Social workers develop a mutually agreed-on focus of work and desired outcomes	Measure 1: Rubric 2.1.10a3 - Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10a3		

Table 4.0.1.10b: Assessment of Competency 2.1.10b

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.10b - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and</b>	95% of students will demonstrate this competency	Social workers collect, organize, and interpret client data	Measure 1: Rubric 2.1.10b1 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b1	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the

<b>communities; Assessment</b>		Social workers assess client strengths and limitations	Measure 1: Rubric 2.1.10b2 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b2		percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers develop mutually agreed-on intervention goals and objectives	Measure 1: Rubric 2.1.10b3 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b3		
		Social select appropriate intervention strategies	Measure 1: Rubric 2.1.10b4 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b4		

Table 4.0.1.10c: Assessment of Competency 2.1.10c, d & e

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
<b>2.1.10c &amp; d— Engage, assess, intervene, and evaluate with individuals, families, groups,</b>	95% of students will demonstrate this competency	Social workers initiate actions to achieve organizational goals	Measure 1: Rubric 2.1.10c1 - rating of Case Study Paper assignments collected in SWK 6511	For all measures: Students must score a 3, 4, or 5	Determine the percentage of students who attained the benchmark for each measure. Average the

<b>organizations, and communities; Intervention and Evaluation</b>			Measure 2: Field Instrument, 2.1.10 c & d		percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers implement prevention interventions that enhance client capacities	Measure 1: Rubric 2.1.10c2 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c & d		
		Social workers help clients resolve problems	Measure 1: Rubric 2.1.10c3 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c & d		
		Social workers negotiate, mediate, and advocate for clients	Measure 1: Rubric 2.1.10c4 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c & d		

Table 4.0.1.10c: Assessment of Competency 2.1.10c, d & e, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		Social workers	Measure 1:		

		facilitate transitions and endings	Rubric 2.1.10c5 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c & d		
		Social workers critically analyze, monitor, and evaluate interventions	Measure 1: Rubric 2.1.10d - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c & d		
		<i>Program-specific Practice Behavior: Social workers use clinical evaluation of process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions</i>	Measure 1: Rubric 2.1.10e - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10e		

4.0.2	<i>The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.</i>
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4.0.2 The findings from the assessment of data collected during the 2014-2015 school year are reflected in Tables 4.0.2.1 through 4.0.2.10e. These tables reflect: 1) the proportion of students achieving a rating of a 3 to 5 based on work developed in response to class assignments 2) the proportion of students achieving a rating of 3 to 5 based on ratings using the Field Instrument and 3) the average of these two numbers. In cases where the average of the two numbers is greater than or equal to 90%, the practice behavior was judged to be demonstrated. The percentages of students demonstrating each practice behavior are summed and divided by the number of practice behaviors to determine the percent of student attaining the competency (for instance, if there are four practice behaviors for one competency, the percentages of students achieving each of these practice behaviors would be summed and divided by four). In cases where the percent of student attaining the competency is less than 90%, corrective actions were determined and taken. These actions are described in response to Accreditation Standard 4.0.3, below.

Table 4.0.2.1: Attainment of Competency 2.1.1

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.1— Identify as a professional social worker and conduct oneself accordingly</b>	95% of students will demonstrate this competency	Social workers advocate for client access to the services of social work	Measure 1: Rubric 2.1.1a - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1a	Measure 1: 97.2%  Measure 2: 100.0%	Average: 98.6%. Practice Behavior Demonstrated
		Social workers practice personal reflection and self-correction to assure continual professional	Measure 1: Rubric 2.1.1b - rating of Case Study Paper assignment collected in SWK 6511	Measure 1: 95.4%	Average: 97.3%. Practice Behavior Demonstrated

		development	Measure 2: Field Instrument, 2.1.1b	Measure 2: 99.2%	
		Social workers attend to professional roles and boundaries	Measure 1: Rubric 2.1.1c - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1c	Measure 1: 97.2%  Measure 2: 99.6%	Average: 98.4%: Practice Behavior Demonstrated
		Social workers demonstrate professional demeanor in behavior, appearance, and communication	Measure 1: Rubric 2.1.1d - rating of Reflective Journals assignment collected in SWK 4220  Measure 2: Field Instrument, 2.1.1d	Measure 1: 97.2%  Measure 2: 99.2%	Average: 98.2%: Practice Behavior Demonstrated

Table 4.0.2.1: Attainment of Competency 2.1.1, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
		Social workers engage in career-long learning	Measure 1: Alumni Survey  Measure 2: Field Instrument, 2.1.1e	Measure 1: Pending  Measure 2: 99.6%	Average: Pending. Determination: Pending
		Social workers use supervision and consultation	Measure 1: Rubric 2.1.1f - rating of Reflective Journals assignment collected in SWK 4220  Measure 2: Field Instrument, 2.1.1f	Measure 1: 80.6%  Measure 2: 99.6%	Average: 90.1%: Practice Behavior Not Demonstrated
		<i>Program-specific</i>	Measure 1:	Measure 1:	Average:

		<i>Practice Behavior: Understand and identify professional strengths, limitations, and challenges</i>	Rubric 2.1.1c - rating of Case Study Paper assignment collected in SWK 6511  Measure 2: Field Instrument, 2.1.1c	95.8%  Measure 2: 99.6%	97.7%: Practice Behavior Demonstrated
Total:					Average: 96.7%: Competency Attained

Table 4.0.2.2: Attainment of Competency 2.1.2

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.2 - Apply social work ethical principles to guide professional practice</b>	95% of students will demonstrate this competency	Social workers recognize and manage personal values in a way that allows professional values to guide practice	Measure 1: Rubric 2.1.2a - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2a	Measure 1: 100.0%  Measure 2: 99.2%	Average: 99.6%: Practice Behavior Demonstrated
		Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools	Measure 1: Rubric 2.1.2b - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument,	Measure 1: 100.0%  Measure 2: 99.3%	Average: 99.6%: Practice Behavior Demonstrated

		of Social Work Ethics in Social Work, Statement of Principles	2.1.2b		
		Social workers tolerate ambiguity in resolving ethical conflicts	Measure 1: Rubric 2.1.2c - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2c	Measure 1: 100.0%  Measure 2: 98.7%	Average: 99.4%: Practice Behavior Demonstrated

Table 4.0.2.2: Attainment of Competency 2.1.2, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
		Social workers apply strategies of ethical reasoning to arrive at principled decisions	Measure 1: Rubric 2.1.2d - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.2d	Measure 1: 99.3%  Measure 2: 99.2%	Average: 99.2%: Practice Behavior Demonstrated
		<i>Program-specific Practice Behaviors: Social workers resolve ethical dilemmas and implement specified resolution models as they apply to advanced clinical social work</i>	Measure 1: Rubric 2.1.2e - rating of Ethical Dilemma Resolutions assignments collected in SWK 6521	Measure 1: 100.0%  Measure 2: 99.6%	Average: 99.8%: Practice Behavior Demonstrated

			Measure 2: Field Instrument, 2.1.2e		
Total					Average: 99.5%: Competency Attained

Table 4.0.2.3: Attainment of Competency 2.1.3

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.3 - Apply critical thinking to inform and communicate professional judgments</b>	95% of students will demonstrate this competency	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Measure 1: Rubric 2.1.3a - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3a	Measure 1 95.8%  Measure 2: 99.6%	Average: 97.7%: Practice Behavior Demonstrated
		Social workers analyze models of assessment, prevention, intervention, and evaluation	Measure 1: Rubric 2.1.3b - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3b	Measure 1: 95.8%  Measure 2: 99.2%	Average: 97.5%: Practice Behavior Demonstrated
		Social workers demonstrate effective oral and written communication in working with individuals, families,	Measure 1: Rubric 2.1.3c - rating of Final Research Paper assignments collected in SWK 6283	Measure 1: 95.3%  Measure 2: 98.3%	Average: 96.8%: Practice Behavior Demonstrated

		groups, organizations, communities, and colleagues	Measure 2: Field Instrument, 2.1.3c		
		<i>Program-specific Practice Behavior: Articulate theoretical orientation(s) as applied to Practice and Program Evaluation.</i>	Measure 1: Rubric 2.1.3c - rating of Final Research Paper assignments collected in SWK 6283  Measure 2: Field Instrument, 2.1.3c	Measure 1: 95.8%  Measure 2: 99.6%	Average: 97.7%: Practice Behavior Demonstrated
Total					Average: 97.4%: Competency Attained

Table 4.0.2.4: Attainment of Competency 2.1.4

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.4 - Engage diversity and difference in practice</b>	95% of students will demonstrate this competency	Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Measure 1: Rubric 2.1.4a - rating of Clinical Paper assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.4a	Measure 1: 100.0%  Measure 2: 100.0%	Average: 100.0%: Practice Behavior Demonstrated
		Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse	Measure 1: Rubric 2.1.4b - rating of Clinical Paper assignments collected in SWK 6521	Measure 1: 98.7%  Measure 2: 99.6%	Average: 99.2%: Practice Behavior Demonstrated

		groups	Measure 2: Field Instrument, 2.1.4b		
		Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	Measure 1: Rubric 2.1.4c - rating of Clinical Paper assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.4c	Measure 1: 100.0%  Measure 2: 100.0%	Average: 100.0%: Practice Behavior Demonstrated

Table 4.0.2.4: Attainment of Competency 2.1.4, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
		Social view themselves as learners and engage those with whom they work as informants	Measure 1: Rubric 2.1.4d - rating of Clinical Paper assignments collected in SWK 6521  Measure 2: Field Instrument, 2.1.4d	Measure 1: 100.0%  Measure 2: 99.6%	Average: 99.8%: Practice Behavior Demonstrated
		<i>Program-specific Practice Behavior: Social workers demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work</i>	Measure 1: Rubric 2.1.4e - rating of Clinical Paper assignments collected in SWK 6521  Measure 2: Field Instrument,	Measure 1: 100.0%  Measure 2: 97.7%	Average: 98.8%: Practice Behavior Demonstrated

			2.1.4e		
Total					Average: 99.6%: Competency Attained

Table 4.0.2.5: Attainment of Competency 2.1.5

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.5 - Advance human rights and social and economic justice</b>	95% of students will demonstrate this competency	Social workers understand the forms and mechanisms of oppression and discrimination	Measure 1: Rubric 2.1.5a - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5a	Measure 1: 95.8%  Measure 2: 100.0%	Average: 97.9%: Practice Behavior Demonstrated
		Social workers advocate for human rights and social and economic justice	Measure 1: Rubric 2.1.5a - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5a	Measure 1: 95.8%  Measure 2: 98.8%	Average: 97.3%: Practice Behavior Demonstrated
		Social workers engage in practices that advance social and economic justice	Measure 1: Rubric 2.1.5a - rating of Social Development Study assignments collected in SWK 6420	Measure 1: 95.3%  Measure 2: 98.8%	Average: 97.1%: Practice Behavior Demonstrated

			Measure 2: Field Instrument, 2.1.5a		
		<i>Program-specific Practice Behavior: Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention</i>	Measure 1: Rubric 2.1.5a - rating of Social Development Study assignments collected in SWK 6420  Measure 2: Field Instrument, 2.1.5a	Measure 1: 93.7%  Measure 2: 98.7%	Average: 96.2%: Practice Behavior Demonstrated
Total					Average: 97.1%: Competency Attained

Table 4.0.2.6: Attainment of Competency 2.1.6

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.6 - Engage in research- informed practice and practice- informed research</b>	95% of students will demonstrate this competency	Social workers use practice experience to inform scientific inquiry	Measure 1: Rubric 2.1.6a - rating of Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes  Measure 2: Field Instrument, 2.1.6a	Measure 1: 92.9%  Measure 2: 97.8%	Average: 95.4%: Practice Behavior Demonstrated
		Social workers use research evidence to inform practice	Measure 1: Rubric 2.1.6b - rating of Social	Measure 1: 93.4%	Average: 95.7%: Practice Behavior

			workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes	Measure 2: 97.9%	Demonstrated
		<i>Program-specific Practice Behavior: Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes</i>	Measure 1: Rubric 2.1.6b - rating of Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes	Measure 1: 93.2%	Average: 95.9%: Practice Behavior Demonstrated
			Measure 2: Field Instrument, 2.1.6b	Measure 2: 98.6%	
Total					Average: 95.6%: Competency Attained

Table 4.0.2.7: Attainment of Competency 2.1.7

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.7 - Apply</b>	95% of	Social workers	Measure 1: Rubric	Measure 1:	Average:

<b>knowledge of human behavior and the social environment</b>	students will demonstrate this competency	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	2.1.7a - rating of Comprehensive Development Paper assignments collected in SWK 6500  Measure 2: Field Instrument, 2.1.7a	96.7%  Measure 2: 99.2	98.0%: Practice Behavior Demonstrated
		Social workers critique and apply knowledge to understand person and environment	Measure 1: Rubric 2.1.7b - rating of Comprehensive Development Paper assignments collected in SWK 6500  Measure 2: Field Instrument, 2.1.7b	Measure 1: 95.6%  Measure 2: 99.2%	Average: 97.4%: Practice Behavior Demonstrated
		<i>Program-specific Practice Behavior: Social workers synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments</i>	Measure 1: Rubric 2.1.7b - rating of Comprehensive Development Paper assignments collected in SWK 6500  Measure 2: Field Instrument, 2.1.7b	Measure 1: 96.7%  Measure 2: 98.7%	Average: 97.7%: Practice Behavior Demonstrated
Total					Average: 97.7%: Competency Attained

Table 4.0.2.8: Attainment of Competency 2.1.8

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.8 -</b>	95% of	Social workers	Measure 1: Rubric	Measure 1:	Average:

<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	students will demonstrate this competency	analyze, formulate, and advocate for policies that advance social well-being	2.1.8a - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8a	96.6%  Measure 2: 98.4%	97.5%: Practice Behavior Demonstrated
		Social workers collaborate with colleagues and clients for effective policy action	Measure 1: Rubric 2.1.8b - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8b	Measure 1: 94.9%  Measure 2: 98.7%	Average: 96.7%: Practice Behavior Demonstrated
		<i>Program-specific Practice Behavior: Social workers advocate for policies that affect clients and services</i>	Measure 1: Rubric 2.1.8c - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.8c	Measure 1: 96.6%  Measure 2: 98.7%	Average: 97.7%: Practice Behavior Demonstrated
<b>Total</b>					Average: 97.3%: Competency Attained

Table 4.0.2.9: Attainment of Competency 2.1.9

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.9 - Respond to contexts that shape practice</b>	95% of students will demonstrate this competency	Social workers continuously discover, appraise, and attend to changing locales, populations,	Measure 1: Rubric 2.1.9a - rating of Advanced Macro Practice Paper assignments collected in SWK 6533	Measure 1: 93.3%  Measure 2: 99.6%	Average: 96.45%: Practice Behavior Demonstrated

		scientific and technological developments, and emerging societal trends to provide relevant services	Measure 2: Field Instrument, 2.1.9a		
		Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1: Rubric 2.1.9b - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.9b	Measure 1: 93.4%  Measure 2: 98.7%	Average: 96.0%: Practice Behavior Demonstrated
		<i>Program-specific Practice Behavior: Social workers communicate to stakeholders the implications of policies and policy change in the lives of clients</i>	Measure 1: Rubric 2.1.9b - rating of Advanced Macro Practice Paper assignments collected in SWK 6533  Measure 2: Field Instrument, 2.1.9b	Measure 1: 93.3%  Measure 2: 100.0%	Average: 96.6%: Practice Behavior Demonstrated
Total					Average 96.4%: Competency Attained

Table 4.0.2.10a: Attainment of Competency 2.1.10a

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.10a - Engage, assess, intervene, and evaluate with individuals, families, groups,</b>	95% of students will demonstrate this competency	Social workers substantively and affectively prepare for action with individuals, families, groups,	Measure 1: Rubric 2.1.10a1 - rating of Case Study Paper assignments collected in SWK 6511	Measure 1: 94.5%  Measure 2: 99.6%	Average: 97.1%: Practice Behavior Demonstrated

<b>organizations, and communities; engagement</b>		organizations, and communities	Measure 2: Field Instrument, 2.1.10a1		
		Social workers use empathy and other interpersonal skills	Measure 1: Rubric 2.1.10a2 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10a2	Measure 1: 96.3%  Measure 2: 99.6%	Average: 98.0%: Practice Behavior Demonstrated
		Social workers develop a mutually agreed-on focus of work and desired outcomes	Measure 1: Rubric 2.1.10a3 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10a3	Measure 1: 96.3%  Measure 2: 100.0%	Average: 98.2%: Practice Behavior Demonstrated
Total					Average: 97.2% Competency Attained

Table 4.0.2.10b: Attainment of Competency 2.1.10b

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.10b - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Assessment</b>	95% of students will demonstrate this competency	Social workers collect, organize, and interpret client data	Measure 1: Rubric 2.1.10b1 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b1	Measure 1: 92.6%  Measure 2: 99.6%	Average: 96.1%: Practice Behavior Demonstrated
		Social workers assess client strengths and	Measure 1: Rubric 2.1.10b2 - rating of Case Study Paper	Measure 1: 92.6%	Average: 96.1%: Practice

		limitations	assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b2	Measure 2: 99.6%	Behavior Demonstrated
		Social workers develop mutually agreed-on intervention goals and objectives	Measure 1: Rubric 2.1.10b3 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b3	Measure 1: 94.5%  Measure 2: 99.2%	Average: 96.8%: Practice Behavior Demonstrated
		Social select appropriate intervention strategies	Measure 1: Rubric 2.1.10b4 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10b4	Measure 1: 90.7%  Measure 2: 99.6%	Average: 95.2%: Practice Behavior Demonstrated
Total					Average: 96.1%: Competency Attained

Table 4.0.2.10c: Attainment of Competency 2.1.10c, d, & e

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
<b>2.1.10c, d, &amp; e— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations,</b>	95% of students will demonstrate this competency	Social workers initiate actions to achieve organizational goals	Measure 1: Rubric 2.1.10c1 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field	Measure 1: 82.6%  Measure 2: 99.6%	Average: 91.1%: Practice Behavior Not Demonstrated

<b>and communities; Intervention and Evaluation</b>			Instrument, 2.1.10c		
		Social workers implement prevention interventions that enhance client capacities	Measure 1: Rubric 2.1.10c2 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c	Measure 1: 79.8%  Measure 2: 99.6%	Average: 89.7%: Practice Behavior Not Demonstrated
		Social workers help clients resolve problems	Measure 1: Rubric 2.1.10c3 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c	Measure 1: 97.3%  Measure 2: 99.6%	Average: 98.4%: Practice Behavior Demonstrated
		Social workers negotiate, mediate, and advocate for clients	Measure 1: Rubric 2.1.10c4 - rating of Case Study Paper assignments collected in SWK 6511  Measure 2: Field Instrument, 2.1.10c	Measure 1: 97.3%  Measure 2: 99.1%	Average: 98.2%: Practice Behavior Demonstrated

Table 4.0.2.10c: Attainment of Competency 2.1.10c, d, & e, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
		Social workers facilitate transitions and endings	Measure 1: Rubric 2.1.10c5 - rating of Case Study Paper assignments collected in SWK	Measure 1: 81.7%	Average: 90.4%: Practice Behavior Not Demonstrated

			6511 Measure 2: Field Instrument, 2.1.10c	Measure 2: 99.1%	
		Social workers critically analyze, monitor, and evaluate interventions	Measure 1: Rubric 2.1.10d - rating of Case Study Paper assignments collected in SWK 6511 Measure 2: Field Instrument, 2.1.10d	Measure 1: 81.7% Measure 2: 99.6%	Average: 90.6%: Practice Behavior Not Demonstrated
		<i>Program-specific Practice Behavior: Social workers use clinical evaluation to develop best practice interventions for bio-psychological-social-spiritual conditions</i>	Measure 1: Rubric 2.1.10e - rating of Case Study Paper assignments collected in SWK 6511 Measure 2: Field Instrument, 2.1.11e	Measure 1: 78.7% Measure 2: 99.1%	Average: 88.9%: Practice Behavior Not Demonstrated

Table 4.0.2.10c: Attainment of Competency 2.1.10c, d, & e, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
Total for 2.1.10c					Average: 93.6%: Competency Not Attained
Total for 2.1.10d					Average: 90.6%: Competency Not Attained
Total for 2.1.10e					Average: 88.9%: Competency Not Attained
Grand mean for Competency					(97.7% +

2.1.10					96.1% + 93.6% + 90.6% + 88.9%)/5 = 93.4%: Competency 2.1.10 Not Attained
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4.0.3	The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
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#### 4.0.3 System for Evaluating Outcomes and Determining Changes

Each summer, all full-time faculty members, Chairs, and the Executive Director of the School of Social Work meet for a full-day retreat. At this retreat, the most recent assessment findings are presented. The group works together to understand the factors related to curriculum and pedagogy that might have contributed to any practice behavior or competency that demonstrates a lower rate of student achievement. At this time, any revisions to the curriculum are discussed. These may include: which classes are offered; in which order they are offered; course pre-requisites; reading material for the courses; activities for the courses; and/or assignments for the courses. In addition, faculty development opportunities are discussed. In some cases, the assessment itself is found to be faulty. The assessment may be done at the wrong time (e.g. too early to reflect students' development) or may be poorly designed, resulting in low reliability. Alternatively, the assignment itself may not adequately reflect the student's competence in the behaviors under consideration. In these cases, the timing of the assessment, the rubric, or the assignment on which the assessment is based may need to be revised. Any major curricular changes (e.g. a class added, removed, or substantively altered) are reviewed by the Undergraduate Curriculum Committee (BSW), the Graduate Affairs Committee (MSW), the Assessment Committee, and the Faculty Senate before November in order to be incorporated in the following year's course catalogue.

#### Additional Sources of Data

In addition, at the summer retreat, the faculty members discuss the Student Satisfaction Surveys for the year. Student Satisfaction Surveys are done for all students of the School of Social Work and are analyzed separately for BSW, MSW, and DSW programs. In addition, surveys for the George Williams College campus are dis-aggregated if possible based on response rates. In 2015, a separate survey was done for the George Williams College campus due to the low initial response rate from students on this campus. These surveys are used to assist in guiding development of both the curricular and co-curricular programs.

Three additional sources of data are used to help to guide the development of the School of Social Work's programming. The first of these is focus group findings. The School of Social Work Student Intern conducts focus groups with select classes on both the main campus and the GWC campus yearly. The Intern summarizes the findings that emerge from these focus groups

in a report that is conveyed to the Chair and Executive Director and is reviewed during the summer retreat. Second, an annual University Alumni Survey has been developed and will be launched in March of 2016. The findings from this survey will also be used to help guide curricular development. Finally, the School of Social Work annually reviews the Association of Social Work Boards' licensure pass rates. In 2015, the first-time pass rate for the Aurora University School of Social Work was 85.0%, whereas the national average pass rate was 82.0%. The total pass rate for that year for Aurora University's School of Social Work was 80.0%, whereas the national average was 71.0%. While the licensure pass rate does not comprise a direct indicator of the preparation of AU's graduates because students may not take the examination immediately upon graduation and may engage in additional study prior to taking the examination, a strong foundational preparation at the MSW level is necessary to ensure success on the licensure examination. The licensure test pass rates are thus one indicator of quality of the AU School of Social Work's programs.

### Changes Made in Programming

The social work faculty and administrators have examined policy related to field in an effort to expand opportunities for the students. Given the budget crisis in the state of Illinois, the changes are allowing students to seek internships within their current work environment if the field placement differs from job requirements, and the new responsibilities meet the required competencies.

Student feedback readily influences the schedule and course offerings each term. Along with the registrar's office, program administration plans and modifies the course offerings and schedules to meet the needs of the growing program.

### Curricular and Assessment Changes

During monthly meetings, the curriculum is discussed by the faculty. Due diligence specifically regarding assignments has resulted in some modification. For example, the research course assignments will build as a progression beginning in the fall of 2017. Faculty work to eliminate duplication of assignments, allowing for greater learning opportunities for students.

The competencies judged as not attained based on the 2014-2015 MSW assessment include:

- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Intervention and
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Evaluation
- In addition, the related program-specific competency - Social workers use clinical evaluation of process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions – was not attained.

These practice behaviors will be addressed as a set, as they are reinforced and measured in the same class. The class in which this measurement occurs is a class in students study several theories/therapeutic modalities to which they have not previously had significant exposure (for instance: motivational interviewing; mindfulness practices; experiential therapies; narrative theory/therapies; cognitive behavioral therapy). In addition, students study interpersonal process in therapy. Students produce one significant work, a Case Study paper. This paper addresses a range of clinical processes, including assessment, intervention, and evaluation. The paper has been assigned as a group project, given its scope.

Of note is that fact that not all practice behaviors comprising competency 2.1.10 were demonstrated by fewer students than the benchmark specified (although all were demonstrated by 90% or greater of students, the benchmark for the MSW program is 95%). The practice behaviors that were not demonstrated at or above benchmark include:

- Social workers initiate actions to achieve organizational goals
- Social workers initiate prevention interventions that enhance client capacities
- Social workers facilitate transitions and endings
- Social workers critically analyze, monitor, and evaluate interventions
- Social workers use clinical evaluation of process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions (this is a program-specific learning outcome).

Examination of these learning outcomes relative to the course syllabus and key assessment artifact (the Case Study paper) suggests several opportunities for development. First, the intervention and evaluation sections comprise approximately half of this paper, with assessment comprising the other half. Given that students also study and write about assessment in both SWK 6500 and SWK 6370, perhaps greater weight can be given to the intervention and evaluation sections of the paper. In addition, while students do explain the rationale for their proposed interventions (along with citations of the literature) in their Case Study papers, they are not asked to address the ways in which their proposed interventions fit with the objectives of the agency or the ways in which these interventions are preventative. Moreover, while the primary text addresses transitions and endings, and termination is specifically covered in the class, discussion of termination is not called for in the course assignment. This may be a consequence of the fact that this course is customarily taught in fall semester, during which students are likely to engage with, assess, and begin interventions with clients and may not be close to transition or termination yet. However, asking students to plan ahead for how they believe this process might be facilitated would likely be of value. Thus, realigning the weight of the paper toward intervention and assessment and including specific questions about organizational goals; ways in which interventions are designed to be preventative and enhance client capacities; and termination might strengthen students' demonstration of these practice behaviors.

A second opportunity may be realized in terms of review of the course organization. This includes both assigned readings and organization of class time. The course, at this time, serves dual purposes of helping students to become deeply acquainted with interpersonal process in therapy while also introducing them to a selection of theoretical orientations and therapeutic methods with which they may not be familiar. The course utilizes a rich text along with a set of ancillary readings. While the text offers valuable content that students rely upon and are unlikely to learn explicitly in any other format, the integration of reading about therapeutic modalities with the text content can be challenging to navigate. This set of reading materials thus may not facilitate full development in students of skills in selecting and implementing interventions. Thus, reconsideration of the course readings may be necessary. Furthermore, additional class time could be devoted to discussion of how interventions can be evaluated for fit with organizational goals and how all interventions have a preventative dimension. Finally, the topic of evaluation of interventions is not explicitly addressed during class time (although this topic is included in the final paper). Additional in-class consideration of evaluation of interventions would likely be of value.

The final recommendations with regard to development for SWK 6511 include:

- Shift the weight of the Case Study paper so that greater emphasis is placed on the selection, implementation, and evaluation of interventions and on termination
- Reconsider the specific readings to be included in the course with a focus on selection, implementation, and evaluation of interventions in mind
- Redevelop distribution of course time to include discussion or activities related to selection, implementation, and evaluation of interventions as well as of termination
- The recommendation is that these activities be carried out in the 2015-2016 academic year for implementation in fall of 2016

### Additional Changes

Additional data gathered via focus groups and the satisfaction survey were reviewed by the Chair and faculty to determine what additional changes, if any, could be made to benefit students in the MSW program. The questions posed during the focus groups can be found in Appendix D. In response to findings presented in these reports the following determinations were made.

The administrative personnel will be able to use the data gathered during focus groups as a baseline to compare with future self-study reports. In addition, the research will enable leadership to be proactive toward enhancing the program's strengths and addressing students' concerns. For future studies, this writer suggests using pre-test and post-test assessments to

assist with illustrating students' development. The assessments not only will provide useful quantitative data, but also aid the administrative staff and instructors in identifying students' strengths and areas for improvement. The focus groups aimed to evaluate Aurora University SSW's effectiveness in developing competent students. Overall, the findings provide some reassurance about the quality and value of Aurora University SSW's program.

4.0.4	The program uses Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.
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4.0.4 Form AS 4 (M) for the 2014-2015 School of Social Work Assessment Findings is posted on the School of Social Work webpage. The following link can be utilized to locate the Assessment of Student Learning Outcomes information. <http://aurora.edu/academics/graduate/social-work/index.html#.VvFvmuYzzMs>

**ASSESSMENT OF STUDENT LEARNING OUTCOMES  
AURORA UNIVERSITY MASTERS OF SOCIAL WORK PROGRAM  
LAST COMPLETED MARCH 2016**

**Form 1 OF 1**-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.

**4.0.2:** *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

**4.0.4:** *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which 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.

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENT ACHIEVING BENCHMARK</b>
Identify as a Professional Social Worker	Students will score a 3 or higher on ratings of practice behaviors (six practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting six percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>96.72%</b>
Apply Ethical Principles	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of	<b>99.52%</b>

	students attaining the competency. The competency benchmark is 95%.	
Apply Critical Thinking	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>97.42%</b>
Engage Diversity in Practice	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>99.56%</b>

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENT ACHIEVING BENCHMARK</b>
Advance Human Rights/ Social and Economic Justice	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>97.11%</b>
Engage Research Informed Practice/	Students will score a 3 or higher on ratings of practice behaviors (two	<b>95.63%</b>

Practice Informed Research	practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	
Human Behavior Knowledge	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>97.68%</b>
Engage Policy Practice to Advance Well-Being and Deliver Services	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>97.27%</b>
Respond to Practice Contexts	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged	<b>96.38%</b>

	for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	
Practice Engagement	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>97.72%</b>

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENT ACHIEVING BENCHMARK</b>
Practice Assessment	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students 93.57%earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	<b>96.05%</b>
Practice Intervention	Students will score a 3 or higher on ratings of practice behaviors (five practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting five percentage values (one for each practice behavior) are	<b>93.57%</b>

	averaged to determine the percent of students attaining the competency. The competency benchmark is 95%.	
Practice Evaluation	Students will score a 3 or higher on ratings of practice behaviors (one practice behavior in total). Performance with regard to the practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for the practice behavior. The competency benchmark is 95%.	<b>90.65%</b>

4.0.5	The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self study.
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4.0.5 All of the rubrics used to assess student work artifacts are included immediately following the **Curriculum Matrix with 2008 EPAS Practice Behaviors** , beginning on page 34, as well as in Appendix B. In addition, the Field Instrument is included as Appendix C.

Appendix A

**School of Social Work Faculty Data**

Full Time Faculty

Submit one curriculum vita form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions within the past academic year.

**REQUIRED CURRICULUM VITAE FORMAT**

**Full-time Faculty** curriculum vitae are included in this section.

Curriculum vitae for adjunct professors can be found in Volume III.

1. Name of faculty member: **DR. BRENDA J. BARNWELL, D.S.W., L.C.S.W., C.A.D.C.**

2. Degree information

Doctorate of Clinical Social work  
Aurora University  
Clinical Social Work  
May 2015

Addictions Counseling, Certificate Preparation for CADC  
Waubensee Community College, Human Services  
CADC  
August 2007

Custody Evaluation Studies, Certified Custody Evaluator  
Medical College of Wisconsin  
Door County Summer Institute  
Summer 2004

Doctorate in Clinical Psychology (Psy.D.) (33 hours)  
Adler School of Professional Psychology  
Clinical Psychology  
2002

Association of Conflict Resolution  
Illinois Department of Professional and Financial Regulations  
Certified Mediator Training  
June 2002

Master of Social Work  
George William College, Aurora University  
Clinical Social Work  
May 1995

Bachelor of Arts  
North Central College  
English  
June 1998

Associate of Arts in Education  
Rock Valley College  
Liberal Art Program  
June 1982

**BRENDA J. BARNWELL**

3. Academic appointments

- Employing academic institution      Aurora University
- Title      Director of Graduate Studies in SSW
- City and state      Aurora, IL
- Start date (month/year)      July 2015
- End date (month/year)      Present
  
- Employing academic institution      Aurora University
- Title      Associate Professor
- City and state      Aurora, IL
- Start date (month/year)      September 2013
- End date (month/year)      Present
  
- Employing academic institution      Aurora University
- Title      Coordinator of the School SW Specialization  
Coordinator of Child Welfare Specialization
- City and state      Aurora, IL
- Start date (month/year)      2013
- End date (month/year)      2014
  
- Employee academic institution      Aurora University
- Title      Coordinator of the Addictions Specialization  
Coordinator of Child Welfare Specialization
- City and state      Aurora, IL
- Start date (month/year)      2014
- End date (month/year)      2015
  
- Employee academic institution      Aurora University
- Title      Director of the Bachelor of Social Work  
Coordinator of Child Welfare Specialization
- City and state      Aurora, IL
- Start date (month/year)      August 2008
- End date (month/year)      September 2013
  
- Employee academic institution      Aurora University
- Title      Visiting Instructor at Aurora University  
Coordinator of Child Welfare Specialization
- City and state      Aurora, IL
- Start date (month/year)      August 2007
- End date (month/year)      May 2008

**BRENDA J. BARNWELL**

- Employee academic institution      Aurora University
  - Title      Adjunct Instructor
  - City and state      Aurora, IL
  - Start date (month/year)      June 2007
  - End date (month/year)      June 2007
4. Professional post–baccalaureate and post–master’s social work experience
- Employer      Rosecrance
  - Position      Drug and Alcohol Counselor Intern
  - City and state      Rockford, IL
  - Start date (month/year)      May 2007
  - End date (month/year)      August 2007
- 
- Employer      Joi Counseling Center
  - Position      Certified Mediator & Forensic Evaluator
  - City and state      Yorkville, IL
  - Start date (month/year)      June 2002
  - End date (month/year)      Present
- 
- Employer      Joi Counseling Center
  - Position      Executive Director
  - City and state      Yorkville, IL
  - Start date (month/year)      May 1998
  - End date (month/year)      Present
- 
- Employer      Kendall County Special Education Cooperative
  - Position      Co-team Leader and School Social Worker
  - City and state      Yorkville, IL
  - Start date (month/year)      August 1995
  - End date (month/year)      June 2005
- 
- Employer      Kendall County Special Education Cooperative
  - Position      Preschool Screening Coordinator
  - City and state      Yorkville, IL
  - Start date (month/year)      August 1995
  - End date (month/year)      June 1996
- 
- Employer      Education Service Network for Kendall/Will County
  - Position      Attendance Specialist
  - City and state      Yorkville, IL

**BRENDA J. BARNWELL**

- Start date (month/year) August 1989
- End date (month/year) August 1995
  
- Employer Provena Mercy Medical Center
- Position Program Intern
- City and state Aurora, IL
- Start date (month/year) August 1993
- End date (month/year) May 1994
  
- Employer North Central College
- Position Admission Counselor
- City and state Naperville, IL
- Start date (month/year) July 1984
- End date (month/year) June 1989

5. List your current professional, academic, community-related, and scientific memberships.

Faculty Senate, Adult & Graduate Studies Representative, current  
Faculty Development Committee, Committee position, six years  
Academic Standards and Conduct Committee, Chair and Committee position, four years  
Search Committees for the Psychology Department, three years  
Search Committees for the School of Social Work, four years  
Board Certified Diplomat, 2002 to present.  
National Association of Social Workers, 1994 to present.  
Illinois Association of School Social Workers, 1994 to present.

6. List your community service responsibilities and activities for the last 3 years.

Kendall County Juvenile Justice Coalition, 2002 to 2012.  
Gateway Foundation, Board Member, 2007 until dissolved in 2012.  
Multi Agency Council for Youth, Board Member, 1989 to 2012.  
Kendall County Precinct Committeeman, 1998 to 2010.  
Kendall County Youth Service Board, Inc., Executive Director, 1989, dissolved in 2010.  
Family Counseling Services Board of Directors, 2007 to 2008.  
School of Social Work Advisory Board, Aurora University, 2006 to 2007.  
Chair of Kane Kendall Resource Council for Big Brothers Big Sisters, 2001 to 2007.  
Kendall County Juvenile Officer Organization, 1999 until group was dissolved in 2010.  
Kendall Community Coalition on Wellness, Board Member, 1997 to 2002.  
Kendall County Mental Health Advisory Board, Vice Chair, 1996 to 2000.  
Neighborhood Church of the Brethren, Vice Chair, Deacon, 1996 to 1999.

## **BRENDA J. BARNWELL**

Neighborhood Teen Center, Volunteer Facilitator, 1992 to 1998.

Kendall County Operation Snowball, Group Facilitator, 1989 to 1997.

University of Illinois Cooperative Extension Service, Youth Unit Member, 1989 to 1993.

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

Aurora University's School of Social Work, Most Impactful Teacher, presented by the Social Work Association, May 2012.

Kendall County Volunteer of the Year, in appreciation for dedicated service and steadfast commitment to the mission of the YSB, presented by the Honorable Judge James Wilson and the Kendall County Youth Service Board, April 2005.

National Register's Who's Who in Executives and Professional, 2002.

Debra Roberts Award, Kendall County Special Education Cooperative, Yorkville, Illinois, August of 1998. Dedicated to making a difference in the lives of children.

National Service Award, Washington Times Foundation, Washington, D.C., April of 1996. Who, inspired by the love of God and humanity, has given selflessly to: the peaceful resolution of conflict; the moral betterment of society, and the achievement of worthwhile goals for youth.

Earned statewide recognition third place Tiefenthal Award for research project entitled, Self Esteem & Truancy, April of 1995. Hypothesis: there is a correlation between truancy and low self esteem; therefore increasing self esteem will improve school attendance rates. Type of study implemented was a quasi-experimental, OXO, pretest posttest, diagnostic descriptive study assessed characteristics of truant students' self esteem.

8. List your professional presentations presented during the last 5 years.

"The Interrelatedness of Trauma, Adolescents, and Addiction," four-hour presentation, Illinois Certification Board Annual Spring Conference, March 14, 2016.

"Mentoring Graduate Students," three-hour presentation, Aurora University Graduate Studies, Aurora University, Aurora, Illinois, September 30, 2015.

"Cultural Competencies for the Helping Professions," three-hour presentation, Joliet Hospice, Joliet, Illinois, September 11, 2015.

"Ethics & Diversity in Behavioral Health," three-hour presentation, Linden Oaks Hospital, Naperville, Illinois, August 14, 2015.

## **BRENDA J. BARNWELL**

“Teaching & Modeling Ethical Decision Making with Interns and Colleagues,” three-hour presentation, Aurora University, Field Supervisor CEU Event, Aurora, Illinois, March 20, 2015 and at George Williams College, Williams Bay, Wisconsin, June 19, 2015.

“Ethical Considerations for the Helping Professions,” three-hour interactive presentation, Joliet Hospice, Joliet, Illinois, May 29, 2015.

“Mary Richmond's Method of Reform for Clinical Social Work and Treatment for Divorcing Parents: Using History to Improve Current Clinical Social Work Practice in High Conflict Cases,” Doctoral Poster Session, Aurora University, Graduate Student Symposium, Aurora, Illinois, March 18, 2015.

“Ethical Decision Making with Colleagues,” two one-and-a-half-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, March 10 and 24, 2015.

“Clinical Supervision: Providing Ethical and Culturally Diverse Guidance to Professionals of Today,” four-hour presentation, Illinois Certification Board, Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA), Spring Conference, Itasca, Illinois, March 16, 2015.

“Custody Evaluations: From an exploration to an explanation,” three-hour presentation at staff development meeting, Family Shelter Services, Wheaton, Illinois, October, 13, 2014.

“The Connection Among Family Systems Theory, Relational-Cultural Theory and the Field of Addictions,” three and a half hour presentation, Illinois Certification Board, Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA), Spring Conference, Itasca, Illinois, March 20, 2014.

“Models of Classroom Inquiry,” Inquiry Portfolio Panel Presentation, Aurora University Faculty Teaching and Research Symposium, Aurora University, Aurora, Illinois, February 19, 2014.

“Recognize and Embrace the Role of Diversity and Social Justice in Understanding and Addressing Ethical Dilemmas in Mental Health,” two two-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, February 11 and 25, 2014.

“Ethical Solutions in the Schools” three hour in-service, LaSalle/Putnam County Educational Alliance for Special Education, October 3, 2013.

“The Use of Rest’s Model during Clinical Supervision,” Field Instructors, Aurora University, Aurora, Illinois, March 22, 2013.

## **BRENDA J. BARNWELL**

“Course Portfolio Panel Presentation: And the Learning Continues,” Aurora University Faculty Teaching and Research Symposium, Aurora, Illinois, February 22, 2013.

“On Second Thought,” three hour session at Hanover Park Township, Hanover Park, Illinois, February 26, 2013.

“Ethical & Cultural Factors Present in Mental Health,” two two-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, January 8 and January 29, 2013.

“Social Work as a Healthcare Professional,” Dr. John Lloyd’s Health Professions Seminar Course, Aurora University, Aurora, Illinois, November 26, 2012.

“The Discussion,” STAR Students of Aurora University, Aurora Illinois, August 21, 2012.

“Got Relief?” three-hour presentation for bereavement counselors at Unity Hospice, Skokie, Illinois, May 1, 2012.

“Course Portfolio Panel Presentation,” Aurora University Faculty Teaching and Research Symposium, Aurora, Illinois, February 17, 2012.

“Ethics and the Mental Health Clinician,” two two-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, February 14 and May 29, 2012.

“Steps for Effective Peer Observations for Teaching Improvement,” round table discussion with Dr. Joan Erickson, Aurora University, Aurora, Illinois, October 6, 2010.

“Double Whammy Family,” three-and-half-hour presentation at the annual Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA) conference, Itasca, Illinois, March 30, 2011.

“Ethics and Mental Health,” two two-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, February 8 and 22, 2011.

“On Second Thought,” three-hour presentation at Kendall County Special Education Cooperative, Oswego East High School, Oswego, Illinois, November 15, 2010.

“Got Relief?” three-hour presentation at the annual Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA) conference, Itasca, Illinois, March 25, 2010.

## **BRENDA J. BARNWELL**

“The Process of Reciprocal Peer Observations,” poster session at the 2010 Faculty Teaching & Research Symposium with Dr. Joan Erickson at Aurora University, Aurora, Illinois, March 26, 2010.

“Got Relief?” presented during the spring continuing education workshop for field instructors, Aurora University, Aurora, Illinois, March 19, 2010.

“The Four ‘A’s: Anger, Angst, Awe and Adolescents,” presented during the fall event for field instructor at Aurora University, Aurora, Illinois, November 13, 2009.

“Intervening with Adolescents,” presented at Rosary High School, Aurora, Illinois, October, 2009.

“Ethics and Mental Health,” presented during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, September 22, 2009.

“Ethics and Social Work,” presented at Aurora University’s field instructors’ continuing education workshop event and luncheon, Aurora, Illinois, March 20, 2009.

“Substance Abuse and Family Therapy, a Training Curriculum based on Treatment Improvement Protocol 39,” presented at the Division of Alcohol and Substance Abuse (DASA) Summer Institute, Illinois State University, Bloomington, Illinois, July and August, 2008.

“Adolescence: Developmental Challenges,” training for Aurora University student leaders, Aurora, Illinois, June 24, 2008.

“Ethical Considerations for School Social Workers,” presented at the Kendall County Special Education Cooperative, Yorkville, Illinois, April, 2008.

“Discipline for Paraprofessionals,” presented at Oswego East High School, August, 2007.

“Life Space Crisis Intervention,” presented at Opportunity School, Kendall County Special Education, October, 2006.

“Are You Crossing Caregiver Boundaries?” presented at Cross Lutheran Church, Yorkville, Illinois, October 2006.

9. List your professional publications for the last 5 years

Co-authored journal article, “Treating High Conflict Divorce,” published in volume 4, issue 2 of Universal Journal of Psychology. It is available online at <http://www.hrpub.org> DOI: 10.13189/ujp.2016.040206. (2016).

**BRENDA J. BARNWELL**

Co-authored journal article, "Assessment of Self Cohesion (ASC)," published in volume 2, issue 9 of International Journal of Research in Humanities and Social Sciences (IJRHSS). It is available online at <http://www.ijrhss.org/v2-i9.php>. (September, 2015).

Wrote the instructor's manual for Child and Family Practice: A relational perspective (2013). Cohen Konrad, S.), Lyceum Books, Inc. Chicago, Illinois.

Reviewed book proposal for Substance Abuse Counseling, Lyceum Books, Inc. Chicago, Illinois. (2013)

10. Include any other relevant information below or as a separate attachment.

Since 2000, provide clinical supervision to future clinical social workers seeking licensure.

Since 2000, provide clinical supervision to experienced social workers seeking to enhance clinical skills.

Licenses

LCSW, Illinois (#149-007980)

CADC, Illinois (#27067)

1. Name of faculty member **Kristen Esposito Brendel**
  
2. Degree information
  - PhD  
Loyola University Chicago  
Social Work  
May 2011
  
  - Master of Social Work  
Aurora University  
Social Work  
May 1998
  
  - Bachelor of Arts  
Benedictine University  
Psychology  
August 1995
  
3. Academic appointments
  - Employing academic institution      Aurora University
  - Title    Adjunct Professor
  - City and state                                  Aurora, IL
  - Start date (month/year)                      August 2003
  - End date (month/year)                        December 2009
  
  - Employing academic institution      Aurora University
  - Title    Assistant Professor
  - City and state                                  Aurora, IL
  - Start date (month/year)                      August 2011
  - End date (month/year)                        Present
  
4. Professional post–baccalaureate and post–master’s social work experience
  - Employer    Plainfield School District
  - Position    School Social Worker
  - City and state                                  Plainfield, IL
  - Start date (month/year)                      August 1998
  - End date (month/year)                        June 2005

5. List your current professional, academic, community-related, and scientific memberships.
  - Society for Social Work Research, 2011-present
  - National Association of Social Workers, 1995 to present
  
6. List your community service responsibilities and activities for the last 3 years.
  - Waterford Cancer Care Resource Center 2015-present
  - Board Member- Project Casa Mare 2012-present
  
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
  - University of Texas at Austin- Research Grant 2013
  - Meta-analysis- Research Grant 2016
  
8. List your professional presentations presented during the last 5 years.

**International**

June 2014 Campbell Collaborations Annual Colloquium Belfast, Ireland, November 2013 Universitatea Liberă Internațională din Moldova (ULIM), Chisinau, Republic of Moldova *Human Behavior and Social Environment*

**National**

January, 2016, Society for Social Work Research, Washington, D.C., *Content Analysis of Causal and Prescriptive Statements in Peer-Reviewed Social Work Journals*

March, 2015, Society for Research on Educational Effectiveness, Washington, D.C., *Interventions for School Refusal Behavior with Primary and Secondary School Students: A Campbell Systematic Review and Meta-Analysis*

January, 2014, Society of Social Work Research Annual Conference Oral Presentation, San Antonio, TX *Effects of Interventions With Military-Connected Students: A Systematic Review*

January, 2014, Society of Social Work Research Annual Conference Oral Presentation, San Antonio, TX *Psychosocial Interventions for School Refusal Behavior: A Systematic Review and Meta-Analysis*

November, 2013, Council on Social Work Education Annual Program Meeting, Dallas, TX, *Hierarchical Analysis of Impact of After-School Program Characteristics on Student Behavior*

January, 2013, Society of Social Work Research Annual Conference, San Diego, CA, *Systematic Review and Meta-analysis of the effectiveness of child-parent interventions for childhood anxiety disorders*

9. List your professional publications for the last 5 years

Maynard, B. R., Heyne, D., Brendel, K. E., & Bulanda, J. J., Thompson, A. M. & Pigott, T. D. (2015). Treatments for school refusal among children and adolescents: A systematic review and meta-analysis. Early online access. *Research on Social Work Practice*.

Maynard, B. R., Brendel, K. E., & Bulanda, J.J., & Pigott, T. D. (2015). Psychosocial interventions for school refusal behavior with elementary and secondary school students: Campbell Review Protocol. *Campbell Collaboration*. <http://www.campbellcollaboration.org/lib/project/232/>

Brendel, K.E, Maynard, B., Albright, D. & Bellomo, M. (2014). Effects of School-Based Interventions With U.S. Military-Connected Children: A Systematic Review. *Research on Social Work Practice*, 24, 649-658. <http://rsw.sagepub.com/content/24/6/649.abstract>

Brendel, K.E. & Maynard, B.R. (2014). Child-parent interventions for childhood anxiety disorders: A systematic review and meta-analysis. *Research on Social Work Practice*, 24, 287-295. <http://rsw.sagepub.com/content/24/3/287.full.pdf?ijkey=GurVxVvICmY58Oa&keytype=ref>

Maynard, B. R., Brendel, K. L., & Bulanda, J.J., & Pigott, T. D. (2013). Psychosocial interventions for school refusal behavior with elementary and secondary school students: Campbell Review Protocol. *Campbell Collaboration*. <http://campbellcollaboration.org/lib/project/232/>

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member: **DR. CHRISTINA M. BRUHN**

2. Degree information

Doctor of Philosophy in Social Work  
University of Illinois at Chicago, Jane Addams College of Social Work  
Social Work  
2003

Masters of Social Work  
University of Illinois at Chicago, Jane Addams College of Social Work  
Social Work  
1996

Bachelor of Arts in Biology  
Kenyon College  
Biology  
1989

3. Academic appointments

- Employing academic institution      Aurora University
- Title      Associate Professor
- City and state      Aurora, IL
- Start date (month/year)      August 2015
- End date (month/year)      Present
  
- Employing academic institution      Aurora University
- Title      Assistant Professor
- City and state      Aurora, IL
- Start date (month/year)      August 2009
- End date (month/year)      August 2015
  
- Employing academic institution      Aurora University
- Title      Adjunct Faculty Member
- City and State      Aurora, IL
- Start date (month/year)      August 2008
- End date (month/year)      August 2009
  
- Employing academic institution      University of Illinois at Chicago, Jane Addams  
College of Social Work
- Title      Assistant Professor/Lecturer
- City and state      Chicago, IL
- Start date (month/year)      1998

**CHRISTINA M. BRUHN**

- End date (month/year) 1999, 2005
  
- 4. Professional post–baccalaureate and post–master’s social work experience
  - Employer House Calls Behavioral Health
  - Position Psychotherapist
  - City and state Wilmette, IL
  - Start date (month/year) 2006
  - End date (month/year) 2013
  
  - Employer Illinois Guardianship and Advocacy Commission
  - Position Student Intern
  - City and state Chicago, IL
  - Start date (month/year) 1995
  - End date (month/year) 1996
  
  - Employer Center on Deafness
  - Position Residential Habilitation Aide
  - City and state Northbrook, IL
  - Start date (month/year) 1992
  - End date (month/year) 1996
  
  - Employer DuPage County Health Department
  - Position Student Intern
  - City and state Glen Ellyn, IL
  - Start date (month/year) 1994
  - End date (month/year) 1995
  
  - Employer Illinois Department of Family and Children
  - Position Child Specialist II
  - City and state Chicago, IL
  - Start date (month/year) 1993
  - End date (month/year) 1994
  
  - Employer Little City Foundation
  - Position QMRP/Program Manager
  - City and state Palatine, IL
  - Start date (month/year) 1992
  - End date (month/year) 1993
  
  - Employer Source Child Center

**CHRISTINA M. BRUHN**

- Position Youth Counselor
- City and state Mountlake Terrace, Washington
- Start date (month/year) 1991
  
- End date (month/year) 1992
  
- Employer Learning Center for the Multiply Handicapped
- Position Case Manger
- City and state Waltham, Massachusetts
- Start date (month/year) 1989
- End date (month/year) 1991

5. List your current professional, academic, community-related, and scientific memberships. N/A

6. List your community service responsibilities and activities for the last 3 years. N/A

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

Mary E. Switzer Fellowship, National Institute on Disability and Rehabilitation Research

8. List your professional presentations presented during the last 5 years. N/A

9. List your professional publications for the last 5 years. N/A

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member: **ROBERT B. CAMPBELL, MSW, QCSW, LCSW**

2. Degree information

Doctorate of Social Work (candidate)  
Aurora University  
Social Work  
August 2016

Master of Social Work  
Aurora University  
Social Work  
May 2007

Bachelor of Science  
Illinois State University  
Education  
May 1999

Associates of Science  
College of Dupage  
May 1995

Associates of Arts  
College of DuPage  
May 1996

3. Academic appointments

- Employing academic institution Aurora University School of Social Work  
Aurora University – George Williams College
- Title Assistant Professor
- City and state Williams Bay, WI
- Start date (month/year) June 2011
- End date (month/year) Present
  
- Employing academic institution Aurora University School of Social Work
- Title Adjunct Instructor
- City and state Williams Bay, WI
- Start date (month/year) April 2009
- End date (month/year) June 2011

**ROBERT B. CAMPBELL**

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

- Employer C.A. Counseling & Consultants, LLC
- Position Executive Director/ Lead Psychiatric Social Worker- Psychotherapist
- City and state Williams Bay, WI
- Start date (month/year) Jan 2014
- End date (month/year) Current
  
- Employer University of Illinois College of Medicine
- Position Psychiatric Social Worker/ Psychotherapist
- City and state Rockford, IL
- Start date (month/year) May 2007
- End date (month/year) Dec 2015
  
- Employer Department of Corrections, Adult Department
- Position Clinical Social Worker
- City and state Beloit, WI
- Start date (month/year) August 2007
- End date (month/year) Jan 2012
  
- Employer Harlem School District #122
- Position Behavioral Specialist/Mental Health Professional/ Special Education Teacher
- City and state Machesney Park, IL
- Start date (month/year) June 1999
- End date (month/year) August 2011

5. List your current professional, academic, community-related, and scientific memberships.

- Wisconsin State License Clinical Social Worker: # 7693-123 Expiration: 02/28/2017
- Illinois State License Clinical Social Worker: # 149014005 Expiration: 11/30/2015
- Illinois Teaching Certificate (LBS-I; Special Education Public Schools Educator: K-12th grade)
- Illinois School Social Worker Type 73 (K-12th Grade)
- National Association of Social Work (NASW) WI and IL
- School Social Work Association of America (SSWAA)
- National Organization for Victim Assistance (NOVA)
- Court Appointed Special Advocates (CASA)
- Illinois School Board of Counselors (ISBC)
- Daily Strength Sexual Abuse Advocacy Program, Registered Counselor

## ROBERT B. CAMPBELL

6. List your community service responsibilities and activities for the last 3 years.

- Autism Support Training.
- Autism Social Skills Groups: ages 8-13, 14-16, 17-25, over 25
- Collaboration with Inspiration Ministries for housing related to special needs.
- Collaboration with Open Arms Free Clinic providing mental and behavioral health services.
- Speaker at Wisconsin NAMI

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

None

8. List your professional presentations presented during the last 5 years.

Campbell, R.B. (November, 2015) Understanding the strategic language of those with Mental Illness.

Field Instructors' Seminar, Fall 2015. 2 CEU credits. Aurora University-George Williams College.

9. List your professional publications for the last 5 years

Campbell, R.B. (January, 2009) "Experiencing the End of Life- What every therapist should know before treating individuals who have experienced life-threatening illnesses and recovered" - Journal of Clinical Social Work

10. Include any other relevant information below or as a separate attachment.

### Licenses

- Wisconsin State License Clinical Social Worker: # 7693-123 Expiration: 02/28/2017
- Illinois State License Clinical Social Worker: # 149014005 Expiration: 11/30/2015
- Illinois Teaching Certificate (LBS-I; Special Education Public Schools Educator: K-12th grade)
- Illinois School Social Worker Type 73 (K-12th Grade)

### Trainings/ Certificates

- Strategic Neural linguistic programming (NLP), 03/03-09/ 2015
- Deep Trance Hypnosis 03/03-09/ 2015
- DSM-5 diagnostic coding/ treatment (Diagnostic and Statistical Manual of mental disorders), Jay Berk, Ph.D. 01/2014
- Organizational Analysis/ Operational Psych training, 05/05/2014
- Sociolinguistic Analysis, 06/10-13/2014

## **ROBERT B. CAMPBELL**

- Comprehensive Interview & Interrogation Training Techniques, Jeffrey N. Baile & Associates, Mobile Transport Unit 4, 8/23-8/24/2010
- Reid Advanced Interview & Interrogation Techniques, John E. Reid & Associates, Inc. Oakbrook, IL. 1/31-2/4-2011, 3/20-3/23-2012, 2/10-2/14, 2013
- Behavior and Cognitive Modification Implementing Neuro-Linguistic Programming (NLP), Judith Beck, Ph.D. 2011
- Trauma, Traumatic Grief & Post Traumatic Stress Disorder (PTSD), Duane T. Bowers, 09/15-17/2010
- Techniques for Children with Emotional and Behavioral Problems, Jay Berk, Ph. D, 03/21-22/2009
- Aggression Replacement Therapy (ART), PESI, 03/02-04/2009
- Cognitive Behavioral Treatment, Jay Berk, Ph.D PESI, 10/15-16/2009
- Eye Movement Desensitization and Reprocessing (EMDR) Training, Linda Curran, PESI, 01/12-13/2009

1. Name of faculty member: **ROB CASTILLO**

2. Degree information

Master of Social Work  
Aurora University  
Social Work  
June 2000

Bachelor of Arts  
National Louis University  
Human Services and Psychology {Double-Major}  
June 1996

3. Academic appointments

Aurora University  
Associate Professor {Clinical}  
Aurora, IL  
Fall 2013 to Present

Aurora University  
Assistance Professor {Clinical} Addictions Training Director  
Aurora, IL  
August 2007 to August 2013

Aurora University  
Field Liaison  
Aurora, IL  
Fall 2004 to Spring 2006

Chicago School of Professional Psychology  
Adjunct Professor  
Chicago, IL  
Fall 2005 to Summer, 2007

Wabaunsee Community College  
Adjunct Professor  
Sugar Grove, IL  
Fall 2004 to Summer 2007

4. Professional post-baccalaureate and post-master's social work experience

**ROB CASTILLO**

Renz Addiction and Counseling Services  
Program Coordinator,  
Employee Assistance Services  
Elgin, IL  
October 2005 to October 2010

Kendal County Health and Human Services  
Program Coordinator,  
Addiction Services Program Coordinator  
Yorkville, IL  
September 2003 to August 2005

Self Employed - Private Practice  
Batavia, IL  
August 2002 to Present

Community Counseling Center {Various Positions}  
Aurora, IL  
March 1996 to August 2000

5. List your current professional, academic, community-related, and scientific memberships.

Illinois Certification Board (Formerly IAODAPCA), 1993 to present  
National Association of Social Workers, 2002 to present  
Association of Pet Loss and Bereavement,  
Council on Social Work Education  
National Association of Drug Court Professionals  
Illinois Mental Health Counselors Association

6. List your community service responsibilities and activities for the last 3 years.

Family Counseling Services of Aurora, February 2016. Provide supervision and assistance to clinical social worker to assist in program development in their addiction treatment program. {Also assisted in April 2015 for six months}

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.

## **ROB CASTILLO**

Family Counseling Service of Aurora, Spring CEU Events, 2016, "Process Addictions: Seriously"?

ICB Spring Conference, 2015, "Clinical Supervision: Providing Ethical and Culturally Diverse Guidelines to the Professionals of Today". {Presented with Dr. Brenda Barnwell}

Family Counseling Service of Aurora, Spring CEU Events, Fall 2015, "Clinical Supervision: Providing Ethical and Culturally Diverse Guidelines to the Professionals of Today".  
{Presented with Dr. Brenda Barnwell}

Rush Copley Medical Center, 2014, "Using Motivational Interviewing in the Healthcare Setting."

Aurora University, CEU Event for Field Liaisons, 2012, "Update on Current Street Drugs."

Wisconsin Chapter, NASW, 2012, "Co-Occurring Disorders: Scratching the Surface."  
{Presented with Brenda Barnwell}

9. List your professional publications for the last 5 years.

Castillo, R. (2015). The surprising exciting world of substance abuse treatment. NASW, IL. Chapter Newsletter, October, 2015.

Castillo, R. (2015). Diagnosing substance use disorders utilizing the new DSM criteria under the DSM-5. IAODAPCA Newsletter, Summer/Fall 2015.

1. Name of faculty member: **LAURA DONAVON**

2. Degree information

Master of Social Work  
Aurora University  
Social Work  
May 1999

Bachelor of Social Work  
Aurora University  
Social Work  
May 1998

3. Academic appointments

- Employing academic institution      Aurora University
- Title      Lecturer of Graduate Social Work  
Coordinator of Child Welfare and Addictions  
Specializations
- City and state      Aurora, IL
- Start date (month/year)      July 2015
- End date (month/year)      Present
  
- Employing academic institution      Aurora University
- Title      Adjunct Professor
- City and state      Aurora, IL
- Start date (month/year)      August 2011
- End date (month/year)      July 2015
  
- Employing academic institution      Aurora University
- Title      Field Liaison
- City and state      Aurora, IL
- Start date (month/year)      August 2011
- End date (month/year)      July 2015

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

- Employer      Transitional Alternatives Reentry Initiative
- Position      Field Instructor/Clinician
- City and state      Aurora, IL
- Start date (month/year)      March 2014
- End date (month/year)      Present

**LAURA DONAVON**

- Employer Pillars (contracted by Illinois Department of Human Services – Division of Mental Health)
- Position Juvenile Justice Mental Health Reentry Liaison
- City and state Chicago, IL
- Start date (month/year) March 2007
- End date (month/year) July 2015
  
- Employer Health Professionals, Ltd (IL Dept Juvenile Justice)
- Position Social Worker
- City and state Warrenville, IL
- Start date (month/year) October 2001
- End date (month/year) March 2007
  
- Employer The Wells Center (contracted by Illinois Department of Corrections)
- Position Substance Abuse Counselor
- City and state Warrenville, IL
- Start date (month/year) April 2001
- End date (month/year) October 2001
  
- Employer DuPage County Health Department
- Position Respite Worker
- City and state West Chicago, IL
- Start date (month/year) May 2002
- End date (month/year) March 2004
  
- Employer YWCA
- Position Youth Director
- City and state Aurora, IL
- Start date (month/year) August 1999
- End date (month/year) April 2001

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers  
National Association of Forensic Counselors  
American College of Certified Forensic Counselors  
Illinois Certification Board/IAODAPCA  
National Organization of Forensic Social Work  
CORE-Illinois (Citizens Organized for Recovery and Education)

**LAURA DONAVON**

6. List your community service responsibilities and activities for the last 3 years.

BACA (Bikers Against Child Abuse), Board Member  
Prairie Point Elementary Home and School Organization, Volunteer  
Girl Scouts of Northern Illinois, Volunteer  
Fox Valley Adult Transitions Center/Illinois Department of Corrections, Volunteer

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

Field Instructor of the Year, nominee, Aurora University

8. List your professional presentations presented during the last 5 years.

The Interrelatedness of Trauma, Adolescents, and Addiction, ICB Annual Conference, March 2016

9. List your professional publications for the last 5 years.

None

1. Name of faculty member: **DR. JOAN MARIE FEDOTA, LCSW**

2. Degree information

Ed.D.

National Louis University, Chicago IL

Educational Leadership

May/2000

Master of Social Work

Loyola University of Chicago

Social Work

May 1980

Bachelor of Arts

Northern Illinois University

Sociology

December 1976

3. Academic appointments

- Employing academic institution Aurora University
- Title Assistant Professor and Chair
- City and state Aurora, IL
- Start date (month/year) July 2014
- End date (month/year) Present
  
- Employing academic institution National Louis University
- Title Assistant Dean, College of Education
- City and state Chicago, IL
- Start date (month/year) July 2006
- End date (month/year) June 2014
  
- Employing academic institution University of Illinois
- Title Adjunct Professor
- City and state Rockford, IL
- Start date (month/year) Jan 2005
- End date (month/year) June 2010

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

- Employer Community Consolidated SD 59
- Position School Social Worker/Social Work Coordinator
- City and state Elk Grove Village, IL

**JOAN MARIE FEDOTA**

- Start date (month/year) August 1994
- End date (month/year) June 2006
  
- Employer School District 37
- Position School Social Worker
- City and state Wilmette, IL
- Start date (month/year) December 1986
- End date (month/year) June 1989
  
- Employer School District 140
- Position School Social Worker
- City and state Tinley Park, IL
- Start date (month/year) August 1980
- End date (month/year) June 1986
  
- Employer Private Practice
- Position Licensed Clinical Social Worker
- City and state Palatine, IL
- Start date (month/year) August 1985
- End date (month/year) June 1995

5. List your current professional, academic, community-related, and scientific memberships.

Illinois Association of School Social Workers, 1981 to present (past President)  
School Social Work Association of America, 1995 to present  
Women’s Club of Inverness  
Lake Geneva Women’s Club

6. List your community service responsibilities and activities for the last 3 years.

Fellowship Housing Corporation, Fundraising Gala Chair  
Summit School (Special Education school) Board of Directors  
All Saints Lutheran Church Personnel Committee

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

Thrivent Action Team Grant-Fall 2015

8. List your professional presentations presented during the last 5 years.

**JOAN MARIE FEDOTA**

School Social Work Association of America, Nashville TN: Using Strategies with Strong Potential to Create Powerful Learning Environments

Illinois Association of School Social Workers: The School Social Worker as Consultant

Midwest School Social Work Council: New School Social Workers Workshop

School Social Work Association of America, San Diego CA: Using High Leverage Strategies to Create Effective Learning Environments

9. List your professional publications for the last 5 years
10. Include any other relevant information below or as a separate attachment.

Serve as member of the Advisory Board of the School Social Work Journal

1. Name of faculty member: **MARISSA HAPP, MSW, LCSW**

2. Degree information

Doctoral Student (2nd year)

Aurora University

Social Work

2014-present

Master of Social Work

Aurora University

Social Work

May 2000

Bachelor of Science

Northern Illinois University

Family Services/Child Development

June 1975

3. Academic appointments

- Employing academic institution      Aurora University
- Title      Assistant Professor
- City and state      Aurora, IL
- Start date (month/year)      July 2013
- End date (month/year)      present
  
- Employing academic institution      Aurora University
- Title      Adjunct Professor
- City and state      Aurora, IL
- Start date (month/year)      June 2003
- End date (month/year)      June 2013
  
- Employing academic institution      Aurora University
- Title      Field Instructor
- City and state      Aurora, IL
- Start date (month/year)      August 2000
- End date (month/year)      May 2001

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

- Employer      Waubensee Community College
- Position      Adjunct Faculty

**MARISSA HAPP**

- City and state Sugar Grove, IL
- Start date (month/year) August 1990
- End date (month/year) June 2013
  
- Employer Provena Mercy Medical Center (Presence Health)
- Position Social Worker/Teacher (Behavioral Health)
- City and state Aurora, IL
- Start date (month/year) September 2004
- End date (month/year) May 2013
  
- Employer Kane County Health Department
- Position Program Coordinator: BabyFAST
- City and state Aurora, IL
- Start date (month/year) January 2002
- End date (month/year) January 2005
  
- Employer Child & Family Connections
- Position Local Inter-Agency Coordinator
- City and state Geneva, IL
- Start date (month/year) August 1997
- End date (month/year) January 2002
  
- Employer Aunt Martha’s Healthy Kids Clinic
- Position Child Development Specialist/Therapist
- City and state Aurora, IL
- Start date (month/year) August 1999
- End date (month/year) January 2002

5. List your current professional, academic, community-related, and scientific memberships.

Kane County Certified Naturalist, 2012 to present  
AOK Network of Kane County, 2003 to present  
Parent Educator Network of Aurora, 1997 to present  
National Association of Social Workers, 2015 to present  
Morton Arboretum, 2011 to present  
The Art Institute of Chicago, 2016  
The Society for Social Work Leadership in Health Care Illinois Chapter, 2016

## MARISSA HAPP

6. List your community service responsibilities and activities for the last 3 years.

SPARK of United Way Aurora, 2013 to 2014

Clinical Supervision for interns, Aurora University, 2013 to present

Graduate Affairs Committee, Aurora University, 2014 to present

Faculty Speakers Committee, Aurora University, 2014 to present

Speech Pathology Committee, Aurora University, 2015 to present

Hands of Hope Bereavement Volunteer, 2015 to present

Presence Health Pastoral Care Volunteer, 2015 to present

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

National Teacher of the Year: Kids In Need Foundation, 2012

Golden Heart Award, Heartland Blood Center, 18 gallon donor, 2016

8. List your professional presentations presented during the last 5 years.

Happ, M., Bridger, G. (2014). Early Intervention: Special Needs Birth-Three. Field Instructors' Seminar, Spring. 2 CEU credits, Aurora University.

Happ, M., Kao, J., Broumann, D, Zahay-Blatz, D. Wyman, S. (2014). Deep Thinking and Dream Making. Teaching and Research Symposium, Aurora University.

Happ, M. (2015). Teaching Strategies. New Faculty Orientation, Aurora University.

9. List your professional publications for the last 5 years  
Researcher/Reviewer (2011). Childhood & Adolescence, Cengage, CA.

Columnist, Aurora Beacon News (2006-2011). Valley Voices, Aurora.

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member **DR. FRED MCKENZIE**
  
2. Degree information
  - Degree – Ph.D., MSW, BA Sociology
  - Institution granting degree – Ph.D. Loyola University of Chicago, MSW and BA – George Williams College, Downers Grove IL
  - Major – Ph.D. Social Work, MSW – Social Work, BA - Sociology
  - Date awarded (month/year) Ph.D. – May, 1995, MSW June, 1982, BA Sociology December, 1973
  
3. Academic appointments
  - Employing academic institution – Aurora University
  - Title – Instructor; currently Full Professor and Executive Director of the School of Social Work
  - City and state – Aurora IL
  - Start date (month/year) 8/91
  - End date (month/year) ongoing
  
4. Professional post–baccalaureate and post–master’s social work experience
  - Employer – Post-Master’s – Spectrum Youth and Family Service
  - Position – Outreach Worker (1974-78), Counselor (1978-80), Clinical Director (1980-89)
  - City and state – Hoffman Estates, IL.
  - Start date (month/year) May 1974
  - End date (month/year) August 1989
  
5. List your current professional, academic, community-related, and scientific memberships. - Council on Social Work Education, National Association of Deans and Directors of Schools of Social Work

6. List your community service responsibilities and activities for the last 3 years.

Board member of the Fox Valley United Way and Chair of the Allocations Committee

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

None

8. List your professional presentations presented during the last 5 years.

None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Understanding and Managing the Therapeutic Relationship, 2011, Chicago IL. Lyceum Books,  
Interviewing for the Helping Professions, 2014, Chicago IL. Lyceum Books.

10. Include any other relevant information below or as a separate attachment.

Curriculum vita is attached.

1. Name of faculty member: **DR. WILLIAM G. RESSL**

2. Degree information

Doctor of Philosophy  
Chicago Theological Seminary  
Theology, Ethics, and the Human Sciences  
October 2013

Post-Graduate Certificate  
Center for Family Consultation  
Bowen Theory/Family Systems Theory  
June 2006

Master of Social Work  
Dominican University  
Social Work  
May 2004

Master of Divinity  
Chicago Theological Seminary  
Pastoral Theology  
May 2003

Summer Unit, Clinical Pastoral Education  
MacNeal Hospital, Rev. Dr. John Bollinger  
Pastoral Care  
2001

Towards Dual Juris Doctor / Master of Business Administration  
Illinois Institute of Technology  
IIT Chicago-Kent College of Law and IIT Stuart School of Business  
Law and Business  
1985-1988

Bachelor of Arts  
Lewis University  
Economics  
May 1985

3. Academic appointments

- Employing academic institution      Aurora University

## WILLIAM G. RESSL

- Title MSW Off-site Field Supervisor
- City and state Aurora, IL
- Start date (month/year) January 2016
- End date (month/year) Present
  
- Employing academic institution Aurora University
- Title Coordinator, Faith-Based Initiative and MSW Faith-Based Specialization
- City and state Aurora, IL
- Start date (month/year) April 2015
- End date (month/year) Present
  
- Employing academic institution Aurora University
- Title Assistant Professor
- City and state Aurora, IL
- Start date (month/year) August 2014
- End date (month/year) Present
  
- Employing academic institution Aurora University
- Title Coordinator, Advanced Clinical Social Work Specialization
- City and state Aurora, IL
- Start date (month/year) July 2014
- End date (month/year) Present
  
- Employing academic institution Aurora University
- Title DSW Clinical Preceptor, Dissertation Chair, Dissertation Committee Member, and DSW Clinical Oral Exam Committee Member
- City and state Aurora, IL
- Start date (month/year) December 2013
- End date (month/year) Present
  
- Employing academic institution Aurora University
- Title Adjunct Professor
- City and state Aurora, IL
- Start date (month/year) August 2012
- End date (month/year) August 2014

**WILLIAM G. RESSL**

- Employing academic institution Dominican University, Graduate School SW
- Title Adjunct Professor
- City and state River Forest, IL
- Start date (month/year) May 2013
- End date (month/year) August 2013

- Employing academic institution North Park University, North Park Theological Seminary
- Title Adjunct Professor
- City and state Chicago, IL
- Start date (month/year) January 2012
- End date (month/year) May 2013

- Employing academic institution Chicago Theological Seminary
- Title Graduate Teaching Assistant
- City and state Chicago, IL
- Start date (month/year) August 2005
- End date (month/year) February 2009

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

- Employer Renovatio Institute
- Position Therapist/LCSW
- City and state Brookfield, IL
- Start date (month/year) June 2004
- End date (month/year) Present

- Employer Trinity Community Church, UCC / Gift of Hope, Grandparents and Others Raising America’s Children
- Position Co-Pastor
- City and state Berwyn, IL
- Start date (month/year) September 2003
- End date (month/year) Present

- Employer Family Service & Mental Health Center of Oak Park and River Forest / Thrive Counseling Center
- Position Therapist
- City and state Oak Park, IL
- Start date (month/year) August 2003
- End date (month/year) May 2004

**WILLIAM G. RESSL**

- Employer Institute for Psychoanalysis, Culture, and Spirituality
- Position Research Assistant
- City and state Chicago, IL
- Start date (month/year) January 2003
- End date (month/year) June 2006
  
- Employer Southwest Center on Aging/ Aging Care Connections
- Position Care Specialist
- City and state La Grange, IL
- Start date (month/year) August 2002
- End date (month/year) May 2003
  
- Employer The British Home / Cantata Adult Life Services
- Position Home Companion, Activities Assistant, Handy Mender
- City and state Brookfield, IL
- Start date (month/year) April 2000
- End date (month/year) January 2003

5. List your current professional, academic, community-related, and scientific memberships.

American Academy of Religion, 2008 to present  
CSA Fraternal Life, 1963 to present  
Mankind Project, MKP Chicago, NWT, 2005 to present  
National Association of Social Workers (NASW), 2004 to present  
North American Association of Christians in Social Work, 2014 to present  
North American Paul Tillich Society, 2006 to present  
The Society for Pastoral Theology, 2009 to present  
The Society for Spirituality and Social Work, 2015 to present  
Trinity Community Church, UCC, Berwyn, IL, 2003 to present

6. List your community service responsibilities and activities for the last 3 years.

Pastoral Theology & Social Work (Dual MDiv/MSW) Global Forum on LinkedIn, Co-Founder, 2013 to present

Theological Dimensions of the Family Study Group, Society for Pastoral Theology, Co-Convener, 2013 to present

**WILLIAM G. RESSL**

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

Not Applicable

8. List your professional presentations presented during the last 5 years.

“On Giant Shoulders: Teaching Through a Minority Strain Interpretation of Paul Tillich’s Thought and Work as a Theologian Doing Social Work” at the North American Paul Tillich Society Annual Meeting at the American Academy of Religion in Atlanta, Georgia, November 20, 2015.

“Ritual-Making: The Rituals of Life and Their Impact on the Therapeutic Relationship” at National Association of Social Workers (NASW) IL 2015 Statewide Conference, Wheeling, Illinois, October 21, 2015, co-led with the Rev. Dr. Penny Taylor, Adjunct Professor of Social Work at Aurora University.

“Cultural Competency Beyond Race and Ethnicity: Towards Awareness of Spirit-filled Rituals and LGBTQ Communities” at the Aurora University Field Office CEU Event in Aurora, Illinois, September 11, 2015, co-led with Dr. Henry W. Kronner, LCSW, Assistant Professor of Social Work at Aurora University and the Rev. Dr. Penny Taylor, Adjunct Professor of Social Work at Aurora University.

“Opening Hearts and Minds: A Reflective Frame for the Pastoral Theologian Doing Social Work” at the Theological Dimensions of Family Study Group of the Society for Pastoral Theology Annual Meeting, Denver, Colorado, June 19, 2015.

“The Digital Footprint: Creating Your Own Holistic Online and Offline Brand Image” at the Eight Annual Faculty Teaching & Research Symposium at Aurora University, February 18, 2015, co-led with Alison Arendt, MSW (Social Work), Anthony Mann, MBA (Business), and Leila Samii, PhD (Business).

9. List your professional publications for the last 5 years

Forthcoming: “On Giant Shoulders: Teaching Through Paul Tillich’s Legacy of Being a Theologian Doing Social Work” in The North American Paul Tillich Society Bulletin, The North American Paul Tillich Society, Santa Clara, CA.

Ressler, W. and Taylor, P. Forging the Nonsectarian Approach to Faith-Based Social Work: “So How’s Your Spirit Doing?” Aurora University AU Pulse Blog, Posted Monday, October 19, 2015 at <http://news.aurora.edu/aupulse/2015/10/19/nonsectarian-approach-to-faith-based-social-work/>

**WILLIAM G. RESSL**

Ressl, W. Doing Liberative Pastoral Social Work: Towards an Integrative Paradigm Grounded in Tillichian Theology and Bowen Systems Theory, Dissertation. Chicago, IL: Chicago Theological Seminary, 2013.

10. Include any other relevant information below or as a separate attachment.

Ordained Minister in the United Church of Christ, Chicago Metropolitan Association of the Illinois Conference of the United Church of Christ (UCC).

Appendix B

**Competency Instrumental Rubrics**

MSW Assessment Tools

**SWK6511: Social Work Practice III: Clinical Theory and Methods**

**Benchmarking Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

**Assignment - Case Study Paper.**

**Educational Policy 2.1.1 – Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.**

**Practice Behaviors**

*2.1.1 (a) Advocate for client access to services of social work.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify need for social work services and did not advocate for client access to services of social work.	Student identified need for social work services but did not advocate for client access to services of social work.	Student identified need for social work services and advocated for client access at a minimal level.	Student identified need for social work services and advocated for client access at a moderate level.	Student identified need for social work services and actively advocated for client access to social work services.

*2.1.1 (b) Practice personal reflection and self-correction to assure continual professional development.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not use supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance and did not identify plans for making future improvements.	Student did use supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance but did not identify plans for making future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness but did not identify plans for making future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance but did not make plans for future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance and made plans for future improvements.

*2.1.1 (c) Attend to professional roles and boundaries.*

1 – Not yet	2 – Beginning to	3 – Developing in	4 – Competent in	5 – Exceptional in
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demonstrated	Emerge	Application	Application	Application
Student did not establish clear professional boundaries and did not make the client's interests the primary focus.	Student established weak professional boundaries and had difficulty making the client's interest the primary focus.	Student established average professional boundaries and made the client's interest the primary focus.	Student established strong professional boundaries and made the client's interest the primary focus.	*Previous box <u>plus</u> developed a relationship with their client that is characterized by collaborative problem solving and mutuality without blurring the boundaries of their relationship or obscuring the purpose of their work.

*2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not demonstrate professional demeanor in behavior, appearance and communication.	Student minimally demonstrated professional demeanor in behavior, appearance and communication.	Student demonstrated acceptable professional demeanor in behavior, appearance, and communication.	Student demonstrated strong professional demeanor in behavior, appearance, and communication.	Previous box <u>plus</u> student demonstrated exceptional ability to integrate fully into the practice setting.

*2.1.1 (e) Engage in career-long learning.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not have a plan to engage in career long learning.	Student recognizes a need for career long learning, but a plan is not in place.	Student understands the purpose of continuing education and explored a plan regarding career long learning.	Student understands the purpose of continuing education and has developed a plan to achieve career long learning.	Previous box, and the plan includes an integration of values of the social work profession.

*2.1.1 (f) Use supervision and consultation.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not effectively use supervision and consultation.	Student was weak in using supervision and consultation.	Student was average in using supervision and consultation.	Student was strong in using supervision and consultation.	Student was exceptional in using supervision and consultation.

*2.1.1 (g) Understand and identify professional strengths, limitations, and challenges.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not effectively identify professional strengths, limitations, and challenges.	Student was weak in identifying professional strengths, limitations, and challenges.	Student was able to identify strengths, limitations, and challenges. Does not demonstrate an understanding of the implications for his/her social work practice.	Student was able to identify strengths, limitations, and challenges. Demonstrates a basic understanding of the implications for his/her social	Student was able to identify strengths, limitations, and challenges. Demonstrates an advanced understanding of the implications for his/her social work practice.

			work practice.	
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**SWK6521: Social Work Practice IV: Advanced Clinical Knowledge and Application**

**Benchmarking Competency 2.1.2 – Apply social work ethical principles to guide professional practice.**

**Assignment - Ethical Dilemma Resolution.**

**Educational Policy 2.1.2 – Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.**

**Practice Behaviors**

*2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When completing a personal genogram, student does not recognize and manage personal values.	When completing a personal genogram, student identifies one to two personal values.	When completing a personal genogram, student recognizes personal values.	When completing a personal genogram, student recognizes and manages personal values.	When completing a personal genogram, student recognizes and manages personal values, as well as the origin of the personal values.

*2.1.2 (b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did not identify the ethical dilemma, nor did the student identify a specific resolution as it applies to advanced clinical social work when resolving the dilemma.	Student identified the ethical dilemma, and attempted to apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work, but the dilemma was not connected to a specific resolution model.	Student identified the ethical dilemma, applied ethical decision-making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The student in general terms described the connection between the case and the process.	Student identified the ethical dilemma presented in the case scenario. The student applied ethical decision-making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. Student identified one action step toward resolution.	*Previous box <u>plus</u> the student addressed the NASW Code of Ethics and Rest’s Four Component Model of Moral Behavior when considering resolution of the ethical dilemma. Student identified the strengths of the situations as well.

*2.1.2 (c) Tolerate ambiguity in resolving ethical conflicts.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student	When exploring case scenario of ethical dilemmas,	When exploring case scenario of ethical dilemmas,	When exploring case scenario of ethical dilemmas,	*Previous box <u>plus</u> the student applied specific alternatives based upon the

did not identify the ethical dilemma.	the student did identify the ethical dilemma, but did not identify more than one solution for resolution.	the student did identify the ethical dilemma, and did identify at least two alternative solutions for resolution.	the student did identify the ethical dilemma, and at more than two alternative solutions for resolution while labeling their process for the resolution.	NASW Code of Ethics and Rest's Four Component Model of Moral Behavior.
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*2.1.2 (d) Apply strategies of ethical reasoning to arrive at principled decisions.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did not identify the ethical dilemma, nor did the student identify a specific resolution as it applies to advanced clinical social work when resolving the dilemma.	Student identified the ethical dilemma, and attempted to apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work, but the dilemma was not connected to a specific resolution model.	Student identified the ethical dilemma, applied ethical decision-making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The student in general terms described the connection between the case and the process.	Student identified the ethical dilemma presented in the case scenario. The student applied ethical decision-making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. Student identified one action step toward resolution.	*Previous box <u>plus</u> the student addressed the Rest's Four Component Model of Moral Behavior when considering resolution of the ethical dilemma. Student identified the strengths of the situations as well.

*2.1.2 (e) Apply ethical decision-making skills to resolve ethical decisions while implementing specified resolution models as they apply to advanced clinical social work.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
When exploring case scenario of ethical dilemmas, the student did identify any steps in the ethical decision-making process.	Student identified the ethical dilemma and came do a resolution, but was unable to articulate all the steps of his/her decision making process.	Student identified the ethical dilemma, applied ethical decision-making skills to resolve the ethical decision while implementing a specified resolution model as it applies to advanced clinical social work. The student was vague in applying the resolution model.	Student identified the ethical dilemma presented in the case scenario and was able to describe the decision-making process and come to an appropriate resolution to the case scenario.	*Previous box <u>plus</u> the student was able to articulate ways to use this decision-making process in other case scenarios.

**SWK6283: Practice and Program Evaluation**

**Benchmarking Competency - 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments.**

## Assignment - Final Research Paper

**Educational Policy 2.1.3** – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

### Practice Behaviors

*2.1.3(a) Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student's review of sources of knowledge addressed an insufficient range of sources and did not reflect appraisal of sources and integration of presentation.	Student reviewed several sources of knowledge but did not adequately appraise their worth or present them in an integrated manner.	Student reviewed a moderate range of sources of knowledge and may have appraised them at an introductory level and integrated their content although not consistently.	Student reviewed an adequate number of resources and may have appraised their worth and presented most of the review in an integrated manner.	Student reviewed an appropriate range of sources of knowledge, appraised their worth and consistently presented them in an integrated manner.

*2.1.3(b) Analyze models of assessment, prevention, intervention, and evaluation.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify a social problem, explore its causes, explain how the assessment/prevention effort/intervention is a rational response to the social problem, or provide literature support.	The student may have provided some literature support concerning the purported causes of the social problem or the efficacy of the proposed response (assessment/prevention effort/intervention) but did not provide sufficient literature support and did not draw a logical connection between the problem and the response.	The student provided literature support concerning the assessment/prevention effort/intervention being explored and explored literature concerning the social problem and its causes but did not clearly explain the rationale connecting the response (assessment/prevention effort/intervention) to the social problem.	The student identified a social problem, explored literature pertaining to its causes, proposed an assessment/prevention effort/intervention in response, addressed literature regarding the response, and began to address the connection between the problem and response but may not have elaborated upon the connection fully.	Student identified a social problem; explored its purported causes; explained the logical connection between the assessment, prevention effort, or intervention being evaluated and the cause of the social problem; and provided appropriate literature support.

*2.1.3 (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The quality of the student's written work and any oral presentation made is not at the collegiate level.	The quality of the student's written work and any oral presentation made is marginal, but the student is able to	The quality of the student's written work and oral presentation is moderate and considered acceptable in the upper biennium	The quality of the student's written work and oral presentation is at the level expected in graduate work.	The quality of the student's written work and oral presentation is professional and effective.

	communicate his or her point clearly.	at the undergraduate level.		
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2.1.3 (Program-specific Practice Behavior) Articulate theoretical orientation(s) as applied to Practice and Program Evaluation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not articulate the theoretical orientation(s) for the assessment/prevention effort/intervention being evaluated.	The student references a clinical theory, but the clinical theory may not be completely applicable to the assessment/prevention effort/intervention or the student does not explain its relevance.	The student selects and presents at least one relevant clinical theory undergirding the assessment/prevention effort/intervention and explains its relevance.	The student selects more than one relevant clinical theory undergirding the assessment/prevention effort/intervention and presents them but may not elaborate upon them fully.	The student thoroughly and thoughtfully explores a range of theoretical orientations that apply to the assessment/prevention effort/intervention being evaluated.

**SWK6521: Social Work Practice IV: Advanced Clinical Knowledge and Application**

**Benchmarking Competency 2.1.4 – Engage diversity and difference in practice.**

**Assignment - Integrated Clinical Paper.**

**Educational Policy 2.1.4 – Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. As well as the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.**

**Practice Behaviors**

2.1.4 (a) Social worker recognizes the extent to which a culture’s structures and values may oppress marginalize, alienate, or create or enhance privilege and power.

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presented no recognition of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presented a minor knowledge of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presented several examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presented many examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	*Previous box <u>plus</u> application of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.

2.1.4 (b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presented no self-awareness of how to eliminate the influence of personal biases (countertransference) and	Student presented minor self-awareness of how to eliminate the influence of	Student presented several examples on self-awareness of how to eliminate the influence of personal	Student presented many examples on self-awareness of how to eliminate the influence of personal biases and	*Previous box <u>plus</u> application on how self-awareness and use of self

values in working with clients who are “different” from them.	personal biases and values in working with diverse clients.	biases with their clients.	values in working with diverse groups.	eliminates the influence of personal biases and values in working with diverse groups.
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*2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presented no understanding of the importance of difference in shaping life experiences of clients.	Student presented minor understanding of the importance of difference in shaping clients’ life experiences.	Student presented several examples on understanding the importance of difference in shaping clients’ life experiences.	Student presented many examples on understanding the importance of difference in shaping life experiences.	*Previous box <u>plus</u> application on the importance of difference in shaping life experiences.

*2.1.4 (d) Social workers views themselves as learners and engage those with whom they work as informants.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not state that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Student at least once identified that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Student on at least three occasions stated that they worked with their supervisor or other colleagues such as psychiatrists, doctors, psychologists, nurses, teachers, etc. regarding the case.	Student on multiple occasions (more than four) stated that they worked with their supervisor or other colleagues such as psychiatrists, doctors, nurses, teachers, etc. regarding the case.	*Previous box <u>plus</u> students stated how they used the information from others to improve the treatment for the client.

*2.1.4 (e) Demonstrate proficiency in understanding and utilizing cultural competence in advanced clinical social work.*

1 – Not yet demonstrated	2 – Beginning to Emerge	3 – Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presented no concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving psychotherapy.	Student critically presented a few concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving psychotherapy.	Student critically presented at least 4-5 concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving psychotherapy.	Student critically presented many (more than 5) concepts of oppression and discrimination relating to gender, race, ethnicity, etc. for a client who is receiving psychotherapy.	Student critically presented many concepts of oppression and discrimination and they relate them to several categories such as gender, race, ethnicity, etc. for a client who is receiving psychotherapy.

**SWK 6420: School Social Work Practice and Policy II**

**Benchmarking Competency 2.1.5 – Advance human rights and social and economic justice.**

**Assignment - Social Development Study (abbreviated SDS)**

**Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.**

**Practice Behaviors**

*2.1.5 (a) Understand the forms and mechanisms of oppression and discrimination.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe the forms and mechanisms of oppression and discrimination.	Student can identify a form of oppression and discrimination but not able to describe the mechanism for client identified in SDS.	Student can identify multiple forms of oppression and discrimination and provides a basic understanding of the mechanism for client identified in SDS.	Student displays strong ability to describe how to describe multiple forms of oppression and discrimination and the underlying mechanisms for client identified in SDS.	*Previous box <u>plus</u> thorough application of understanding of oppression to their practice context of school social work.

*2.1.5 (b) Advocate for human rights and social and economic justice.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to advocate for human rights, social justice, and economic justice.	Student is able to describe human rights and social justice issues but no discussion of advocacy for client identified in SDS.	Student is able to describe human rights, social justice issues, and one example of how to advocate for client identified in SDS.	Student displays strong ability to describe human rights, social justice issues, as well as multiple strategies in advocacy for client identified in SDS.	*Previous box <u>plus</u> thorough explanation of how strategies advocated for are applicable to the school setting being proposed.

*2.1.5 (c) Engage in practices that advance social and economic justice.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate how to engage in practices that advance social and economic justice.	Student Weakly demonstrates the ability to conceptualize social and economic justice issues for the client identified in the SDS.	Student displays an average demonstration of the ability to conceptualize social and economic justice for client identified in SDS.	Student displays an average demonstration of the ability to conceptualize social and economic justice for client identified in SDS and identifies a strategy to intervene on the client's behalf.	Student displays a strong demonstration of the ability to conceptualize social and economic justice for client identified in SDS and identifies multiple strategies to intervene on the client's behalf.

*2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate knowledge of the	Student shows basic understanding of	Student shows moderate ability to understand	*Previous box plus the ability to explain how this knowledge	*Previous box <u>plus</u> student is able to describe specifically how this

effects of oppression, discrimination and historical trauma.	the concepts of oppression, discrimination, and historical trauma but does not apply it too effectively to client systems.	oppression, discrimination, and historical trauma and how it affects the psychosocial functioning of clients.	is relevant to treatment planning and intervention.	knowledge should guide the services provided within his/her work site.
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**SWK 6533 Advanced Macro Practice**

**Benchmarking Competency 2.1.5 – Advance human rights and social and economic justice.**

**Assignment - Advanced Macro Practice Paper**

**Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.**

**Practice Behaviors**

*2.1.5 (a) Understand the forms and mechanisms of oppression and discrimination.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe the forms and mechanisms of oppression and discrimination.	Student can identify a form of oppression and discrimination but not able to describe the mechanism.	Student can identify multiple forms of oppression and discrimination and provides a basic understanding of the mechanism.	Student shows strong ability to describe how to describe multiple forms of oppression and discrimination and the underlying mechanisms.	*Previous box <u>plus</u> thorough application of understanding of oppression to their practice context.

*2.1.5 (b) Advocate for human rights and social and economic justice.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to advocate for human rights, social justice, and economic justice.	Student is able to describe human rights and social justice issues but no discussion of advocacy.	Student is able to describe human rights, social justice issues, and one example of how to advocate.	Student shows strong ability to describe human rights and social justice issues as well as multiple strategies in advocacy.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context.

*2.1.5 (c) Engage in practices that advance social and economic justice.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate how to engage in practices that advance social and economic justice.	Student weakly demonstrates the ability to conceptualize social and economic justice issues, but unable to apply it in practice setting.	Student moderately demonstrates the ability to conceptualize social and economic justice as well as practices that advance justice.	Student strongly elaborates on how to advance social and economic justice with multiple specific strategies cited.	*Previous box <u>plus</u> demonstration that student can conceptualize how to advance social and economic justice to his/her practice context.

*2.1.5 (d) Use knowledge of effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate knowledge of the effects of oppression, discrimination and historical trauma.	Student shows basic understanding of the concepts of oppression, discrimination, and historical trauma but does not apply it too effectively to client systems.	Student shows moderate ability to understand oppression, discrimination, and historical trauma and how it affects the psychosocial functioning of clients.	*Previous box plus the ability to explain how this knowledge is relevant to treatment planning and intervention.	*Previous box <u>plus</u> student is able to describe specifically how this knowledge should guide the services provided within his/her work site.

**SWK 6283: Practice and Program Evaluation**

**Benchmarking Competency 2.1.6 – Engage in research-informed practice and practice-informed research**

**Assignment - Final Paper.**

**Educational Policy 2.1.6 – Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.**

**Practice Behaviors**

*2.1.6 (a) Social workers use practice experience to inform scientific inquiry.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify how practice experience informs the need for or significance of the research. The student does not present evidence in the literature of the need for scientific inquiry about the selected topics.	The student asserts the need for research but does not support the need for the research with practice experience or evidence of the state of need of the population under study. The literature review provides citations supporting the research but does not provide empirical evidence.	The student provides a justification for the study based on practice experience and a review of the research that suggest the research questions are unanswered, or does not have the empirical evidence of need or of the assertion that evidence-based practice is not firmly established or evaluated for the population under study.	The student justifies the need for the study given practice experience and empirical evidence of need but may not clearly define the ways in which the literature does not provide sufficient empirical validation of evidence-based practice (or does not provide such evidence for the population under study).	The introduction section of the proposal presents a strong justification of need for and significance of research; this is supported by practice experience and empirical evidence presented in the literature review of the need for the study.

*2.1.6 (b) Social workers use research evidence to inform practice.*

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not indicate the ways in which the data gathered for the project inform practice, programs, and policy.	The student correctly indicates some ways in which the data gathered for the project inform practice,	The student correctly addresses ways in which the data gathered for the project inform all of the elements	The student does correctly identify ways in which the data gathered for the project inform practice, programs, and policy	The student thoroughly addresses the ways in which the data gathered for the project inform

	programs, and policy but does not address all of these elements.	(practice, programs and/or policy) but is not thorough in reviewing applications for most elements.	and thoroughly address most of these elements.	practice, programs, and policy.
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2.1.6 (c) Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify theoretical bases for the intervention or the implications of the findings for theory.	The student identifies one or more theoretical bases for the intervention (although they may not be the best fit) and does not identify implications of the findings for theory.	The student correctly identifies at least one theoretical basis for the intervention and identifies some of the implications of the findings for theory.	The student correctly identifies theoretical bases for the intervention and identifies most of the implications of the findings for theory.	The student correctly identifies more than one theoretical basis for the intervention and identifies a range of implications of the findings for clinical theory.

### SWK 6500: Psychopathology

#### Benchmarking Competency 2.1.7 - Apply knowledge of human behavior and the social environment.

**Assignment** - The student will write a comprehensive developmental paper analyzing and applying developmental frameworks of assessment, intervention, and evaluation to a specific case.

**Educational Policy 2.1.7 – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.**

#### Practice Behaviors

2.1.7(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

1 –Unacceptable	2 –Developing	3-Acceptable	4 –Commendable	5 –Exceptional
The student does not utilize bio-psycho-social-spiritual theories in formulation of comprehensive assessments.	The student utilizes at least one element of bio-psycho-social-spiritual theory in formulation of assessment.	The student utilizes at least two elements of bio-psycho-social-spiritual theory in formulation of assessment.	The student utilizes at least three elements of bio-psycho-social-spiritual theory in formulation of assessment.	The student utilizes all four elements of bio-psycho-social-spiritual theory in formulation of comprehensive assessment.

2.1.7 (b) Critique and apply knowledge to understand person and environment.

1 –Unacceptable	2 –Developing	3-Acceptable	4 – Commendable	5 –Exceptional
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The student does not utilize theories of human behavior in the social environment.	The student includes evidence of consideration of theories of human behavior in the social environment but not of synthesis or differential application.	The student includes evidence of theories of human behavior in the social environment as well as some evidence of integration and application of the theories.	The student includes evidence of synthesis of theories about human behavior in the social environment and consideration of how these apply to work with clients, but does not demonstrate	The student demonstrates comprehensive synthesis and consideration of differential application of theories of human behavior in the social environment.
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2.1.7 (c) *Advanced practitioners synthesize and differentially apply HBSE theories to guide advanced clinical social work practice; using bio-psycho-social-spiritual theories in formulation of comprehensive, culturally competent assessments.*

1 - Unacceptable	2 - Developing	3 - Acceptable	4 - Commendable	5 - Exceptional
Student does not synthesize and differentially apply HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Student includes preliminary evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Student includes adequate evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Student includes fundamental evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.	Student includes complex and sophisticated evidence of synthesizing and differentially applying HBSE theories to guide advanced social work practice: using bio-psycho-social-spiritual theories in the formation of comprehensive, culturally competent assessments.

**SWK 6420: School Social Work Practice and Policy II**

**Benchmarking Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**Assignment - School Board Meeting Report**

**Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.**

**Practice Behaviors**

*2.1.8 (a) Analyze, formulate, and advocate for policies that advance social well-being.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to show basic knowledge of policy practice.	Student can identify relevant policies at the school board meeting but demonstrates a weak ability to analyze them.	Student shows an ability to analyze and hypothetically formulate potential policies that the school board should adopt.	Student demonstrates the ability to analyze, hypothetically formulate potential policies, and proposes hypothetical ways to advocate for policies that the school board should	*Previous box <u>plus</u> the student demonstrates the ability to reflect on how this process of analysis, formulation, and advocacy would be interpreted by school board members coming

			adopt.	from a school social worker.
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**2.1.8 (b) Collaborate with colleagues and clients for effective policy action.**

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to collaborate with colleagues and clients for effective policy action.	Student is able to state one strategy for collaborating with colleagues and clients, but does not elaborate on steps involved in that strategy.	Student is able to state one strategy for collaborating with colleagues and clients, and elaborates on steps involved in that strategy.	Student is able to state multiple strategies for collaborating with colleagues and clients, and elaborates on steps involved in those strategies.	*Previous box <u>plus</u> thorough application of how to advocate within one’s own practice context within a school district.

**2.1.8 (c) Students will advocate for policies that affect clients and services.**

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate knowledge of how to advocate for policies.	Student weakly demonstrates the ability to advocate for policies that affect clients and service.	Student gives one specific strategy for how to advocate for policies that affect clients and services and gives basic steps to implement strategy.	Student gives multiple strategies and/or in-depth description of how to implement the strategy, including consideration of challenges involved in implementation.	*Previous box <u>plus</u> student has demonstrated that he/she has put an advocacy strategy in action on behalf of clients.

**SWK 6533: Advanced Macro Practice**

**Benchmarking Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**Assignment - Advanced Macro Practice Paper**

**Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.**

**Practice Behaviors**

**2.1.8 (a) Analyze, formulate, and advocate for policies that advance social well-being.**

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to show basic knowledge on policy practice.	Student can identify relevant policies but so weak ability to analyze them.	Student shows an average ability to analyze, formulate, and advocate for policies.	*Previous box <u>plus</u> the student shows the ability to consider policy alternatives and multiple perspectives in addressing the problem the policy seeks to address.	*Previous box <u>plus</u> ability to describe how the student could advocate for the policy from his/her work site.

**2.1.8 (b) Collaborate with colleagues and clients for effective policy action.**

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to	Student is able to	Student is able to state one	Student is able to	*Previous box <u>plus</u>

describe how to collaborate with colleagues and clients for effective policy action.	state one strategy for collaborating with colleagues and clients, but does not elaborate on steps involved in that strategy.	strategy for collaborating with colleagues and clients, and elaborates on steps involved in that strategy.	state multiple strategies for collaborating with colleagues and clients, and elaborates on steps involved in those strategies.	thorough application of how to advocate within one's own practice context.
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*2.1.8 (c) Students will advocate for policies that affect clients and services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate how to knowledge of how to advocate for policies.	Student weakly demonstrates the ability to advocate for policies that affect clients and service.	Student provides one specific strategy on how to advocate for policies that affect clients and services and gives basic steps to implement strategy.	Student provides multiple strategies and/or in-depth description of how to implement the strategy, including consideration of challenges involved in implementation.	*Previous box <u>plus</u> student has demonstrated that he/she has put an advocacy strategy in action on behalf of clients.

**SWK 6420: School Social Work Practice and Policy II**

**Benchmarking Competency 2.1.9 - Respond to contexts that shape practice**

**Assignment - Tier II Presentation**

**Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.**

**Practice Behaviors**

*2.1.9 (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to demonstrate the ability to analyze and justify the need for the proposed Tier II intervention in their district.	Student demonstrates a weak ability to analyze and justify the need for the proposed Tier II intervention in their district.	Student demonstrates an average ability to analyze and justify the need for the proposed Tier II intervention in their district.	Student demonstrates an excellent ability to analyze and justify the need for the proposed Tier II intervention in their district.	*Previous box <u>plus</u> ability to describe how this Tier II intervention may or may not be applicable to other populations inside or outside of their district.

*2.1.9 (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to justify how the Tier II intervention will benefit the identified population in the district.	Student provides a weak, nonspecific justification of how the Tier II intervention will benefit the identified population in the	Student is able to provide relevant justification of how the Tier II intervention will benefit the identified population in the	Student provides specific, relevant, and realistic justification of how the Tier II intervention will benefit the identified population in the district.	*Previous box <u>plus</u> thorough understanding of challenges in implementing changes in an organization and

	district.	district.		demonstration of understanding how to deal with those challenges.
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*2.1.9 (c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to communicate to stakeholders the implications of implementing this Tier II intervention.	Student provides weak, non-specific means of communicating the implications of implementing this Tier II intervention.	Student is able to describe basic means of communicating to stakeholders the implications of implementing this Tier II intervention.	Student provides specific, relevant, and realistic means of communicating to stakeholders the implications of implementing this Tier II intervention.	*Previous box <u>plus</u> describe how these parties may respond to these efforts and how to predict as well as manage responses.

**SWK 6533: Advanced Macro Practice**

**Benchmarking Competency 2.1.9 - Respond to contexts that shape practice**

**Assignment - Advanced Macro Practice Paper**

**Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.**

**Practice Behaviors**

*2.1.9 (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to show basic knowledge on how to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Student demonstrates a weak understanding of this competency, only addressing one of the components above when completing a SWOT analysis.	Student shows an average ability to consider all aspects of a SWOT analysis of their organization.	Student shows an advanced ability to complete a SWOT analysis, considering how changing locales, populations, scientific developments, and societal trends affects their organization.	*Previous box <u>plus</u> ability to describe how responds to changing locales, populations, scientific developments, and societal trends affect their organization.

*2.1.9 (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to promote sustainable changes in service delivery and practice to improve the quality of social services.	Student provides weak, non-specific recommendations for organizational improvement at the end of the advanced macro practice paper.	Student is able to provide relevant recommendations for promoting change in the organization, but the recommendations are not realistic or there is no description of implementation.	Student provides specific, relevant, and realistic recommendations for improving the quality of services.	*Previous box <u>plus</u> thorough understanding of challenges in implementing changes in an organization and demonstration of understanding how to deal with those challenges.

*2.1.9 (c) Communicate to stakeholders the implications of policies and policy change in the lives of clients.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to communicate to stakeholders the implications of policies and policy change in the lives of clients.	Student provides weak, non-specific means of communicating the implication of policies and policy change.	Student is able to describe basic means of communicating to stakeholders the implications of policies and policy change.	Student provides specific, relevant, and realistic means of communicating to stakeholders the implications of policies and policy change.	*Previous box <u>plus</u> describes his/her attempt at actually communicating to stakeholders and evaluates this attempt.

**SWK6511: Social Work Practice III: Clinical Theory and Methods**

**Benchmarking Competency 2.1.10 – Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.**

**Assignment - Case Study Paper**

**Educational Policy 2.1.10 – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.**

**Practice Behaviors**

*2.1.10 (a1) Substantively and affectively prepare for action with client(s).*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe how to prepare affectively for action with identified client system.	Student shows weak ability to describe how to prepare affectively for action with identified client system.	Student shows moderate ability to describe how to prepare affectively for action with identified client system.	Student shows strong ability to describe how to prepare affectively for action with identified client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (a2) Use empathy and interpersonal skills.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student is unable to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Student shows weak ability to describe empathic understanding or appropriate interpersonal skills in interaction with client system.	Student shows moderate ability to describe empathic understanding and basic interpersonal skills in interaction with client system.	Student shows strong ability to describe empathic understanding and advanced interpersonal skills in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not demonstrate how to develop	Student shows weak ability to develop a mutually	Student shows moderate ability to develop a mutually	Student shows strong ability to develop a mutually agreed-on focus	*Previous box <u>plus</u> thorough analysis such that

appropriately a mutually agreed-on focus of work and desired outcomes in interaction with client system.	agreed-on focus of work and desired outcomes in interaction with client system.	agreed-on focus of work and desired outcomes in interaction with client system.	of work and desired outcomes in interaction with client system.	organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.
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*2.1.10 (b1) Collect, organize and interpret client data.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not collect, organize, and interpret client data in interaction with client system.	Student shows weak ability to collect, organize, and interpret client data in interaction with client system.	Student shows an ability to collect, organize, and interpret client data in interaction with client system.	Student shows Strong ability to collect, organize, and interpret client data in interaction with client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (b2) Assess client strengths and limitations.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not assess client system strengths and limitations.	Student displays weak ability to assess client system strengths and limitations.	Student displays moderate ability to assess client system strengths and limitations.	Student displays strong ability to assess client system strengths and limitations.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (b3) Develop mutually agreed-on interventions goals and objectives.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not develop mutually agreed-on intervention goals and objectives with the client system.	Student displays weak ability to develop mutually agreed-on intervention goals and objectives with the client system.	Student displays moderate ability to develop mutually agreed-on intervention goals and objectives with the client system.	Student displays strong ability to develop mutually agreed-on intervention goals and objectives with the client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (b4) Select appropriate intervention strategies.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not select appropriate intervention strategies to affect change in the client system.	Student displays weak ability to select appropriate intervention strategies to affect change in the client system.	Student displays moderate ability to select appropriate intervention strategies to affect change in the client system.	Student displays strong ability to select appropriate intervention strategies to affect change in the client system.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above

				average critical thinking.
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*2.1.10 (c1) Initiate actions to achieve organizational goals.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student did not describe how to initiate action to achieve organizational goals.	Student displays weak ability to initiate action to achieve organizational goals.	Students displays moderate ability to initiate action to achieve organizational goals.	Student displays strong ability to initiate action to achieve organizational goals.	*Previous box <u>plus</u> thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

*2.1.10 (c2) Implement prevention interventions that enhance client capacities.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student proposed strategies were not appropriate to implement prevention interventions that enhance the capacity of the client system.	Student demonstrates beginning level clinical insight by proposing prevention interventions that enhance the capacity of the client system.	Student demonstrates good basic skills by proposing prevention interventions that enhance the capacity of the client system.	*Previous box <u>plus</u> advanced skills to propose prevention interventions that enhances the capacity of the client system.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in theoretical terms.

*2.1.10 (c3) Help clients resolve problems.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student proposes inappropriate ways to help client resolve problems.	Student demonstrates beginning level clinical skills by proposing interventions to help client resolve problems.	Student demonstrates good basic skills by proposing interventions to help client resolve problems.	*Previous box <u>plus</u> advanced skills by proposing interventions to help client resolve problems.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. Intervention strategies were clearly demonstrated as defined in the theoretical terms.

*2.1.10 (c4) Negotiate, mediate, and advocate for clients.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student does not describe how to negotiate, mediate, and advocate for the client system.	Student demonstrates beginning level clinical skills in how to negotiate, mediate, and advocate for the client system.	Student demonstrates good basic skills in how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> advanced skills in how to negotiate, mediate, and advocate for the client system.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the

				theoretical terms.
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*2.1.10 (c5) Facilitate transitions and endings.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student does not describe how to facilitate properly transitions and endings with the client system.	Student demonstrates beginning level clinical skills in describing how to facilitate properly transitions and endings with the client system.	Student demonstrates good basic skills in describing how to facilitate properly transitions and endings with the client system.	*Previous box <u>plus</u> advanced skills in describing how to facilitate properly transitions and endings with the client system.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

*2.1.10 (d) Critically analyze, monitor, and evaluate interventions.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student does not critically analyze, monitor, and evaluate interventions.	Student demonstrates beginning level clinical skills in critically analyzing, monitoring, and evaluating interventions.	Student demonstrates good basic skills in in critically analyzing, monitoring, and evaluating interventions.	*Previous box <u>plus</u> advanced skills in in critically analyzing, monitoring, and evaluating interventions.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

*2.1.10 (e) Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychological-social-spiritual conditions.*

1 – Unacceptable	2 – Developing	3- Acceptable	4 – Commendable	5 – Exceptional
Student does not use clinical evaluation of the process/outcomes to develop best practice interventions.	Student demonstrates beginning level clinical skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	Student demonstrates good basic skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	Student demonstrates advanced skills in using clinical evaluation of the process/outcomes to develop best practice interventions.	*Previous box <u>plus</u> Student addressed all components of the assignment criteria at an advanced level. The student clearly demonstrates his/her thinking about how to use best practice interventions.

Appendix C

**School of Social Work Field Instrument**

Full Time Faculty

The foundation learning agreement form, and evaluation forms follow. The advanced learning agreement and evaluation form can be found in this appendix as well. For the sake of space, the forms have been modified a bit. Blank sections following comment areas have been deleted.

Foundation	Learning Agreement	p. 296
Foundation	Evaluation	p. 303
Advanced	Learning Agreement	p. 311
Advanced	Evaluation	p. 321



SCHOOL OF SOCIAL WORK

FIELD INSTRUCTION PROGRAM

**STUDENT/FIELD INSTRUCTOR**

**LEARNING AGREEMENT MSW Foundation MSW Placements**

This document must be completed and turned in during the student's **first 75 hours** of internship.

**Student Name:** \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Date Learning Agreement Completed: \_\_\_\_\_

Primary MSW Field Instructor Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Please check level of internship:

- |  |
|--|
| <input type="radio"/> MSW Foundation- 450 hours            |
| <input type="radio"/> MSW Foundation/Addictions- 500 hours |

**Instructions:**

Write or type student learning experiences within the table below. **A learning activity is needed for each practice behavior under each competency area**. Recording the same learning activity for different practice behaviors is permitted. Each practice behavior requires a learning activity within the internship. Please indicate the timeframe of the learning experience and which of the Core Competencies listed below will be taught through each experience.

## ***Social Work Competencies and Practice Behaviors***

<b>2.1.1 Professional Identity</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers advocate for client access to the services of social work		
Social workers practice personal reflection and self-correction to assure continual professional development		
Social workers attend to professional roles and boundaries		
Social workers demonstrate professional demeanor in behavior, appearance and communication		
Social workers engage in career-long learning		
Social workers use supervision and consultation		

<b>2.1.2 Ethical Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers recognize and manage personal values in a way that allows professional values to guide practice		
Social workers make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Social Work Ethics in Social Work, Statement of Principles		
Social workers tolerate ambiguity in resolving ethical conflicts		
Social workers apply strategies of ethical reasoning to arrive at principled decisions		

<b>2.1.3 Critical Thinking</b>	<b>Learning Activities</b>	<b>Anticipated date of learning activity</b>

	<b>within the internship</b>	
Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Social workers analyze models of assessment, prevention, intervention, and evaluation		
Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		

<b>2.1.4 Diversity in Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences		
Social workers view themselves as learners and engage with whom they work as informants		

<b>2.1.5 Human Rights &amp; Justice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>

Social workers understand the forms and mechanisms of oppression and discrimination		
Social workers advocate for human rights and social and economic justice		
Social workers engage in practice that advance social and economic justice		

<b>2.1.6 Research Based Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers use practice experience to inform scientific inquiry		
Social workers use research evidence to inform practice		

<b>2.1.7 Human Behavior</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation		
Social workers critique and apply knowledge to understand person and environment		

<b>2.1.8 Policy Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers analyze, formulate, and advocate for policies that advance social well-being		
Social workers collaborate with colleagues and clients for effective policy action		

<b>2.1.9 Practice Contexts</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		

<b>2.1.10 Engage, Assess, Intervene, Evaluate</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
<b>Engagement</b>		
Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		
Social workers use empathy and other interpersonal skills		
Social workers develop a mutually agreed upon focus of work and desired outcomes		
<b>Assessment</b>		
Social workers collect, organize, and interpret client data		
Social workers assess client strengths and limitations		
Social workers develop mutually agreed-on intervention goals and objectives		

Social workers select appropriate intervention strategies		
<b>Intervention</b>		
Social workers initiate actions to achieve organizational goals		
Social workers implement prevention interventions that enhance client capacities		
Social workers help clients resolve problems		
Social workers negotiate, mediate, and advocate for clients		
Social workers facilitate transitions and endings		
<b>Evaluation</b>		
Social workers critically analyze, monitor, and evaluate interventions		

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Comments regarding this learning agreement:

Student Signature/date: \_\_\_\_\_

MSW Field Supervisor Signature/date: \_\_\_\_\_

Completed learning agreements must be reviewed with field liaison and submitted to the Director of Field Instruction at Aurora University (Aurora Campus students) or to the Field Coordinator (George Williams Campus students).

Updated 12/30/15



## SCHOOL OF SOCIAL WORK

AURORA CAMPUS & GEORGE WILLIAMS CAMPUS

### Field Instruction

### Semester Evaluation Form

### Spring Semester 2016

(due 5/5/16 or at completion of required semester hours)

This form is required for student to receive course credit in Field Instruction. Please complete form with your site supervisor, scan it and send to your field liaison. Your field liaison will review and email it to [sswfield@aurora.edu](mailto:sswfield@aurora.edu). Only evaluations submitted by your field liaison will be accepted into sswfield. Please keep a copy for yourself.

Student Name: \_\_\_\_\_ Student Email: \_\_\_\_\_

Internship Level:  Foundation Year MSW

Student currently enrolled in Field Instruction Course:

SWK 6730       SWK 6740

Total Hours Completed this Semester: \_\_\_\_\_

Total Hours Completed to date: \_\_\_\_\_

Recommended Semester Grade:       Credit       No Credit

(Please write detailed narrative if No Credit is selected.)

MSW Field Instructor Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

This evaluation has been completed through cooperative supervision between social work student intern and MSW field instructor.

Signature of Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of MSW Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS** : In the spaces provided after each competency, the student will rate their progress in the internship and the field instructor will also rate the student’s progress. Please write a numerical value into each box. Note the rating scale has been changed and no longer reflects the skills from previous evaluation tools.

The objectives that are specified in this evaluation form are those established by the Council on Social Work Education, the national accrediting organization for schools of social work. EPAS 2008 outlines 10 Core Competencies for which students must be evaluated. Under each objective statement are several items for you to rate according to the following criteria:

<b>5</b>	The student consistently demonstrates/engages in this practice behavior.
<b>4</b>	The student is approaching consistent demonstration of/engagement in practice behavior; consistency is anticipated in the near future.
<b>3</b>	The student is developing the practice behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
<b>2</b>	This practice behavior is beginning to emerge through the student’s field work.
<b>1</b>	The student has not yet demonstrated this practice behavior.
<b>N/A</b>	Not applicable as the student has not had the opportunity to demonstrate competence in this area.

<b>Professional Identity</b>		
<b>2.1.1 Identify as a professional social worker and conduct oneself accordingly</b>		
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor Rating of Student</b>
Advocates for client access to services		
Practices personal reflection and self-correction to assure continual professional development		
Attends to professional roles and boundaries		

Demonstrates professional demeanor in behavior, appearance and communication		
Engages in career long learning (seeks learning opportunity beyond internship tasks and classroom assignments)		
Uses supervision and consultation		

Comments:

<b>Ethical Practice</b> 2.1.2 Apply social work ethical principles to guide professional practice.		
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor rating of student</b>
Recognizes and manages personal values in a way that allows professional values to guide practice		
Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the Association of Schools of Social Work Ethics in Social Work, Statement of Principles		
Tolerates ambiguity in resolving ethical conflicts		
Applies strategies of ethical reasoning to arrive at principled decisions		

Comments:

<b>Critical Thinking</b> 2.1.3 Apply critical thinking to inform and communicate professional judgments.		
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor rating of student</b>
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Analyzes models of assessment, prevention, intervention, and evaluation		
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		

Comments:

<b>Diversity in Practice</b> 2.1.4 Engage diversity and difference in practice		
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Skill	Student rating of self	Field Instructor rating of student
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences		
Views self as learner and engages those with whom they work as informants		

Comments:

<h2 style="margin: 0;">Human Rights &amp; Justice</h2> <p style="margin: 0;">2.1.5 Advance human rights and social and economic justice.</p>		
Skill	Student rating of self	Field Instructor rating of student
Understands the forms and mechanisms of oppression and discrimination		
Advocates for human rights and social and economic justice		
Engages in practices that advance social and economic justice		

Comments:

<h2 style="margin: 0;">Research Based Practice</h2> <p style="margin: 0;">2.1.6 Engage in research-informed practice and practice-informed research.</p>		
Skill	Student rating of self	Field Instructor rating of student
Uses practice experience to inform scientific inquiry		

Uses research evidence to inform practice		
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Comments:

<b>Human Behavior</b> 2.1.7 Apply knowledge of human behavior and the social environment.		
<b>Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation		
Critiques and applies knowledge to understand person and environment		

Comments:

<b>Policy Practice</b> 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		
<b>Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Analyzes, formulates, and advocates for policies that advance social well-being		
Collaborates with colleagues and clients for effective policy action		

Comments:

<b>Practice Contexts</b> 2.1.9 Respond to contexts that shape practice.		
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Skill	Student rating of self	Field Instructor rating of student

<b>Engage, Assess, Intervene, Evaluate</b> <b>2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.</b>		
<b>Engagement Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Substantively and affectively prepares for action with individuals, families, groups, organizations and communities		
Uses empathy and other interpersonal skills		
Develops a mutually agreed on focus of work and desired outcomes		
<b>Assessment Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Collects, organizes and interprets client data		
Assesses client strengths and limitations		
Develops mutually agreed on intervention goals and objectives		
Selects appropriate intervention strategies		
<b>Intervention Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Initiates actions to achieve organizational goals		
Implements prevention interventions that enhance client capacities		

Helps clients resolve problems		
Negotiates, mediates, and advocates for clients		
Facilitates transitions and endings		
<b>Evaluation Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Critically analyzes, monitors and evaluates interventions		

Comments:

## **Narrative Evaluation**

**(completed by Field Instructor)**

Please describe **student/intern's strengths** within the field placement:

Please describe areas of focus for ongoing learning within the field placement or next level of professional social work:

(End)



SCHOOL OF SOCIAL WORK

FIELD INSTRUCTION PROGRAM

STUDENT/FIELD INSTRUCTOR

**LEARNING AGREEMENT** for

**ADVANCED and Post-MSW Placements**

This document must be completed and turned in during the student's **first 75 hours** of internship.

**Student Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Date Learning Agreement Completed:** \_\_\_\_\_

**Primary MSW Field Instructor Name:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_

Please check level of internship:

MSW Advanced - 600 hours

Post MSW- Type 73

**Instructions:**

Write or type student learning experiences within the table below. **A learning activity is needed for each practice behavior under each competency area.** Recording the same learning activity for different practice behaviors is permitted. Each practice behavior requires a learning activity within the internship. Please indicate the timeframe of the learning experience and which of the Core Competencies listed below will be taught through each experience.

## *Social Work Competencies and Practice Behaviors*

<b>2.1.1 Professional Identity</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers advocate for client access to the services of social work		
Social workers practice personal reflection and self-correction to assure continual professional development		
Social workers attend to professional roles and boundaries		
Social workers demonstrate professional demeanor in behavior, appearance and communication		
Social workers engage in career-long learning		
Social workers use supervision and consultation		
Social workers readily identify as professional; demonstrate professional use of self with clients; understands and identifies personal strengths, limitations and challenges; Develops, manages, and maintains professional relationships with clients and colleagues		

<b>2.1.2 Ethical Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers recognize and manage personal values in a way that allows professional values to guide practice		

Social workers make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Social Work Ethics in Social Work, Statement of Principles		
Social workers tolerate ambiguity in resolving ethical conflicts		
Social workers apply strategies of ethical reasoning to arrive at principled decisions		
Social workers apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work		

<b>2.1.3 Critical Thinking</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Social workers analyze models of assessment, prevention, intervention, and evaluation		
Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		
Social workers evaluate, select, and implement appropriate multidimensional tools for diagnosis, intervention, and evaluation; Evaluate the strength and weaknesses of multiple theoretical		

perspectives and differentially apply them to client situations; Communicate professional judgments to other social workers and professionals from other disciplines, in both written and verbal communication		
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	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
<b>2.1.4 Diversity in Practice</b>		
Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences		
Social workers view themselves as learners and engage with whom they work as informants		
Social workers critically apply concepts of oppression and discrimination in relation to race, ethnicity, gender, and sexual orientation, etc. as it relates to having or lacking power and privilege to a client who is receiving psychotherapy		

<b>2.1.5 Human Rights &amp; Justice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers understand the forms and mechanisms of oppression and discrimination		
Social workers advocate for human rights and social and economic justice		
Social workers engage in practice that advance social and economic justice		
Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems (including groups, organizations, and communities) to guide assessment, intervention and evaluation; advocate at multiple levels of equitable access to basic human and civil rights		

<b>2.1.6 Research Based Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers use practice experience to inform scientific inquiry		
Social workers use research evidence to inform practice		
Social workers use research methodology to evaluate clinical programs and practice effectiveness and/or outcomes		

<b>2.1.7 Human Behavior</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation		
Social workers critique and apply knowledge to understand person and environment		
Social workers synthesize and differentially apply theories of human behavior and the social environment to guide advanced generalist social work practice; use bio-psycho-social-spiritual theories in formulation of comprehensive assessments; and consult with other health professionals		

<b>2.1.8 Policy Practice</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers analyze, formulate, and advocate for policies that advance social well-being		
Social workers collaborate with colleagues and clients for effective policy action		
Social workers understand how policy affects service delivery, and actively engages in policy practice. Know the history and current structures of social policies and services; the role of policy in service delivery, and the role of practice		

in policy development		
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<b>2.1.9 Practice Contexts</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		
Social workers assess the quality of clients' interactions within their social contexts; develop intervention plans to accomplish systemic change; and work collaboratively with others to effect systemic change that is sustainable		

<b>2.1.10 Engage, Assess, Intervene, Evaluate</b>	<b>Learning Activities within the internship</b>	<b>Anticipated date of learning activity</b>
<b>Engagement</b>		
Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		

Social workers use empathy and other interpersonal skills		
Social workers develop a mutually agreed upon focus of work and desired outcomes		
Social workers attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the positive working relationships with clients and client system; establish a relationally based process that encourages clients to be equal participants in assessment, intervention, and evaluation		
<b>Assessment</b>		
Social workers collect, organize, and interpret client data		
Social workers assess client strengths and limitations		
Social workers develop mutually agreed-on intervention goals and objectives		
Social workers select appropriate intervention strategies		
Social workers use multidimensional bio-psycho-social-spiritual assessment tools; assess clients' readiness for change; assess clients' strengths and draw upon strengths to optimize fit between the person and environment; select and		

modify appropriate intervention strategies based on continuous assessment		
<b>Intervention</b>		
Social workers initiate actions to achieve organizational goals		
Social workers implement prevention interventions that enhance client capacities		
Social workers help clients resolve problems		
Social workers negotiate, mediate, and advocate for clients		
Social workers facilitate transitions and endings		
Social workers critically evaluate, select, and apply best practices and evidence-based interventions; demonstrate the use of appropriate techniques for a range of presenting concerns identified in the assessment, and collaborate with other professionals to coordinate treatment interventions		
<b>Evaluation</b>		
Social workers critically analyze, monitor, and evaluate interventions		
Social workers apply three theoretical paradigms: Interpersonal, Cognitive-behavioral, and Family systems to a case		

(individual or family) and demonstrate how concepts from each theory help inform the assessment and treatment of the processes.		
Social workers assess the impact of interventions and discuss with client/client systems the impact of the interventions and next steps if any		

Additional comments regarding this learning agreement:

Student Signature/date: \_\_\_\_\_

MSW Field Supervisor Signature/date: \_\_\_\_\_

Completed learning agreements must be reviewed with field liaison and submitted to the Director of Field Instruction at Aurora University (Aurora Campus students) or to the Field Coordinator (George Williams Campus students).



## SCHOOL OF SOCIAL WORK

AURORA CAMPUS & GEORGE WILLIAMS CAMPUS

### Field Instruction

### Semester Evaluation Form

### Advanced MSW Placement

### Spring Semester 2016

(due 5/5/16 or at completion of required semester hours)

This form is required for student to receive course credit in Field Instruction. Please complete form with your site supervisor, scan it and send to your field liaison. Your field liaison will review and email it to [sswfield@aurora.edu](mailto:sswfield@aurora.edu). Only evaluations submitted by your field liaison will be accepted into sswfield. Please keep a copy for yourself.

Student Name: \_\_\_\_\_ Student Email: \_\_\_\_\_

Internship Level:  Advanced Year MSW

Post MSW/Type 73

Student currently enrolled in Field Instruction Course:

SWK 6750

SWK 6760

SWK 6670

SWK 6810

Total Hours Completed this Semester: \_\_\_\_ Total Hours Completed to date: \_\_\_\_\_

Recommended Semester Grade:       Credit       No Credit

(please write detailed narrative if No Credit is selected.)

MSW Field Instructor Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

This evaluation has been completed through cooperative supervision between social work student intern and MSW field instructor.

Signature of Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of MSW Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS :** In the spaces provided after each competency, the student will rate their progress in the internship and the field instructor will also rate the student's progress. Please write a numerical value into each box. Note the rating scale has been changed and no longer reflects the skills from previous evaluation tools.

The objectives that are specified in this evaluation form are those established by the Council on Social Work Education, the national accrediting organization for schools of social work. EPAS 2008 outlines 10 Core Competencies for which students must be evaluated. Under each objective statement are several items for you to rate according to the following criteria:

<b>5</b>	The student consistently demonstrates/engages in this practice behavior.
<b>4</b>	The student is approaching consistent demonstration of/engagement in practice behavior; consistency is anticipated in the near future.
<b>3</b>	The student is developing the practice behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.

<b>2</b>	This practice behavior is beginning to emerge through the student's field work.
<b>1</b>	The student has not yet demonstrated this practice behavior.
<b>N/A</b>	Not applicable as the student has not had the opportunity to demonstrate competence in this area.

<b>Professional Identity</b>		
<b>2.1.1</b>	<b>Identify as a professional social worker and conduct oneself accordingly</b>	
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor Rating of Student</b>
Advocates for client access to services		
Practices personal reflection and self-correction to assure continual professional development		
Attends to professional roles and boundaries		
Demonstrates professional demeanor in behavior, appearance and communication		
Engages in career long learning (seeks learning opportunity beyond internship tasks and classroom assignments)		
Uses supervision and consultation		
Readily identifies as social work professional; Demonstrates professional use of self with clients; Understands and identifies professional strengths, limitations and challenges; Develops, manages, and maintains professional relationships with clients and colleagues		

Comments:

<b>Ethical Practice</b> <b>2.1.2 Apply social work ethical principles to guide professional practice.</b>		
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor rating of student</b>
Recognizes and manages personal values in a way that allows professional values to guide practice		
Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the Association of Schools of Social Work Ethics in Social Work, Statement of Principles		
Tolerates ambiguity in resolving ethical conflicts		
Applies strategies of ethical reasoning to arrive at principled decisions		
Apply ethical decision making skills to resolve ethical decisions while implementing specified resolution model as it applies to advanced clinical social work.		

Comments:

<b>Critical Thinking</b> <b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>		
<b>Skill</b>	<b>Student Rating of Self</b>	<b>Field Instructor rating of student</b>
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Analyzes models of assessment, prevention, intervention, and evaluation		
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		

Evaluates, selects, and implements appropriate multidimensional tools for diagnosis, intervention, and evaluation; Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format		
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Comments:

<b>Diversity in Practice</b>		
<b>2.1.4 Engage diversity and difference in practice</b>		
<b>Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences		
Views self as learner and engages those with whom they work as informants		
Critically applies concepts of oppression and discrimination in relation to race, ethnicity, gender, and sexual orientation, etc. as it relates to having or lacking power and privilege to a client who is receiving psychotherapy.		

Comments:

<b>Human Rights &amp; Justice</b>		
<b>2.1.5 Advance human rights and social and economic justice.</b>		

Skill	Student rating of self	Field Instructor rating of student
Understands the forms and mechanisms of oppression and discrimination		
Advocates for human rights and social and economic justice		
Engages in practices that advance social and economic justice		
Uses knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems (including groups, organizations, and communities) to guide assessment, intervention, and evaluation; advocates at multiple levels for equitable access to basic human and civil rights		

Comments:

<h2 style="text-align: center;">Research Based Practice</h2> <p style="text-align: center;"><b>2.1.6 Engage in research-informed practice and practice-informed research.</b></p>		
Skill	Student rating of self	Field Instructor rating of student
Uses practice experience to inform scientific inquiry		
Uses research evidence to inform practice		
Social workers use research methodology to evaluate clinical program and practice effectiveness and/or outcomes.		

Comments:

<p><b>Human Behavior</b></p> <p><b>2.1.7</b>      <b>Apply knowledge of human behavior and the social environment.</b></p>		
<p><b>Skill</b></p>	<p><b>Student rating of self</b></p>	<p><b>Field Instructor rating of student</b></p>
<p>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>		
<p>Critiques and applies knowledge to understand person and environment</p>		
<p>Synthesizes and differentially applies theories of human behavior and the social environment to guide advanced generalist social work practice; uses bio-psycho-social -spiritual theories in formulation of comprehensive assessments; and consults with other health professionals</p>		

Comments:

<p><b>Policy Practice</b></p> <p><b>2.1.8</b>      <b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p>		
<p><b>Skill</b></p>	<p><b>Student rating of self</b></p>	<p><b>Field Instructor rating of student</b></p>

Analyzes, formulates, and advocates for policies that advance social well-being		
Collaborates with colleagues and clients for effective policy action		
Understands how policy affects service delivery, and actively engages in policy practice. Knows 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.		

Comments:

<b>Practice Contexts</b> 2.1.9 Respond to contexts that shape practice.		
<b>Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		
Assesses the quality of clients' interactions within their social contexts; develops intervention plans to accomplish systemic change; and works collaboratively with others to effect systemic change that is sustainable		

Comments:

<p><b>Engage, Assess, Intervene, Evaluate</b>  <b>2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.</b></p>		
<p><b>Engagement Skill</b></p>	<p><b>Student rating of self</b></p>	<p><b>Field Instructor rating of student</b></p>
<p>Substantively and affectively prepares for action with individuals, families, groups, organizations and communities</p>		
<p>Uses empathy and other interpersonal skills</p>		
<p>Develops a mutually agreed on focus of work and desired outcomes</p>		
<p>Attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the positive working relationships with clients and client systems; establishes a relationally based process that encourages clients to be equal participants in assessment, intervention, and evaluation</p>		
<p><b>Assessment Skill</b></p>	<p><b>Student rating of self</b></p>	<p><b>Field Instructor rating of student</b></p>
<p>Collects, organizes and interprets client data</p>		
<p>Assesses client strengths and limitations</p>		
<p>Develops mutually agreed on intervention goals and objectives</p>		
<p>Selects appropriate intervention strategies</p>		
<p>Uses multidimensional bio-psycho-social-spiritual assessment tools; assesses clients' readiness for change; assesses client strengths and draw upon strengths to optimize fit between person and environment; selects and modify appropriate intervention strategies based on continuous assessment</p>		
<p><b>Intervention Skill</b></p>	<p><b>Student rating of self</b></p>	<p><b>Field Instructor rating of student</b></p>
<p>Initiates actions to achieve organizational goals</p>		

Implements prevention interventions that enhance client capacities		
Helps clients resolve problems		
Negotiates, mediates, and advocates for clients		
Facilitates transitions and endings		
Critically evaluates, selects, and applies best practices and evidence-based interventions; demonstrates the use of appropriate techniques for a range of presenting concerns identified in the assessment, and collaborates with other professionals to coordinate treatment interventions		
<b>Evaluation Skill</b>	<b>Student rating of self</b>	<b>Field Instructor rating of student</b>
Critically analyzes, monitors and evaluates interventions		
Applies three theoretical paradigms: Interpersonal, Cognitive-behavioral, and Family Systems to a case (individual or family) and demonstrate how concepts from each theory help inform the assessment and treatment processes.		
Assesses the impact of interventions and discuss with clients/client systems the impact of the interventions and next steps if any		

Comments:

## **Narrative Evaluation**

**(completed by MSW Field Instructor)**

Please describe **student/intern's strengths** within the **advanced** field placement:

Please describe areas of focus **for ongoing learning** within the field placement or next level of professional social work:

(End)

## Appendix D

### Focus Group Questions

- 1) What is your Gender?
- 2) What is your Aurora University Classification?
- 3) Are you seeking a specialization? If so, which one?
- 4) How would you rank your competency level? Why?
  - a. Excellent
  - b. Above Average
  - c. Average
  - d. Below Average
  - e. Very Poor
- 5) How would you rank the expertise of the Faculty? Why?
  - a. Excellent
  - b. Above Average
  - c. Average
  - d. Below Average
  - e. Very Poor
- 6) How would you rank the teaching methods by the Faculty? Why?
  - a. Excellent
  - b. Above Average
  - c. Average
  - d. Below Average
  - e. Very Poor
- 7) What are the strengths of the social work program?
- 8) What are the weaknesses of the social work program?
- 9) What recommendations do you have for improving the student experience?
- 10) How likely are you to recommend the social work program to others?
- 11) Do you feel prepared for the social work profession (oral question)