School of Social Work
BSW Program

Self-Study
December 2010

Volume II of II:
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Dear BSW Student,

Welcome to Portland State University’s School of Social Work and our new Baccalaureate Program in Social Work. The BSW Program admitted its first cohort in fall 2008. We are excited to prepare professional social workers at the undergraduate level who can effectively serve individuals and families in our region and provide leadership in communities seeking increased economic and social justice. Our BSW Program is the only undergraduate social work degree offered in a public institution of higher education in Oregon and we are proud to offer a highly diverse, urban learning community as a laboratory for future social work practitioners and leaders.

Portland State University is recognized as a national leader in community engagement. Our School of Social Work is ranked among the best in the nation in scholarship and teaching. The human services organizations in the region are strong community partners in preparing future professionals who are diverse, ethical, and highly educated to meet the challenges that face our society’s most at-risk families and communities. You are joining a strong collaborative program with a record of effective contributions in social work knowledge and service innovations.

On behalf of our faculty, staff, community representatives, and alumni, I applaud your commitment to professional social work and invite you to become deeply engaged in the educational resources of our School, the University, and the social work community in Oregon. This Handbook is a guide to many of those resources and a reference tool to assist you in your learning experiences.

If you require further assistance in your educational endeavors feel free to contact us using our email addresses in our web pages or contact information provided in this BSW Program Handbook.

Best wishes,

Kristine Nelson, D.S.W.
Dean
Dear BSW Students,

As the Director of the BSW Program I am excited to share this educational, social, and cross-cultural experience with each of you. I have enjoyed reading each of your BSW applications and personal statements. Each of you brings unique personal, cultural, professional, and educational backgrounds to share with your classmates, teachers, and clients.

Some of you are “first generation college students”. Some of you have transferred from community colleges. Some of you are beginning your second or third career. I know a decision like this is not easy. It involves many conversations, self-reflection, rethinking career options, and considering the impact on yourself and your family. All of you have great passion for working with people and wanting to improve people’s lives. I assure you that you are in for a rich and rewarding educational experience.

I want you to know that many of our BSW Program faculty and staff have walked this same path ourselves. We are here to help you complete your educational and professional goals resulting in a Bachelor of Arts in Social Work (B.A.S.W.) degree. You have made a courageous decision to become a student. We (faculty, staff, admin) are here to listen, help with problem-solving, advise, support, guide, and laugh with each of you during your tenure with our program.

This BSW Program Handbook is your reference guide about our program, its mission, policies, procedures, resources, educational goals and objectives, and many other topics. There will be questions we did not anticipate. We welcome your suggestions for improving this Handbook.

Thank you for coming to Portland State University, School of Social Work, BSW Program!

It will be a pleasure getting to know you on this journey.

Walk in Beauty,

Charlotte Tsoi Goodluck, MSW, Ph.D.
BSW Program Director
Who Are We?

The BSW Program is a undergraduate social work program located within a large public urban university located in Portland, Oregon. Our Program is designed to serve, assist, guide, and motivate you toward your completion of your social work major and obtain your BASW degree within a timely fashion. The Program is a two-year program, enrolling one class per year, known as a “Cohort Program”. Our Program consists of a variety of social work faculty, staff, and administrators with extensive years of direct practice, program development, social work education, service, and research. Our shared purpose is to “recruit/retain/graduate professional entry-level generalist social workers” educationally prepared to work in a variety of practice settings with a wide range of individuals, families, groups, communities, and organizations who are committed to the values and ethics of the National Association of Social Workers (NASW).

Our Program is guided by the BSW Program Committee who meet regularly to discuss, plan, and design the program (curriculum, student affairs, policy, procedures, program direction, and accreditation planning). The Committee consists of faculty, administrators, community members, staff and students who teach in the program and those interested in the BSW Program. We seek your input about building and assessing our Program. Our Program is here to serve you and by extension the community. Our Program is supported and works closely with the School of Social Work toward the delivery of a top notch undergraduate public social work program.

Who to contact with your questions:

Charlotte Goodluck, MSW, Ph.D., BSW Program Director
Sarah Bradley, MSSW, Assistant Director of Field – BSW Program
Sam Gioia, MSW, Senior Instructor, BSW Program Student Advisor
Melissa Penners, BA, BSW Program Administrative Assistant
Bahia Overton, MSW, SSW Recruitment & Retention Specialist

We look forward to hearing from you about our Program.
BSW Program Committee

Sarah Bradley, MSSW, Assistant Director of Field Education – BSW (ex-officio)
Pauline Jivanjee, Ph.D., Associate Dean for Academic Affairs (ex-officio)
Harold Briggs, Ph.D., Professor
Sam Gioia, MSW, Senior Instructor, BSW Student Advisor
Charlotte Goodluck, Ph.D., Director, BSW Program (Chair)
Jana Meinhold, Ph.D., Assistant Professor
Laura Nissen, Ph.D., Director, Reclaiming Futures/SSW Faculty
Nocona Pewewardy, Ph.D., SSW Faculty
Bahia Overton, MSW, Recruitment and Retention Specialist
2 BSW Student Members
2 Community Members
Melissa Penners, BA, Program Assistant

EMERGENCY
Any Emergency on Campus (503) 725-4404
First Aid-PSU Student Health & Counseling (503) 725-2800

HELP NUMBERS
Campus Safety and Security (503) 725-4407
General Information for PSU (503) 725-3000

SSW MAILING ADDRESS
School of Social Work
Portland State University
Attn: Name of person receiving mail
P.O. Box 751
Portland, OR 97207-0751

Phone: 503-725-4712
Fax: 503-725-5545

The mailing address for all PSU offices and departments is the same as above with the exception of the school’s name. Replace School of Social Work with the name of the school, department and/or person you are mailing to.
THE SCHOOL OF SOCIAL WORK AND ITS MISSION

The School of Social Work is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

The School, established in 1961 by a resolution of the Oregon Legislature, has an educational program involving seven structural components: the Baccalaureate Social Work (BSW) Program, the Child and Family Studies Program, the Masters of Social Work (M.S.W.) Program, the M.S.W. Distance Option, the Ph.D. in Social Work and Social Research Program, the Regional Research Institute for Human Services (RRI), and the Center for Improvement of Child and Family Services.

- The BSW Program is an undergraduate professional social work educational program, which will prepare students to work in a wide variety of community-based, family centered human services organizations in the public and private sectors.

- The Child and Family Studies B. A. / B. S. Program blends liberal arts and professional education to prepare students for careers and future graduate studies in the fields of education, and human services.

- The M.S.W. Program prepares professionals with advanced analytic skills necessary for self-directed and accountable social work practice. The M.S.W. Program is fully accredited by the Council on Social Work Education.

- The M.S.W. Distance option utilizes a combination of on-site instruction, community-based field instruction, and courses delivered through technology to extend access to the M.S.W. program to students living in distant sites in the state of Oregon.

- The Ph.D. Program provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services.

- The Regional Research Institute improves human services through applied social research by assessing social problems and service needs, as well as developing and evaluating practice and policy innovations.

- The Center for Improvement of Child and Family Services houses the Child Welfare Partnership which brings together PSU and the Oregon Department of Human Services for a research and training partnership to improve the delivery of child welfare services to children and families in Oregon.

The major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and have knowledge and skills in anti-oppression social work practice. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The School’s values, structure, and function are expressed by placing priority on the interaction among vulnerable individuals, their families, and environmental systems such as the work place, organizations, neighborhoods, and communities. These vulnerable individuals include: children with physical and emotional disabilities, children in need of care and protection, youthful offenders, adults with long term psychiatric disabilities, individuals who are chemically dependent, persons with AIDS, persons who are homeless, older people with physical, psychological, and cognitive problems, and other oppressed and economically disadvantaged groups.

The School focuses its research, teaching, and community service efforts on empowering vulnerable populations, changing environmental systems, and intervening in the conditions that contribute to social problems.
BSW PROGRAM

History

PSU had a BSW program several years ago but it did not continue for a variety of reasons; there are approximately 150 graduates from that era. This BSW Program was developed due in part to the community agencies and social work leaders advocating for the need for generalist social workers in the public sector. The M.S.W. Program, Ph.D. Program, and CFS Program have been working on the development of this Program for the last three years or so. The programmatic structure, curriculum, policies, procedures, faculty, linkage with community colleges and other interested parties has been developed. This work provides for the foundation of this Program. The University, School, and Community want this Program to succeed and that is our hope too. You are making history.

Council on Social Work Education (CSWE) Accreditation

The BSW Program is seeking to obtain program accreditation, which means that our Program follows certain guidelines and standards from CSWE. If you have any questions about this process contact the BSW Director. “Accreditation ensures the quality of professional programs merits public confidence” (109).

In October, 2009 we were granted second candidacy status by CSWE. The program is working on the necessary steps to obtain accreditation in the near future.

School of Social Work Mission

The School of Social Work at Portland State University through its graduate and undergraduate programs is committed to the enhancement of the individual and society. The values of social work include a dedication to social change, attainment of social justice for all, empowerment of oppressed individuals and communities, and the right of individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation.

BSW Program Mission Statement

The BSW Social Work Program emphasizes commitment to social justice, equity, and the eradication of poverty. The curriculum prepares professional entry-level generalist social workers to provide competent, value/ethics based, and effective services to people from a wide range of backgrounds. As generalist practitioners, students are educated to recognize and utilize strengths in individuals, families, and communities. The Program provides educational opportunities for professional social workers to learn and practice collaborating with groups, organizations, and communities to achieve the mission of social and economic justice, empowerment, and self determination of people and groups in the communities they serve.

This mission builds on the tradition and history of Portland State University as an urban public institution within the School of Social Work.

The BSW Program

Officially, by the University, our program is called the Bachelor’s of Arts in Social Work Program (B.A.S.W). However, in order to be more efficient we are calling ourselves the BSW Program.

5 BSW Program Goals

1. To provide a statewide program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change.

2. To prepare social workers to practice with at-risk individuals and families through strengthening the capacities of family and community systems.

3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals and their families and to contribute to the knowledge base of the profession.

4. To prepare generalist social workers able to work with a diversity of populations, integrating empirically informed practice and consumer voice within an established ethical framework.

5. To provide a foundation for advanced graduate study in social work and prepare social workers to be life-long learners.
12 BSW Program Objectives

The specific objectives of the BSW Program are to educate individuals who:

1. Have mastered a body of foundation knowledge of and can apply critical thinking skills within the context of professional social practice;

2. Practice within an established framework of social work values and ethics;

3. Are able to engage in anti-oppressive and non-discriminatory practice that reflects an awareness of interlocking dynamics of multiple identities [e.g. race, ethnicity, social class, gender, sexual orientation and (dis)abilities] and are committed to utilizing dialogue as a tool to cross cultural boundaries.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and it contemporary structures and issues.

6. Apply a generalist perspective to recognize and understand the interaction among individuals, families, groups, and their organizations and communities, and have entry level professional social work skills to practice effectively with systems of all sizes.

7. Apply theoretical frameworks supported by empirical evidence to understand individual behavior across the life span and the interactions among and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differently across client populations, colleagues, and communities.

11. Use supervision and consultation for effective growth and professional development appropriate to generalist practice and useful in the pursuit of lifelong learning.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

These goals and objectives are linked to each of your social work courses to ensure academically based cohesion, continuity, and integration of social work knowledge, values, and skills. It is our overall intent to educate a professionally prepared, ethically bound, entry-level generalist social worker who can work in a variety of environments as a competent change agent.

The “Cohort Model”

In order to support your success, the “Cohort Model” was selected for a variety of reasons. There is evidence based research to support the success of a cohort model for students. The strengths of this student model is that it provides for the development of cohesion for a small group of students to develop close supportive relationships while proceeding through a program; cohorts provide support, friendship, mentoring, cross-learning, and the opportunity to study together; each student in the cohort is part of a small group and this reduces feelings of isolation and anxiety; and it provides ideas for the entire group when problems arise. It is also “culturally relevant” due to the importance of “extended families and relatives” in different cultures; it is similar but also different. This is not to say we will never have other student models, but this is what we are utilizing considering all the advantages. The Cohort Model applies to those classes in which you are all taking the same class; generally this applies to your core social work courses.

We will look forward to hearing about your experiences with this model.
PORTLAND STATE UNIVERSITY
REQUIREMENTS FOR A BACHELOR
OF ARTS DEGREE IN SOCIAL WORK

Course Requirements
The faculty of the School of Social Work, through its
BSW Program Committee, is responsible for the design
of the curriculum.

For students entering the BSW Program the
satisfactory completion of 73 quarter credit hours is
required for the major in Social Work. The courses are
distributed as follows:

Prerequisites for the Major
Applicants to the program must have completed at least
4 credits in psychology, and 4 credits in sociology, at
the 200 level. PSY 204 Psychology as a Social Science
and SOC 200 Introduction to Sociology are
recommended, but not required. SW 301 Introduction
to Social Work is also advised, since this course is
designed in part to assist interested students in selecting
social work as a profession. If applicants have not
completed this requirement prior to admissions they
must take it once they are enrolled in the major.

Requirements for the Major
In addition to meeting the general University
requirements for a Bachelor of Arts degree, majors
must complete the following program components:

Professional Foundation Course Requirements (48
credits)

- SW 301U* Introduction to Social Work (4 credits)
- SW 440 Human Behavior in the Social Environment:
  Macro (4 credits)
- SW 410 Social Welfare Policy Practice (3 credits)
- SW 439 Social Justice and Social Work (3 credits)
- SW 491 Human Behavior in the Social Environment:
  Micro (4 credits)
- SW 492U Social Welfare Policy (4 credits)
- SW 400 Practicum and Seminar I, II, III (12 credits)
- SW 430 Generalist Social Work Practice I (3 credits)
- SW 431 Generalist Social Work Practice II (3 credits)

- SW 432 Generalist Social Work Practice III (3 credits)
- SW 450 Research Methods for Social Work Practice I (3 credits)
- SW 451 Research Methods for Social Work Practice II (3 credits)

Diversity Electives (12 credits)
Students must choose one course from each of three lists of
courses:

♦ Culture/History;
♦ Family/Gender/Sexuality;
♦ Race/Class/Identity.

(For a complete list of courses see School’s Web site,
www.ssw.pdx.edu)

Upper Division Program Electives (12 credits)
Students choose 3 courses from a list of advisor approved upper
division program electives.

(For a complete list of courses see the Portland State University
Bulletin, or go to the School’s Web site, www.ssw.pdx.edu)

Total
A total of 73 credits are required.

* When there is a U listed after the course number it means this
course is approved as a University Studies Junior Cluster Course.
PSU BSW STUDENT MAP

This is an example that shows how a student could complete the courses required to graduate from PSU with a BSW major.

### FRESHMAN

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### JUNIOR

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### SENIOR

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<td>SW 400 Field Practicum &amp; Seminar</td>
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<td>SW 450 Research Methods I</td>
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<td>Upper Division Elective</td>
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14 14 17
Purposes of Social Work Education
(CSWE Educational Policy and Accreditation Standards)
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

Professional Foundation Curriculum
To assure a common base for entry-level generalist social work practice the faculty has identified a required foundation curriculum to be completed by all BSW students. The courses that comprise the core requirements for a professional foundation are described below. Three terms of foundation field practicum, taken concurrently with generalist social work practice course, are an integral part of the foundation curriculum. In addition to the professional foundation courses required for the social work major, students must meet the University requirements for a B.A. degree and all upper division PSU curriculum requirements.

Foundation Content
These areas of social work education are in keeping with CSWE standards for quality and competency.

Human Behavior and the Social Environment
This part of the foundation provides empirical knowledge and expository theory for understanding the person-in-environment. This domain includes three courses.
SW 439: Social Justice and Social Work explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for inter-group relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. It also examines social, political, and cultural processes as they affect inter-group and intra-group relations. The course also explores the role of social worker as border crosser, cultural learner, and agent of change. There are opportunities for cross-cultural dialogue and content analysis and skills development. The nature of the course requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that we, as social workers, must strive to understand.

SW 440: Human Behavior in the Social Environment: Macro, presents and critiques basic knowledge of human development from infancy to late adulthood in the context of individuals and families and identifies relationships between theoretical frameworks and the bio-psychosocial environment. This course considers populations at risk and the impacts of racism and other forms of oppression on development. It provides students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes.

SW 491: Human Behavior in the Social Environment: Micro presents and critiques basic knowledge of the development, behavior and change process of groups, communities, and organizations. This course uses social theory to provide students with conceptual frames for analyzing how the actions of both clients and social work practitioners are conditioned and constrained as well as enabled and empowered by broader social forces. It also considers the effect of mezzo and macro level forces on the development and functioning of populations at risk.

Social Welfare Policy and Services
Foundation content in this domain area is comprised of two courses.
SW 410 Social Welfare Policy Practice focuses on the process of analyzing and understanding the impact of social welfare policies on at-risk and vulnerable populations. Designed to enhance and develop student’s understanding of the different forms of oppression and to employ strategies of advocacy and social change utilizing anti-oppression practices.

SW 492: Social Welfare Policy, which defines and describes social welfare policy and the policy-making process. Historical and contemporary issues and their impact on the profession of social work and the institution of social welfare are examined. This course emphasizes the development of policy-practice skills from the perspective of a worker in a human service organization and highlights the relationships between social problems, social policies, social programs, and social work practice.
Social Work Research
This domain consists of two courses.
SW 450: Research Methods for Social Work I introduces research in social work, and stresses the importance of research to social work practice and policy. Qualitative and quantitative research, group designs, single case studies, and evaluation of programs and of practice are considered. The critical consumption of research and the ethics of social work research are introduced. SW 450 also considers the scientific method, systematic inquiry, the relation of theory to research, problem formulation, measurement, sampling, design, and data collection.

SW 451: Research Methods for Social Work II focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. This course considers interpreting and using results to improve social work practice including program evaluation. It also covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. It includes discussion of culturally sensitive research and ethical issues in social work research.

Generalist Social Work Practice
This domain consists of three courses.
SW 430, 431, 432, Generalist Social Work Practice I, II, III, is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students develop interviewing, assessment, intervention and evaluation skills across five levels of intervention – individual, family, group, organization, and community. (SW 430, 431, 432 includes work in interviewing skills, collaboration, and team-work). These skills are developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice are examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

Field Education
Field education is comprised of a yearlong internship practice experience and seminar.
SW 400: Field Practicum & Seminar I, II, III, an educationally-directed field experience in a social service organization or governmental office, is a central part of undergraduate education for social work. Internships are arranged to meet individual student needs and interests and provide an opportunity to extend, apply, and test knowledge and skills through supervised field education.

The total hours required for the BSW field practicum is 500, including an integrative seminar. Students complete three terms of field education, in a setting different from their current or former work site. The School utilizes more than 200 different practicum sites each year, which provide a wide range of learning opportunities for BSW students. Part of the Field experience is the Field seminar taken concurrently with your placement. This provides a place to discuss and share your ideas and common experiences of field within a learning context.

In addition to these above social work core courses you will be taking courses related to Diversity topics and Upper Division Program Electives to support your social work core courses in a variety of topics, such as culture, history, gender, sexuality, identity, race, class, and many others.

The course objectives build upon the BSW Program mission, program goals and objectives thus providing for both vertical and horizontal integration and educational cohesion. The social work program committee seeks to provide you, the student, with a quality, well thought out curriculum. Our goal is to recruit/retain/graduate a professional entry-level generalist social worker able to carry out the mission of social work in a variety of settings. These courses are in keeping with the Standards of the Council of Social Work Education.
STUDENT AFFAIRS

Student Rights, Freedoms, and Responsibilities
Portland State University’s policy statement on the rights, freedoms, and responsibilities of students describes general policies, which pertain to the academic freedom of students in the university community. These include: (1) Access to the University, (2) Student, Faculty, and Staff Relationships, (3) Student Records, (4) Student Affairs, and (5) Student Conduct. A copy of this document may be found in Appendix C of the BSW Program Handbook.

The student is responsible for knowing all regulations and procedures required by the University and the School of Social Work. These regulations and procedures are to be found in the Portland State University Bulletin, the School of Social Work Bulletin, and the School of Social Work BSW Program Handbook as well as on the Office of Student Affairs website: http://www.ess.pdx.edu/osa/. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by a faculty adviser or other authority.

Financial Aid
Federally funded financial aid and university-wide scholarships are administered through the PSU Office of Financial Aid, 174 Neuberger Hall. Within the School of Social Work, the Director of the BSW Program provides information concerning scholarships and other forms of financial aid available through the School of Social Work and the University.

Advising
Students in the Program will be advised by our BSW Student Advisor. The advisor will work with students on the scheduling, registration questions, update DARS, etc.

Academic advising is shared between the University’s student advising center, Undergraduate Advising and Support Center (UASC) and the BSW Program. The UASC has expertise in scheduling and planning with undergraduates to meet the university’s requirements for graduation. The UASC phone number is 503-725-4005 and the website is http://www.pdx.edu/uasc/.

STAYING CONNECTED

Information Posted on the SSW Website
Students will find the SSW Website has crucial information you will need: deadlines and program updates, faculty contact information and areas of expertise, financial aid materials, announcements that are posted, and coming events. All students should check the SSW Website, www.ssw.pdx.edu, weekly for updated information.

PSU E-mail Account Required
This is a mandatory email account. Important PSU and SSW information and personal messages will be conveyed using the PSU ODIN account. Students are expected to check their PSU e-mail several times a week. All SSW students must obtain an account (known as an ODIN account) on Portland State University’s computer system. This account will allow them to access email services and the Internet from a home computer and use PSU computer labs including the SSW Computer Lab.

The process for obtaining an ODIN account is described on www.account.pdx.edu. This account will allow students to access a variety of resources campus-wide such as library accounts and to use the computers in our own student computer lab.

Portland State University provides many computing resources to students, faculty and staff. An "ODIN" account will allow you to access most of these resources, including:

- Email (WebMail, IMAP, POP3)
- Internet access
- Campus computer labs
- UNIX shell access (odin.pdx.edu)
- Disk space for personal files and web pages
- Blackboard (for online or partially online courses)

Once you have completed creating your account you will need to go to the PSU help desk and show your validated student ID. Your account will then be activated and you will be given your account login information. The login name (for example jaddams) is part of your PSU e-mail address (becomes jaddams@pdx.edu).

After receiving your ODIN login information you will need to submit your PSU e-mail address to Melissa Penners, Administrative Assistant for Undergraduate Programs. You may use the form on our secure site to submit the information or e-mail Melissa at psu23587@pdx.edu. At that time your information will be added to the BSW Student List-
Serv and you will begin receiving program announcements. The PSU e-mail address is used because, unlike personal e-mail accounts, the PSU e-mail address remains the same throughout a student's entire time at the university. PSU has a security system in place and follows the laws about student information (FERPA).

**Faculty Mailboxes**
Faculty mailboxes are located in the School of Social Work offices. Students can leave material for faculty by giving them to staff, who will then log them in and place them in faculty mailboxes.

**Student Mailboxes**
Students have their own files to receive materials which is located in the student lounge area.

**Student’s Change of Name or Address**
Students who change their names, addresses, phone numbers, or email addresses should notify both the Administrative Assistant for Undergraduate Programs and update their PSU records by logging on to the PSU Information System and following the procedures to submit the changes. You may use the change of information form on our secure site at www.ssw.pdx.edu to submit the information or e-mail Melissa at psu23587@pdx.edu.

**STUDENT CODES of CONDUCT**

**Portland State University Student Conduct Code**
Portland State University has adopted a formal Code of Student Conduct and Responsibility which is administered by the PSU Office of Student Affairs, 433 SMC, and which can be found at http://www.pdx.edu/dos/conductcode.html. The Oregon University System – Portland State University Code of Student Conduct and Responsibility and the PSU Drug Free Workplace Policy (http://www.hrc.pdx.edu/policies/drugfree.htm) are presented in Appendix J of this Handbook. Additionally, the School has adopted specific policies, which direct the conduct of social work students.

**NASW Code of Ethics**
Students in the School of Social Work are expected to adhere to the NASW Code of Ethics. A copy of this code is found in Appendix B and can be retrieved from http://www.socialworkers.org/pubs/code/code.asp. The NASW Code of Ethics is discussed in most of your classes. Student violations of the NASW Code of Ethics are covered by the School's Policy on Unsatisfactory Student Performance in Appendix I. NASW has a copy of the Code of Ethics in Spanish.

**CSWE Statement on Research Integrity**
Our social work education accrediting body, the Council on Social Work Education, has released a new code of conduct addressing social work research: National Statement on Research Integrity in Social Work. This statement aims to ensure that research conducted by social workers is both ethical and effective. The full statement is included in this Handbook in Appendix H, and can be retrieved, along with its accompanying Action Plan, from: http://www.cswe.org/CSWE/research/research/policies/.

**Sexual Harassment Policies**
Portland State University prohibits sexual harassment and has adopted a formal policy, a copy of which is presented in Appendix E and is also available at http://www.afm.pdx.edu/sexualharrassmentpolicy.php. The School of Social Work has also adopted the sexual harassment policy that appears in Appendix D. The PSU Policy Concerning Consensual Relationships is found in Appendix F and can also be found at: http://www.afm.pdx.edu/ConsensualRelationshipPolicy.php. All students, faculty, staff and field instructors of the School are urged to become familiar with these policies.

**SSW Policy on Academic Honesty and Integrity**
A major responsibility of the undergraduate student to the faculty is the observance of academic honesty. Integrity and honesty in academic work are expected of students in the School of Social Work. This is an ethical commitment of higher education as well as of the profession of social work.

The School of Social Work has adopted the policies in Appendix G to guide students in their academic work. The Policy on Academic Honesty and Integrity assumes that the student is honest, that all course work and examinations represent the student's own work, that computer use will be ethical, and that all documents supporting the student's admission and graduation are accurate and complete. All students are expected to familiarize themselves with this policy.

In addition to knowing the school's policy on academic integrity, undergraduate students at PSU are required to adhere to University policies.
PSU Academic Honesty and Integrity

Academic honesty is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The PSU Office of Student Affairs is responsible for working with University faculty to address complaints of academic dishonesty.

The Student Conduct Code, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest.

Acts of academic dishonesty may result in one or more of the following sanctions: a failing grade on the exam or assignment for which the dishonesty occurred, disciplinary reprimand, disciplinary probation, loss of privileges, required community service, suspension from the University for a period of up to two years, and/or dismissal from the University.

Questions regarding academic honesty should be directed to the Office of Student Affairs, 433 Smith Memorial Center.
ACADEMIC REGULATIONS AND PROCEDURES

All Portland State University policies and regulations apply to the BSW Program and its students.

Grading System for Undergraduates
The following grading scale is employed at Portland State University:

- A = 4.00
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67
- D+ = 1.33
- D = 1.00
- D- = 0.67
- F = 0.00
- I = Incomplete
- IP = In Progress
- P = Pass
- NP = No credit, unsatisfactory
- W = Withdrewn
- X = No grade received/No basis for grade.
- M = Missing Grade

Portland State University’s Grading System for Undergraduates is used by BSW Faculty and Adjunct Instructors. Please refer to the annual PSU Bulletin for more specific information regarding grading scales, student performances, incompletes, drops and withdrawals, GPA, Repeat Policy, and Grade Requirements for Graduation.

BSW Program Minimum Grade Requirement
All courses submitted to satisfy the requirements for a major in Social Work must be passed with a C or above. This means that taking a course Pass/No Pass is not an option for major requirements.

Academic Standing
The faculty Scholastic Standards Committee (SSC) has the authority to place on Academic Warning, Probation or Dismissal any student according to the following standards:

Academic Warning — Any student with 12 or more attempted credits whose cumulative PSU GPA falls below a 2.00 will be placed on academic warning. A registration hold will also be applied to the student record until he/she has attended a mandatory workshop facilitated by the Undergraduate Advising and Support Center (UASC).

Academic Probation — Students on academic warning will be placed on academic probation if they do not meet at least one of the following requirements:
1. Raise the cumulative PSU GPA to 2.00, thereby returning to good standing or
2. Earn a GPA for the given term of 2.25 or above, thereby remaining on academic warning and subject to the same requirements in the next term.

Academic Dismissal — Students on academic probation will be dismissed at the end of the term if they do not meet at least one of the following requirements:
1. Raise the cumulative PSU GPA to 2.00, thereby returning to good standing or
2. Earn a GPA for the given term of 2.25 or above, thereby remaining on academic probation and subject to the same requirements for the next term.

Notes
Upon academic dismissal, a student’s status may be changed by engaging the repeat policy. However, grade changes do not change the dismissal status. Students who are academically dismissed from PSU are not permitted to register either full-time or part-time (including 1-8 credits).

When evaluating undergraduate academic standing, only PSU undergraduate credit is considered. Students on academic warning or academic probation who receive only grades of I, X and/or NP will lose academic standing.

Reinstatement. A student who is dismissed may be readmitted to the University upon petition to, and approval by, the Scholastic Standards Committee. Petitions for current term reinstatement must be returned to the Office of Admissions, Registration and Records by the end of the second week of the term. If reinstatement is approved, the student will be reinstated to academic probation status.

Readmission after Dismissal
A disqualified student may petition for readmission as a degree-seeking student to the BSW Program after one calendar year. A disqualified student seeking readmission will have to be readmitted into the regular admissions process of the BSW Program (internal to the SSW). Readmission is not automatic. Disqualified students seeking readmission should consult the BSW Program Director, and the PSU Bulletin.

The readmitted student is subject to all University and program requirements in effect at the time of
readmission. The student must raise the PSU cumulative GPA to 2.00 or better with 12 credits of graded course work after readmission or she/he will be dismissed.

Student Performance and Conduct
The goal of the BSW Program is to prepare its students for entry-level generalist social work practice in a wide variety of community based, family centered human services organizations in the public and private sectors. Therefore, the BSW Program has an interest in its students’ performance, skills, competencies, and professional conduct.

Length of Time in the Program
Students are generally admitted into the BSW Program right before their Junior year. However, some students apply when they are seniors. At least one year, or three quarters, is required, once a student has been admitted into the program, to complete the appropriate sequence of classes.

Attendance Policy
The School of Social Work faculty has expressed the desire for the criteria for attendance to be established by each faculty member and reflected in the course syllabus. Classroom attendance is fundamental to the socialization and learning process and students are expected to attend all classes. Students are responsible for obtaining missed course material and making additional arrangements with each faculty member.

Transfer Credit
The BSW Program at Portland State University will ensure that admitted students will not be required to repeat classes they have previously completed.

The BSW Program will establish articulation agreements with local community colleges to promote a coordinated matriculation to the BSW Program from relevant community college programs. The BSW Program will provide transfer credit for courses taken at other institutions that are equivalent to courses in the PSU program.

Students may challenge by examination selected required courses in the School of Social Work. A grade of pass releases the student from taking a designated course but does not grant any credit toward graduation. Field instruction (SW 400) and Generalist Social Work Practice classes (SW 430, 431, 432) cannot be waived. Additional information regarding course waiver can be obtained by contacting the Reception Desk at the School, or the Administrative Assistant of Undergraduate Programs.

Waiver exams will be offered for the following core courses in the BSW Program:

- SW 440 HBS: Macro
- SW 450 Research Methods for SW Practice I
- SW 451 Research Methods for SW Practice II
- SW 491 HBS: Micro
- SW 492 Social Welfare Policy

Course credit or equivalency may be granted only for previous academic work that has been completed with a passing, “C”, grade from an accredited program and/or university.

No Credit for Life Experience/CSWE Standard
Students may not receive credit for life experience or previous work experience or have any field experience or professional foundation courses waived on this basis. NO EXCEPTIONS!

Course Completion for Field Practicum Policy
A BSW student who is a major in our program must have taken the following social work courses: SW301, SW439, SW491, SW410, SW492, SW440 and received a grade of "C" or better before the student can enroll in SW400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice I, II, III. There may be exceptions to this policy on a case by case situation. Please complete the “Exception to Field Policy Form” to request an exception.

ENROLLMENT POLICIES

Continuous Enrollment
Once admitted to the BSW Program a student is expected to remain in continuous enrollment until the degree is earned unless an approved leave-of-absence is obtained or the student withdraws from the program.

Leave of Absence
A student admitted to the BSW Program may petition the Program Director for a leave of absence for up to one calendar year. The form to request a leave of absence is the "Leave of Absence Request Form" available on the SSW website and in the Office of Student Affairs. Leave of absence status assures the student's admission in the program during the period of the leave of absence. Leave of absence is granted only to students who have had their request approved through the educational program change process and does not constitute a waiver of the time limit for completion of the B.A. in Social Work degree at Portland State University.

Applications for a leave of absence must be approved by the BSW Program Director. The BSW Program
Director should initiate a remediation meeting if there is concern about the student’s academic performance (e.g. the student has an incomplete in one or more classes). The application, approved by the BSW Program Director, must be filed with the Administrative Assistant for Undergraduate Programs in the School of Social Work not later than the last day to register for classes in the term for which the application is made.

Students on a leave of absence should continue to update their information by filling out the Change of Information form on the school’s website at: http://www.ssw.pdx.edu/students/pgForms.php.

If a student leaves the program without a leave of absence approved by the School of Social Work, the student will not be able to reenter the BSW Program except by reapplying for admission through the regular admission process and being re-accepted.

Returning from a Leave of Absence
A student planning to return to the BSW Program from an approved leave of absence should complete the Return from Leave of Absence Form and mail to the BSW Program Director at the School of Social Work three months before she or he plans to return to School.

Withdrawal from School
Students accepted and enrolled in the BSW Program who terminate their program prior to completion are expected to submit a written statement of intent to withdraw. The statement should be submitted to the BSW Program Director as soon as a decision is made and no later than the intended date of withdrawal.

It is expected that a student who is withdrawing from the program will notify her/his field instructor, if appropriate, in a timely fashion and appropriately terminate from clients and the agency. Included in such expectations are client transfers and terminations, and files or records completed as required.

The faculty liaison will follow up with the agency and field instructor, notify the BSW Asst. Director of Field and BSW Program Director and inform classroom faculty. The BSW Program Director should also notify appropriate staff so that school records will reflect the student’s withdrawal. A copy of the student’s withdrawal letter should be placed in the school file. It will be necessary for a student who withdraws from the BSW Program without a leave of absence to reapply for admission should he or she wish to return for further study. Such applications will be considered in competition with all others who are applying for admission.

Although a student is not required to request approval to withdraw from the School of Social Work, failure to notify the School and field agency and/or appropriately terminate from the clients and agency will adversely affect any future request for further study in the School and/or letters of reference. It is the student’s responsibility to notify the University Registrar’s Office of his or her intent to withdraw. Notification should be in writing and as early as possible, but no later than the date of withdrawal.

A student who withdraws from school due to unforeseen circumstances, such as accident, precluding timely notification, is expected to contact the BSW Director in writing as soon as possible. In that event, the Director will provide notification to appropriate parties, including the Registrar of the University, and place a statement in the School’s file. On request of the student, a leave of absence may be granted, depending upon individual circumstances, with approval of the BSW Program Director and Associate Dean of Academic and Community Affairs. It is expected that students experiencing such circumstances will make up time lost as arranged through the advisor and on an individual basis. These arrangements will not be made retroactively, in situations where the student did not contact the School in a timely manner about the emergency, accident, or other unforeseen circumstances.

ACADEMIC PERFORMANCE

Unsatisfactory Performance in Field Instruction
A student who receives a grade of No Pass in Field Instruction may not continue enrollment in the BSW Program. The student’s admission to the School of Social Work is rescinded for at least one calendar year, after which the student may reapply for admission to the BSW Program. Students should consult the Field Education Handbook for more information about the policies and procedures related to this matter.

Student Advancement
Advancement from one term to the next is based on each student demonstrating requisite knowledge, skills, critical thinking and professional ethics to ensure that upon graduation the student is fully prepared for professional practice. Advancement of students is contingent upon satisfactory performance in the above areas each term. Evaluation of student progress in classroom courses and in practicum is based on examinations and tests established by course and practicum instructors, and on skills, competencies, professional behaviors, and appropriate student conduct identified in the School
of Social Work Policy on Unsatisfactory Student Performance. (See Appendix I)

Advisors will automatically initiate a remediation meeting for a student on academic probation specified in the Policy on Unsatisfactory Student Performance. This policy is reprinted in Appendix I. Students are expected to sign a copy of the letter of understanding (found in Appendix M) at the beginning of the fall term of their first year of study.

STUDENT GRIEVANCE POLICY AND PROCEDURES

Purpose
It is important that each student have a mechanism for voicing dissatisfaction to the School of Social Work. A student's complaint should be heard courteously and promptly. The student expressing a grievance should be free from restraint, duress, coercion, discrimination, or reprisal. When a grievance arises, it shall not be considered as reflecting unfavorably on either the student or the School, but is to be considered as an expression of the student's right to question.

Underlying Principles
1. A grievance may be initiated by any student currently enrolled in the BSW Program.
2. Early discussion and resolution of a concern is encouraged. The first step described in the process should ordinarily happen within the term following the term in which the situation being grieved occurred.
3. A grievance should be resolved at the lowest possible level.
4. In order to protect the rights of individuals, only persons directly involved with the grievance and official committee members will participate in the discussion of the grievance. All discussion which occurs during committee meetings will be held in confidence.

The word, "grievance," shall mean a student's expressed dissatisfaction with certain conditions beyond his or her control regarding field, class, or other educational conditions, e.g., capricious or unfair field evaluation, or capricious or unfair grading.

Process
Step 1: An informal means for resolving a grievance is most frequently used by students, where the student and the instructor talk over and usually resolve the grievance on a one-to-one level. At this time the student should consult with her/his advisor or liaison. If the student is dissatisfied with the results of the informal approach to resolve the grievance, s/he may ask the BSW Program Committee to intervene. The student must attempt to pursue the grievance through informal channels prior to bringing the grievance before the Committee. In the event that the student is unable to pursue the grievance directly with the instructor, because of the unavailability of the faculty member, the student must provide the BSW Program Committee with documentation of her/his timely attempts to contact the instructor.

Step 2: If the grievance cannot be resolved by Step 1, the student will submit a written statement to the BSW Program Committee describing the grievance. The student shall send a copy of the statement to the person against whom the grievance is written who has the option of responding in writing to the BSW Program Committee with a copy to the student.

If the grievance is associated with a final grade that is less than a C in any course or a no pass in a field instruction, the grievance must be filed no later than two academic weeks after the notification of the final grade.

The chairperson(s) of the BSW Program Committee will send a written notice of the grievance and intention to hold a hearing to the BSW Program Director. The hearing before the BSW Program Committee will be arranged by the BSW Program Chairperson(s) and chaired the BSW Program Director. In the anticipated absence of any member, or if any member is a principal in the matter, the BSW Program Chairperson(s) will appoint a substitute.

The Committee will hear the principals directly involved and faculty members, students, or other persons who have immediate knowledge of the situation. The hearing will be audio recorded. Both parties will have access to all written materials used and are entitled to hear all oral presentations at the meeting. Immediately after the hearing, the Committee will convene to decide upon a recommended course of action. The BSW Program Director will ensure that the Dean of the School of Social Work is provided with a written statement of the committee's recommended course of action within two academic days after the hearing. The Dean will review the recommendation, render the final decision, and notify the principals in the grievance of the final decision in writing within five
academic days after receiving the committee’s recommendation. A copy of the final decision will be provided to the BSW Program Director and a copy will be placed in the student’s file.

Step 3: In the event of dissatisfaction with the final decision or procedures, the student has the right to review the decision with the Dean of the School of Social Work. The request for review must be made in writing and within one academic week of the notification of the decision.

Step 4: The student has the right to appeal by writing a letter to the Academic Appeals Board of the University. The written appeal and supporting material may be filed in the Portland State University Office of Student Affairs.

Step 5: Results of this appeal go to the AAB and must be shared with the Dean.

STUDENT RESOURCES

PSU Resources for Students
Portland State University provides a full range of student support services including: a writing laboratory, microcomputer laboratories, housing services, student health services, counseling and psychological testing, student employment and career placement, legal services, services to students having disabilities, GLBT, and international student services.

Disability Resource Center for Students
Portland State University is committed to providing accommodations for students who have disabilities which will equalize their ability to compete with other students in academic classes and which will ensure physical access to student activities or university-sponsored events. Located in Room 435 Smith Memorial Center, the Disability Resource Center provides academic accommodation for students in both classroom and testing situations, and coordinates registration for students with disabilities. Students eligible for DRC services will receive a letter to share with their instructors describing the necessary accommodations. The DRC can be reached at 503-725-4150 and through TTY at 503-725-6504. Since several of the classrooms used for BSW Program instruction are not accessible, it is imperative that students with disabilities that limit their mobility register with the Disabilities Resource Center, which can expedite the moving of classes to accessible classrooms.

Computer Laboratory
The SSW maintains a computer lab in the new building. This laboratory has twenty two PC workstations and a high-speed printer. The laboratory is open during regular working hours, but is only staffed during posted times. Important - Please note: Students are expected to use the computers in the Lab independently -- no assistance is available other than to deal with machine malfunctions. Use of the SSW Computers is governed by Portland State University's Acceptable Use Policy and by the SSW Computer Lab Policies. Also see our Computer FAQs page on the school website: http://www.ssw.pdx.edu/pgComputerFAQs.shtml.

Cultural Competence and Diversity Council (CCDC)
Mission Statement
The Cultural Competence and Diversity Council shall promote cultural competency and diversity in the practice of social work, as well as social justice by engaging the collaboration between the SSW and the community which it serves.

To accomplish the mission, the Cultural Competence and Diversity Council shall:
• Examine the issues of recruitment and retention of students and faculty of color in the School of Social Work and make recommendations to the faculty and its committees.
• Assist the School in effectively preparing culturally competent social work professionals.
• Bring together community and School faculty to address issues of cultural competency and anti-oppressive practice.
• Function as advocates on behalf of the School (students, faculty and curriculum) with respect to the development and maintenance of cultural competence.
• Assist the School to develop a long-term diversity and social justice plan.
• Function as an information resource for “state of the art” expertise on community issues relevant to the educating of social workers, advice, consultation, resource development, promotion.

Diversity planning is directly linked with the overall mission of PSU and is in keeping with the goals and objectives of the BSW Program.
### APPENDIX A: PROGRAM PROGRESS CHECKLIST

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<th>Total Credits</th>
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<tbody>
<tr>
<td><strong>Total hours Required:</strong> 180</td>
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<tr>
<td><strong>Hrs Still Needed</strong></td>
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<table>
<thead>
<tr>
<th>University Studies</th>
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<tbody>
<tr>
<td><strong>Freshman Inquiry (15 credits)</strong></td>
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<tr>
<td><strong>Sophomore Inquiry (12 credits):</strong> 3 courses, each from a different cluster</td>
</tr>
<tr>
<td><strong>Junior Cluster (12 credits):</strong> 3 courses from 1 cluster (choose a cluster that is directly linked to 1 of the 3 sophomore inquiry courses taken previously – Any cluster but Family Studies)</td>
</tr>
<tr>
<td><strong>Capstone (6 credits)</strong></td>
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<tr>
<th>Major: Social Work</th>
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<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
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<tr>
<td>PSY 200 level (4 crs)</td>
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<tr>
<td><strong>BSW Major Requirements (49 credits)</strong></td>
</tr>
<tr>
<td>SW 301 (4 crs)</td>
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<tr>
<td>SW 440 (4 crs)</td>
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<tr>
<td>SW 439 (3 crs)</td>
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<tr>
<td>SW 491 (4 crs)</td>
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<tr>
<td><strong>Diversity Electives (12 credits: 1 course from each of the 3 lists)</strong></td>
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<tr>
<td><strong>Race/Class Identity</strong></td>
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<tr>
<td><strong>Upper Division Program Electives (12 credits: 3 courses from the list):</strong></td>
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<th>Degree Requirements</th>
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<tbody>
<tr>
<td><strong>BA Requirements (28 crs)</strong></td>
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<tr>
<td>12 credits in the arts and letters academic distribution area, including a min of 4 credits in the fine and performing arts</td>
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<td>12 credits in science &amp;/or social science distribution areas with a min of 4 credits in the science/math academic distribution area</td>
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<td>4 credits in a foreign language numbered 203 or higher</td>
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APPENDIX B

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

http://www.socialworkers.org/pubs/code/default.asp

CODE OF ETHICS
Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

* service
* social justice
* dignity and worth of the person
* importance of human relationships
* integrity
* competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.
The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.

*In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical
issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**
The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**
**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**
**Ethical Principle:** Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**
**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**
**Ethical Principle:** Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**
**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**
The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**
1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples
include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take
reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and
respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of
clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and
local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social
conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

The NASW Code of Ethics can be located at the following website:

http://www.socialworkers.org/pubs/code/default.asp

It is both in English and Spanish.
APPENDIX C

POLICY STATEMENT ON RIGHTS, FREEDOMS, AND RESPONSIBILITIES OF STUDENTS – PORTLAND STATE UNIVERSITY

Portland State University is a community that exists for the generation, acquisition, diffusion, and preservation of knowledge, the growth of all its members, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. All members of the University community are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in an atmosphere of academic freedom.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom as well as elsewhere on campus.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the University community. The University has developed policies and procedures which provide and safeguard this freedom, within the framework of general standards, and with the broadest possible participation of the members of the university community. This document articulates the general policies that provide for the academic freedom of students in this university community and forms the basis upon which more specific policies such as the "Student Conduct Code," rules on student records, etc., have been formulated and adopted.

SECTION I - ACCESS TO PORTLAND STATE UNIVERSITY

A. Admissions, Retention and Graduation

Portland State University supports equal educational opportunity for all regardless of sex, race, national origin, age, marital status, handicap, religion or sexual orientation. Any person may, without being admitted to the University, enroll as a part-time, non-admitted student for a limited number of credits each term. Persons seeking admission to the University have the right to be admitted if they meet the admission standards established for the University by the Oregon State Board of Higher Education. However, regular or part-time enrollment in the University may be subject to limitations imposed by State Board directive. In addition, admission to the University does not automatically admit student to certain professional, graduate, and undergraduate programs which have special standards for admission and for evaluation of transfer credits, and which may restrict admission on the basis of available resources. To be eligible for continued enrollment in the University and for graduation from the University, students are responsible for meeting the University's published requirements for retention and graduation.

B. University Facilities and Services

All regular students have the right to make full use of the facilities and services of the University; there are, however, some limitations on the availability and use of University resources for part-time students. Definitions of regular and part-time students and a list of resources not available to part-time students appear in the University's "Bulletin." Students are expected to use University facilities and services responsibly and with consideration for other members of the University community. Offices responsible for providing facilities and services will, upon request, furnish guidelines for their use.

SECTION II - STUDENT, FACULTY, STAFF RELATIONSHIPS

The relationship between students and faculty/staff is one which is based upon mutual respect. Students see faculty and staff in a variety of roles: teachers, counselors, librarians, administrators, advisors, supervisors, and colleagues.

In the Classroom

Student Rights

A student who enrolls in a course has the following rights:

a) to know from the instructor the goals and content of the course
b) to know from the beginning the instructor's expectations and grading methods
c) to be evaluated on the materials of the course and not on extraneous matters
d) to consult with the instructor outside the classroom on matter related to the course

Student Responsibilities

A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to assure the freedom of the instructor to teach and the freedom of the other students to learn.

Outside the classroom

Students have a right to the services provided by both teaching and non-teaching faculty, as well as by classified staff, including such services as academic advising, counseling over a broad range of problem
areas, dissemination of information, and clarification of University policies and procedures, including those involving grievances. Because of the size and complexity of the University, students have the primary responsibility for initiating request for such services, although faculty and staff are expected to be sensitive to students’ needs and to offer assistance if students appear to need it.

Protection Against Improper Disclosure
Students have a right to expect that information about themselves of a private, personal or confidential nature which they share with faculty and staff will be disclosed only according to student record rules. Faculty and staff may provide judgments of student’s ability and character to other in appropriate circumstances, normally with the knowledge and consent of the student concerned, and in accordance with the University's rules on student records.

SECTION III - STUDENT RECORDS

Student Records Rules
The University has adopted rules which govern the form and variety of student records collected and maintained by the University, the nature of information collected, and the way in which student information is recorded, maintained and eventually disposed of, consistent with Chapter 34 of the Administrative Rules of the Oregon State Board of Higher Education, Section 351.065 of Oregon Revised Statutes and 20 United States Code 1232g and its implementing regulations. Copies of the rules are available in the offices of the Vice President for Student Affairs and the Registrar.

Students’ Rights
The rules on student records also define the following rights of students with respect to their records and the procedures to be followed to guarantee those rights:

1. the right to inspect and review information contained in their educational records
2. the right to challenge the contents of their education records
3. the right to a hearing if the outcome of the challenge is unsatisfactory
4. the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
5. the right to prevent disclosure, with certain exceptions, of personally identifiable information
6. the right to secure a copy of the University rules, which includes the location of all education records
7. the right to file complaints with the Department of Health, Education and Welfare, concerning alleged failures by the University to comply with applicable laws, rules and their implementing regulations.

Students’ Responsibilities
Students are responsible for furnishing, completely and accurately, such pertinent information as required by the University so that it may perform its proper function as an educational institution. If students’ circumstances change, e.g., name, address, financial situation, etc., they are responsible for seeing that proper University officials are informed of such changed circumstances.

SECTION IV - STUDENT AFFAIRS

Student affairs encompasses a broad area including the freedoms to form associations, to inquire and express opinions, to participate in institutional government, and to produce student publications.

A. Association
Students have the right to form organizations and to join associations to promote their common interests. In doing so, they have the responsibility to follow University policies and procedures, copies of which are available in the office of the Vice President for Student Affairs.

B. Inquiry and Expression
Students and student organizations have the right to examine and discuss all questions of interest to them, to express opinions publicly and privately, to support causes and to invite and hear any person of their own choosing. Such activities shall not disrupt the regular and essential operation of the University. Students and student organizations are responsible for following the policies and procedures related to these activities, copies of which are available in the Education Activities Office and the Scheduling Office.

C. Student Participation in Institutional Government
Students have the right to express their views by lawful procedures on issues of institutional policy and on matters of general interest to the student body and to participate in the formulation and application of institutional policy affecting academic and student affairs. Student government, the Associated Students of Portland State University (ASPSU) is the primary vehicle for student participation in institutional government, and its role is explicitly stated in its constitution and bylaws, copies of which are available in the
SECTION V - STUDENT CONDUCT

Students are members of both the University community and the larger community outside the University. As members of the University community, students are guaranteed those rights described in this document. As members of the larger community, students are afforded these rights guaranteed by the state and federal constitutions, the authority of which extends across both communities.

At the same time, both communities have established standards of conduct designed to protect their essential purposes. The University community has defined in its "Student Conduct Code" that conduct in which its members may not engage without penalty. The larger community has defined such behavior in its laws.

Outlined below are the standards in disciplinary proceedings established by the University respecting student conduct which violates the norms of either the University or the larger community.

A. The University Community

The "Student Conduct Code" enumerates proscribed behavior and describes procedures followed in cases where students are alleged to have engaged in such conduct. These procedures guarantee procedural due process to the accused students and are fully described in the "Student Conduct Code, copies of which are available in the office of the Vice President for Student Affairs.

B. The Larger Community

If a student's behavior results in charges that both the law of the larger community and the prescriptions of the University's "Student Conduct Code" have been violated, the University does not waive the right to initiate proceedings in accordance with provisions of the "Student Conduct Code."

June 12, 1978

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Portland State University
Professional Standards of Conduct

PURPOSE

The purpose of this policy is to establish and clarify guidelines for the professional workplace conduct of faculty, staff, administrators, and students; and to provide direction to available resources.

DEFINITIONS

Definitions and descriptions of harassment contained in this policy are in addition to and do not supersede those found in Portland State University's equal opportunity policies, non-discrimination policy, sexual harassment policy, policies concerning people with disabilities, policies concerning veterans, or any other policy prohibiting harassment because of an individual's membership in any protected class or grouping of people.

The harassing behavior may be physical, verbal, or nonverbal; and can be between individuals, or be a group targeting an individual, or be an individual targeting a group, and it can be between all types of employees.

Harassment, includes, but is not limited to: (a) verbal or physical conduct by an individual based on an individual's age, disability, national origin, race, color, marital status, religion, sex, veteran status, or sexual orientation that substantially interferes with or prevents a person from conducting his or her customary or usual affairs, puts that person in fear of his or her safety, or causes the person to suffer actual physical injury; (b) conduct less than a physical attack or interference with a person that is unsolicited and unwelcome, such as a verbal threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making verbal threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's
property, or other such action(s) that unreasonably interfere(s) with normal function of, or participation in, a job, course of study, program or activity.

Threatening or violent behavior: (a) an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and physical harm; or (b) to require, authorize, or permit that a person be subjected to such conduct or act.

POLICY
It is the goal of Portland State University to maintain a safe, respectful, and productive environment for faculty, students, administrators, and staff. In light of this, harassment and threatening or violent behavior is prohibited. In addition, all persons should be acknowledged for their contributions to the University. In light of this, every effort will be made to create an institutional climate that values and supports the healthy and productive exchange of ideas, beliefs, and practices in a manner that treats everyone with respect, courtesy, and appreciation and where a diverse population can live and work in an atmosphere of tolerance and respect for the rights and dignity of each individual. All employees and students should expect to be treated professionally, respectfully, and with dignity.

It is the responsibility of every member of the Portland State University community to conduct him or herself in accordance with this policy. Each department head, manager, supervisor, employee, faculty member, and student is responsible for creating and maintaining an atmosphere free from harassment, violence, and retaliation.

This policy is not intended to impose unnecessary rigidities on individual styles or on workplace or educational relationships and social interactions. Rather, it recognizes that people with different backgrounds, interests, and friendship groups must get along with each other. Legitimate disagreements and conflicts should be openly discussed in a respectful and productive manner in order to make this institution successful.

Persons who experience harassment and threatening or violent behavior as described in this policy are encouraged to bring the matter to the attention of their chair, department head, supervisor, a union representative, or member of the interpersonal violence network who can then bring it to the attention of the human resources department, student affairs office, ombuds office, affirmative action office, office of academic affairs or the president's office. Persons who experience such conduct may bring their concerns directly to the human resources department, student affairs office, ombuds office, affirmative action office, office of academic affairs or the president's office. Upon receiving a complaint alleging a violation of this policy, the appropriate office will conduct a timely, fair and impartial investigation of the complaint. During the course of this investigation, the appropriate office will attempt to resolve the matter to the satisfaction of all the parties to the complaint. If the complaint cannot be resolved and a violation of this policy is established, the appropriate office will initiate the appropriate disciplinary processes. Failure to comply with this policy will result in disciplinary action(s) up to and including dissolution of any relationship with Portland State University.

RETALIATION
Retaliation of any kind taken against anyone as a result of that person’s using, or attempting to uphold, this policy, and any subsequent procedures, or participating in any manner in any actions taken under this policy is prohibited and shall be regarded as a separate and distinct grievable matter. Anyone found to have retaliated against someone is subject to appropriate disciplinary or corrective action up to and including, but not limited to, dissolution of any relationship s/he may have with Portland State University.

REVIEW
The University's Professional Standards Committee will review this policy after it has been in use for one year. The purpose of the review will be to make any changes necessary to improve its accessibility, coverage, efficiency, and high standards of fairness. The Professional Standards Committee includes one representative from each of the following areas: ombuds office, affirmative action office, academic affairs office, human resources department, American Association of University Professors (PSU chapter), American Federation of Teachers (local #3571), Oregon Public Employees Union (local #089).
APPENDIX D

SEXUAL HARASSMENT POLICY OF THE SCHOOL OF SOCIAL WORK
PORTLAND STATE UNIVERSITY

Rationale
A. Sexual harassment is reprehensible and will not be tolerated by the School of Social Work. It subverts the mission of the School of Social Work and threatens the careers, education experiences and well-being of students, faculty, and staff. Relationships involving sexual harassment or discrimination have no place within the School of Social Work. In both obvious and subtle ways, the possibility of sexual harassment is destructive to individual students, faculty, staff, field instructors, clients, and the academic and professional community as a whole. When through fear of reprisal a student, staff member, field instructor, faculty member, or client submits or is pressured to submit to unwanted sexual attention, the School's ability to carry out its mission is undermined.

B. Sexual harassment is especially serious when it threatens relationships between teacher and student or field instructor and student, or supervisor and subordinate (i.e. staff relationships). In such situations, sexual harassment unfairly exploits the power inherent in a faculty member's, field instructor's, or supervisor's position. Through grades, wage increases, recommendations for graduate study, promotion, or tenure and the like, a teacher, field instructor or supervisor can have a decisive influence on a student's, staff member's, or faculty member's career at the School of Social Work and beyond.

C. While sexual harassment most often takes place in situations of a power differential between the persons involved, the School of Social Work recognizes that sexual harassment may occur between persons of the same status within the School. The School of Social Work will not tolerate behavior between or among members of the School community which creates an unacceptable educational or working environment.

Policy
It is the policy of the School of Social Work at Portland State University that sexual harassment is prohibited. All members of the faculty, staff, and student body of the School of Social Work are entitled to work and study in an environment free from all forms of discrimination, including sexual harassment.

Definition of Sexual Harassment
Sexual harassment may constitute a violation of one or more civil rights and non-discrimination laws, including Title VII of the Civil Rights Act of 1964 for employees, and Title IX of the Education Amendments of 1972 for students.

For purposes of this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct is directed toward an individual because of that individual's gender and:

(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; or

(b) Submission to, or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or

(c) Such conduct is of such frequency and or severity that it has the purpose or effect of unreasonably interfering with an individual's work performance or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Examples of Sexual Harassment
Sexual harassment encompasses any sexual attention that is unwanted. Examples of the physical or verbal conduct prohibited by this policy include but are not limited to:

(a) Physical assault;

(b) Direct propositions of a sexual nature;

(c) Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation.

(d) Subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring;

(e) A pattern of conduct (not legitimately related to the subject matter of a course if one is involved) intended to discomfort or humiliate, or both, that includes one or more of the following: (i) comments of a sexual nature; or (ii) sexually explicit statements, questions, jokes, or anecdotes;

(f) A pattern of conduct that would discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes one or more of the following: (i) unnecessary touching, patting, hugging, or brushing against a person's body; (ii) remarks of a sexual nature about a person's clothing or body; or (iii) remarks about
sexual activity or speculations about previous sexual experience.

Grievance Procedures
Grievances may be initiated by any member of the School of Social Work community: students, staff, faculty or field instructors who encounter sexual harassment from members of the School in the performance of their field instruction duties. Clients seen by social work students in their field placements shall pursue grievances through the appropriate channels in which the students provide services.

Grievance Officers of the School of Social Work
There shall be two grievance officers of the School of Social Work, one of each gender, to deal with complaints of sexual harassment. The officers shall be elected by a majority of votes at the last faculty meeting of each academic year. Grievance officers shall be full-time faculty members and shall serve a two year, staggered term of office. (Students may obtain the names of the grievance officers from the Administrative Assistant in the Office of Student Affairs.) Grievance officers are to be neutral gatherers of information and are not to be advocates for the grievance complainant or respondent. Complainant and respondent are encouraged to seek advocates and/or counsel if necessary.

Informal Grievance Procedure
1. An individual may solve a problem of sexual harassment by means of a direct discussion with the other party or by other informal avenues that he or she feels are appropriate. These informal avenues may include discussion of the problem with the advisor, another faculty member, or the dean.

2. Any person alleging sexual harassment may also informally present a complaint to a grievance officer of the School of Social Work, to the Affirmative Action Officer of the University, or to a designated officer in the Office of Counseling and Psychological Services who is the same sex as the complainant. The officer shall treat the allegations confidentially, and attempt to resolve the complaint in an informal manner including when necessary, consultation with the dean.

3. Advice as to the procedures regarding formal steps which may be pursued will be available from each officer.

4. Complainant and respondent cannot be required to have face-to-face contact with each other during informal procedures.

Formal Grievance Procedures
1. If the complainant wishes to pursue a formal grievance within the School of Social Work, he or she will inform one of the grievance officers of the school who will advise the complainant of the procedures for the preparation of a written statement of grievance. The grievance officer will also advise the complainant of the procedures concerning the gathering of information which will be presented to the Grievance Board.

2. The grievance officer is to call together a meeting of the Sexual Harassment Grievance Board. This is a board consisting of the two grievance officers and a third person of the same status as the complainant within the school (student, faculty, field instructor, or staff member) and who is acceptable to both the complainant and the person against whom the grievance has been filed.

3. The written statement of grievance must be given to the board members and the person named in the complaint two calendar weeks before the Sexual Harassment Grievance Board is to meet.

4. During the meeting, the complainant shall present to the Board the written statement describing the incidents of alleged harassment in question, as well as the names of any witnesses to the incidents.

5. The person against whom the grievance is filed may also receive advice from a grievance officer and may also present a written statement to the board concerning the complaint and supporting evidence.

6. Both complainant and respondent shall have the right to be present and shall have the right to call any persons to testify before the board who shall have direct knowledge bearing upon the alleged sexual harassment.

7. At any time formal procedures can be terminated by agreement of the parties and resolved by using the informal procedures. Where an informal resolution is not possible, the Grievance Board shall make a decision concerning: (i) probable cause, and (ii) whether sanctions should be imposed. If probable cause is found to exist, the board recommends sanctions, these decisions shall be conveyed in a written decision to the Dean of the School of Social Work.

8. In the event of dissatisfaction with the board's procedures or findings, the complainant or respondent has the right of direct appeal to the Dean of the School of Social Work.
9. At any time in the process of filing a grievance, the complainant may avail himself or herself of the grievance procedures which have been adopted by the university and which are outlined in the Portland State Sexual Harassment Policy.

10. Nothing in this policy shall be interpreted to abridge the rights of any University employee or student to seek outside judicial or administrative redress of complaints of sexual harassment. Additionally, nothing in this policy prevents the complainant or respondent from obtaining counsel or enlisting an advocate.

Protection of Rights

1. Investigations of complaints will be initiated only with the complainant's consent. The complainant will be informed fully of steps taken during the investigation.

2. All reasonable action will be taken to assure that the complainant and those testifying on behalf of the complainant or supporting the complaint in other ways will suffer no retaliation as the result of their activities in regard to the process.

3. At the time the investigation commences, the accused will be informed of the allegation, the identity of the complainant, and the facts surrounding the allegations.

4. In the event the allegations are not substantiated, all reasonable steps will be taken to restore the reputation of the accused, if it was damaged by the proceeding.

5. If any party is found to have been intentionally dishonest or malicious in making the allegations or responding to them, that party is subject to School and University discipline.

6. To the extent possible, the proceedings will be conducted in a way calculated to protect the confidentiality interests of both parties.

7. The parties will be informed promptly about the outcome of the Sexual Harassment Grievance Board Hearings, and the Dean's decision.

8. After the investigation, the parties will be informed of the facts.

Dissemination of the Sexual Harassment Policy

During the first two weeks of the academic year, all new faculty members and field instructors, and all incoming students will receive a complete copy of this policy and the names of current Grievance Officers. Grievance Officers of the School will make themselves available to discuss the contents of this policy with members of the School of Social Work community.
APPENDIX E

PORTLAND STATE UNIVERSITY
SEXUAL HARASSMENT POLICY

Responsible Office: AFFIRMATIVE ACTION

1. Policy

Sexual Harassment, in all its forms, is unethical behavior, disruptive of workplace and campus life, and inherently antithetical to the University’s mission, purpose and functioning. PSU administration, faculty, staff, and students are responsible for assuring that PSU maintains an environment for work, study, and the provision of services and activities that is free from sexual harassment. Sexual harassment is prohibited by Federal and State law, Oregon University System rules and policy, and is prohibited at Portland State University (PSU).

2. Definition

Sexual harassment is any unwelcome and unwanted sexual advance or request for sexual favor or other verbal or physical conduct of a sexual nature when:

A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or participation in a sponsored educational program participation in services, or participation in sponsored activity; or

B. Submission to or rejection of such conduct is used either explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual’s employment, participation in a sponsored educational program, participation in services, or participation in sponsored activity; or

C. Such conduct has the effect of unreasonably interfering with an individual’s work performance, receipt of services or academic activities, or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur between any individuals associated with PSU, i.e., between an employee and a supervisor; between co-workers; between faculty members; between a faculty, staff or student and a customer, patient, vendor, or contractor; or between a student and a faculty member or another student. Sexual harassment can occur independent of the gender of the parties involved.

3. Examples of Sexual Harassment

Sexual harassment can encompass any sexual attention that is unwelcome and unwanted. Examples of verbal or physical conduct prohibited by this Policy include, but are not limited to:

1. A pattern of sexually charged conduct not legitimately related to the subject matter of a course that causes discomfort or embarrassment including:
   - comments of a sexual nature;
   - sexually explicit statements, questions, jokes, or anecdotes;
   - touching, patting, hugging, brushing against a person’s body, or repeated focused staring;
   - remarks about sexual activity, experience, or orientation; and/or
   - display of inappropriate sexually oriented materials in a location where others can see it;

2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, participation in activities, promotion, grades, assignments, or letters of recommendation; and

3. Physical sexual assault.

4. Reporting Sexual Harassment

PSU encourages anyone who believes that s/he has experienced or witnessed sexual harassment to come forward promptly. While sexual harassment concerns may sometimes be resolved by the person being harassed dealing directly with the alleged harasser, when such a course of action is not possible or appropriate, concerns or issues regarding sexual harassment should be brought to the attention of:

A. A supervisor or department head most directly concerned, excluding the person accused of the harassment;

B. Any academic or administrative official of PSU including but not limited to the president, a vice president, university counsel, the provost or a vice provost, a dean, a chair, or a director;

C. The Office of Affirmative Action;

D. Office of Student Affairs;

E. Members of the Sexual Harassment Resource Network;

F. Ombuds Office;

G. Campus Public Safety.

Any Supervisor, Manager, Faculty Member, Sexual Harassment Resources Network Member, or other University Official who receives a report of sexual harassment shall promptly notify the Affirmative Action Office of the complaint. The Affirmative Action Office has primary responsibility for investigating and resolving reports of sexual harassment.

5. Options for Resolution

Individuals who report concerns about sexual harassment will be advised of their options for resolution of the complaint. These options include:
A. Informal resolution of the complaint with the assistance of the Affirmative Action Office and, where appropriate, the individual(s) to whom the report was initially made; or
B. Filing a formal grievance through the University’s grievance procedures.

6. Confidentiality
To the extent possible, PSU treats as confidential all information received in connection with reports of sexual harassment. It may become necessary, however, to disclose particulars during the course of an investigation or attempt at resolution. All individuals who participate in any procedure under this policy have an obligation to maintain the highest confidentiality of any of the matters discussed.

7. Non-Retaliation
Retaliation against an individual for reporting sexual harassment or for participating in an attempt at resolution, an investigation, or any activity under this policy is strictly prohibited. Any act of retaliation or reprisal violates this policy and will be treated as a separate matter.

Anyone found to have retaliated against anyone making use of this policy or any procedures related to this policy will be subject to appropriate disciplinary or corrective action(s), up to and including severance of any relationship with PSU.

8. False Complaints
It is a violation of this policy for anyone to make an intentionally false accusation of sexual harassment. Anyone who is found to have made an intentionally false accusation of sexual harassment will be subject to appropriate corrective and/or disciplinary action.

9. Corrective Action
Where sexual harassment is found, steps will be taken to ensure that the harassment is stopped immediately. Appropriate corrective measures will be implemented and may range from counseling, verbal or written reprimands, suspensions, or other action, up to and including dismissal, in accordance with established PSU policies and procedures. Matters involving students will be investigated by the Affirmative Action Office and findings will be forwarded to the Office of Student Affairs for processing under the Student Conduct Code.

Portland State University Office of Affirmative Action and Equal Opportunity
Last Modified: October 02 2005.
APPENDIX F

PORTLAND STATE UNIVERSITY
POLICY CONCERNING CONSENSUAL RELATIONSHIPS

Definitions

Consensual Relationships: Relationships that are amorous, romantic or sexual in nature, legal within the state of Oregon, in which both parties are willing participants.

Instructor: All who teach at the University, who may be paid or volunteer employees of the University or of any University-affiliated, -supported or -sanctioned program, including faculty members, academic staff, administrative staff, other instructional personnel and undergraduate or graduate students or teaching assistants with teaching, advising, mentoring, or tutorial responsibility, and who are partly or wholly responsible for advising, evaluating or grading students’ performance.

Student: Any person studying with an instructor, where that instructor is partly or wholly responsible for evaluating or grading that student’s performance.

Supervisor: Any person who directly or indirectly controls or affects the terms and conditions of employment of other employees.

Supervisee: Any person whose terms and conditions of employment are directly or indirectly controlled or affected by a supervisor.

Rationale

It is a generally accepted principle, reflected in various nepotism policies, sexual harassment policies, and others, that anyone in a position of power or authority should avoid situations where he or she would make determinations or evaluations affecting the terms and conditions of employment or student status for relatives, family members, spouses or significant others with whom he or she has an intimate relationship. Such a relationship, combined with the power and responsibility of making such determinations or evaluations, is considered to be a conflict of interest.

Policy

The University recognizes that two consenting adults should be free to conduct a personal relationship if they so wish; however, if a consensual relationship should develop between an instructor or supervisor and a student or supervisee, where a power differential exist, the instructor or supervisor should report the matter, as soon as possible, to his or her immediate supervisor, i.e.; Department Chair, Professor in charge of the course, the unit supervisor, etc. This immediate supervisor, in consultation with the Director of Affirmative Action, will immediately make arrangements so that the official determination(s) affecting the terms and conditions of employment, study, or progress in a program of the person(s) involved in the consensual relationship can be carried out under the direction of a competent objective third party(s). This should be carried out in a manner that maintains the highest degree of confidentiality possible.

It should also be made clear that the instructor, mentor, tutor, or supervisor should not, thereafter, be allowed to have undirected responsibility for supervising, evaluating, or grading the consensual relationship partner’s performance. This is due to the possibility of residual feelings resulting from the consensual relationship, which could preclude impartiality.

All instructors, supervisors, students and supervisees should understand that these situations are of concern to Portland State University. It is the instructors and supervisors, who, by virtue of their special power and responsibility, will bear the burden of accountability in such cases. There are substantial risks in an apparently consensual relationship where a power differential exists, even if the conflict of interest issues are resolved, involving potential charges of sexual harassment and/or violations of University policy. Such consensual relationships have the potential for very serious consequences and should be avoided, where possible.

Where such relationships cannot be, or are not avoided, this policy mandates the declaration to and intervention by a supervising authority, for the protection of both parties involved in the consensual relationship. Any instructor or supervisor who enters into such a relationship should be aware that liability protection under Oregon statutes may not apply in subsequent actions arising out of consensual relationship situations, where the instructor or supervisor failed to comply with this policy, and that failure to comply with this policy can lead to disciplinary action up to and including dismissal.

Portland State University Office of Affirmative Action and Equal Opportunity
Last Modified: April 24 2005.
APPENDIX G

POLICY ON ACADEMIC HONESTY AND INTEGRITY
School of Social Work, Portland State University

Significance

Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics’ (1996) ethical principle, “Social workers behave in a trustworthy manner”, which further specifies, “Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated.” (See the Code’s “Ethical Principles” section; a copy of the Code can be found in your program’s student handbook, or at http://www.socialworkers.org/pubs/code/default.asp. Also, see the NASW Research Web Page, which addresses ethics in research, at http://www.socialworkers.org/research/naswResearch/1006default.asp, and the National Statement on Research Integrity in Social Work, at www.cwse.org/CWSE/research/policies.

Expectations

Student Expectations

• Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
• Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
• Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
• Students will do their own work, and submit only their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
• Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
• Students will properly credit the work of others; if they are uncertain how to cite or reference another author’s work in papers or presentations, they will consult the APA manual (American Psychological Association, 2001) and/or their instructor.

• Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment only with the prior approval and direction of their instructor.
• Students will document field placement hours and activities honestly and accurately.
• If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

Faculty Expectations

• Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
• Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
• Faculty will clearly state expectations regarding academic honesty and integrity in each course.
• Faculty will clearly state the extent of collaboration allowed on each class project.
• Faculty will meet with any student who has questions or concerns about course assignments.

Forms of Academic Dishonesty

The Portland State Code of Student Conduct and Responsibility (see http://www.pdx.edu/media/c/o/CodeofConduct.doc), which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

Cheating. Cheating is using unauthorized materials, or providing them to others, during written or oral examinations or in the completion of course assignments. Examples include:

• Copying another student’s work during an examination (or allowing another student to copy one’s work)
• Taking another student’s examination (or having someone take an examination for you)
• Using unauthorized materials during an examination (or giving such materials to another student)
• Acquiring questions or answers from someone who has already taken the same examination (or providing such questions or answers to another student)
• Submitting another student’s or author’s writings for one’s own class assignment (including writings purchased on, or appropriated from, the Internet)
• Submitting a paper (or a portion of a paper) one has written previously for a current
course assignment, without the current instructor’s permission.

**Plagiarism.** Plagiarism is appropriating words, ideas, data, or other product of another author or artist, and representing them as one’s own original work. (See “Avoiding Plagiarism”, below). Examples include:
- Improper quotation or paraphrasing
- Improper citation of quotation or paraphrasing
- Improper citation of a source that has not been read
- Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet)
- Working jointly on a project with one or more others, and then submitting the project’s “product” as your own.

**Buying, selling, or offering to sell, course assignments and research papers.** This form of academic dishonesty can involve any of the following:
- Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
- Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
- Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as his or her own coursework.

**Academic fraud.** Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:
- Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms)
- Falsifying research data, or misrepresenting research findings
- Providing false explanations for class absences or late/missing assignments.

**Computer Misuse.** Computer misuse is using the University’s computer resources (or the computer resources of another institution or agency in which a student is performing part of his or her academic program) in a disruptive, unethical, or illegal manner. Examples include:
- Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise)
- Using University/institution/agency computers to view and/or use another person’s accounts, computer files, programs, or data without authorization
- Copying, storing, or sharing materials protected by copyright.

**Avoiding Plagiarism**

Plagiarism is taking the ideas, writings, or products of another person and presenting them as one’s own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author’s work without giving it proper citation (written credit). Examples include:
- Copying another’s work word for word (even a sentence, or a phrase)
- Copying most of another’s work and substituting just a few words
- Incorporating someone else’s phrases, terms, or ideas into your own writing without acknowledging his or her contribution.

In order to avoid plagiarism, one must be familiar with the concepts of quoting, paraphrasing, summarizing, and the citing of secondary sources:

**Quoting.** Direct quotes should be kept to a minimum, and used only for very important material. Quotes should be brief, and combined with paraphrases (see below) for clarity. Most quotes are incorporated in text and enclosed by double quotation marks; longer quotes are set off from the text as a freestanding block with no quotation marks. A quote must be matched to the original word for word, and attributed to the original author (citing author, year, and page number) (Purdue Online Writing Lab, 2006).

**Paraphrasing.** Paraphrasing is expressing another person’s (or persons’) ideas in your own words. A good paraphrase is generally shorter and clearer than the original statement. Like a quote, a paraphrase must be attributed to the original author or authors (citing author/authors and year) (Purdue Online Writing Lab, 2006).

**Summarizing.** Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be attributed to the original author or authors (citing author/authors and year) (Purdue Online Writing Lab, 2006).
Citing of Secondary Sources. A primary source is a writer’s original product, reproduced in his or her own words. A secondary source is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

Consequences of Academic Dishonesty

Faculty/Advisor Roles

If a faculty member suspects a student of academic dishonesty, the following steps may be taken:
- Contact the student to set an appointment to discuss the faculty member’s concern.
- Meet with the student, explain the concern, and listen to the student’s explanation.

If a faculty member determines that a student is guilty of academic dishonesty, one or more of the following steps may be taken:
- Assess the seriousness of the violation of academic honesty
- Ask the student to re-do the assignment in question
- If the violation is serious, or a pattern exists, give the student a “D” or “F” on the assignment in question.
- If the “D” or “F” results in the failure of a required course, document this in the student’s file and inform the student’s advisor of the reason for the grade.

If a faculty advisor is informed that a student is has received a “D” or “F” in a required course as a result of academic dishonesty, the following steps may be taken:
- Initiation of remediation procedures (this is automatic in the case of plagiarism)
- Initiation of a Retention Review (this is automatic if more than one incident of academic dishonesty occurs)
- Imposition of a period of academic disqualification (after which the student must petition for readmission).

In addition to the department-imposed academic consequences outlined above, students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University’s Code of Student Conduct and Responsibility. (See http://www.pdx.edu/media/c/o/CodeofConduct.doc).

Students dissatisfied with the process, or a final course grade resulting from the process, may initiate a grievance by contacting their academic program’s director (or, for the MSW Program, the Chair of the Student Affairs Committee).

References


National Association of Social Workers (n. d.).


Purdue University (n. d.). Purdue University online writing lab: Research skills and resources. Retrieved November 22, 2006 from http://owl.english.purdue.edu/handouts/research.

APPENDIX H

Council on Social Work Education National Statement on Research Integrity in Social Work

Background and Acknowledgements

The Council on Social Work Education (CSWE) managed the development of this National Statement and corresponding Action Plan for Research Integrity in Social Work with the crucial assistance of the social work education community. Over 50 social work deans, directors, faculty members, and doctoral students participated in a Symposium on the Responsible Conduct of Social Work Research at the 2006 Annual Program Meeting in Chicago. These participants provided guidance for the initial work for this project by outlining the pressing issues in social work research and the potential scope and purposes for this National Statement. Those convened included representatives from baccalaureate and graduate programs of various sizes and institutional settings from all ten CSWE regions. CSWE heavily relied on their analyses and recommendations for developing the subsequent National Statement and Action Plan. We are grateful for their work and insight.

In June 2006, a work group of social work researchers who participated in the Chicago Symposium collaborated with CSWE to focus on the outcomes from the Symposium and to develop the final National Statement and Action Plan. This work group included Lee Badger (Fordham University), Phyllis Black (Marywood University), Loretta Brewer (Arkansas State University), James Clark (University of Kentucky), Elizabeth Essex (Governors State University), Sheldon R.Gelman (Yeshiva University), Kay Hoffman (University of Kentucky), Dorothy Idleburg (Mississippi Valley State University), Robert Prue (University of Kansas), and Nancy Shore (University of New England). The group’s efforts led to this National Statement on Research Integrity in Social Work and an Action Plan for Promoting Research Integrity in Social Work. CSWE is very appreciative to these ten scholars for their indispensable contributions to this project and for sharing their time and expertise with CSWE.

Most research activity is designed, generated, and managed in college and university settings. As the organization that serves social work educators and students, CSWE recognizes “research” as an integral dimension of its mission. The newly formed CSWE Office of Social Work Education and Research is committed to promoting research integrity in social work and to providing social work programs, deans, directors, faculty, and students with support in their research endeavors. The purpose of this National Statement is to provide broad guidance and education to social work researchers and should not be construed as an outline of rules to be enforced by CSWE.

The Council on Social Work Education is also especially thankful to the U.S. Department of Health and Human Services Office of Research Integrity (ORI) and the American Association of Medical Colleges (AAMC), which provided funding for this project.*†

Introduction

The Council on Social Work Education presents this National Statement on Research Integrity in Social Work as a way of assisting social workers in identifying the challenges of conducting ethically-responsible research.

Research activities are essential for the continued growth and improvement of the profession. Social work practitioners have a professional duty to provide clients with effective services, while social work researchers have an obligation to assist them in meeting that fiduciary responsibility. Social workers practice with individuals, families, groups, organizations, and communities in a wide range of settings. According to the National Association of Social Workers (NASW) Code of Ethics, a “historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the well-being of society” (1996, p. 1). Well designed social work research can contribute significantly to the development and refinement of effective practice approaches at all levels and in all settings, as already evidenced by important contributions in the domains of mental health, substance misuse, gerontology, and child welfare.

In this National Statement, research is defined as a systematic process of investigation and analysis that develops and promulgates generalizable knowledge to inform professional practice and social policy. Throughout the research process—which typically includes the conceptualization of a research idea, development of a viable design, purposeful selection and recruitment of study participants, implementation of the study in the field, data entry, analysis, and interpretation, and, finally, dissemination of research findings—there are numerous ethical considerations to be addressed and decisions to be made. Along with the ethical tensions inherent in the research process itself, researchers face a growing and complex set of laws and ethical regulations that they need to understand and follow.
**Responsible Conduct of Research**

The many domains of inquiry and the diverse settings that concern social work researchers require pluralistic strategies. Social work scholarship requires multidisciplinary approaches that span conceptual and methodological domains of great breadth. For example, the study of substance misuse in a community might require the researcher to have expertise in qualitative and quantitative methods, as well as to demonstrate proficiency in engaging community leaders and research participants. Other social work researchers engage in program evaluations, single-subject design, participatory action research, and secondary data analysis. Such research protocols make complex and varied ethical demands on the researchers.

Research should be conducted in accordance with the principles articulated in the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), NASW Code of Ethics (1996), the CSWE Educational Policy and Accreditation Standards (2001), and the other applicable organizational and governmental rules and regulations. Ethical research must account not only for design considerations, but also for process (e.g., gathering data, recruitment, informed consent, etc.) and outcome/impact of the research project (e.g., dissemination—including authorship, impact on best practices, impact on community, individual well-being, etc.).

To ensure the responsible conduct of research, social work researchers need to: (1) work to protect the people and communities whom they study; (2) ethically and effectively participate in mentoring relationships that are crucial to scientific activity; (3) manage apparent and implicit conflicts of interest and commitment; (4) collaborate ethically with researchers from other professions and disciplines; (5) ensure that research data issues are managed properly; (6) employ responsible publication and authorship practices; (7) responsibly conduct and contribute to the peer-review process; and (8) understand and prevent research misconduct (ORI, 2006). In the sections below we discuss each of these areas of concern and briefly discuss particular issues facing social work researchers.

### 1. Human Subjects and Communities

Social work researchers must strive not to harm the people or communities that they are studying. Research protocols should first ensure the protection of study participants, including consideration for the Basic Ethical Principles described in the Belmont Report. *Respect for persons* “incorporates at least two ethical convictions: first, that individuals should be treated as autonomous agents, and second, that persons with diminished autonomy are entitled to protection” (p. 4). *Beneficence* assures that persons are “treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being” (pp. 4–5). *Justice* requires that the “selection of research subjects needs to be scrutinized in order to determine whether some classes (e.g., patients receiving government assistance, vulnerable racial and ethnic minorities, and institutionalized persons) are being systematically selected simply because of their easy availability, their compromised position, or their manipulability, rather than for reasons directly related to the problem being studied” (p. 6) (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

Research involving vulnerable populations needs to assure that risk of harm is minimized and benefits from the research are equitably distributed. While designing protocols to protect vulnerable people and communities can be extremely challenging, total or arbitrary exclusion of vulnerable populations from research is detrimental to the people the profession serves and can sometimes constitute research misconduct. Social work research in developing countries poses additional and specialized ethical problems in human protection that deserve special consideration. Rather than avoiding these difficulties, researchers should work with their colleagues and the appropriate Institutional Review Boards (IRBs) to develop ways to ethically include vulnerable populations in research. Participation in research should be predicated on the potential participant's understanding of the project, including obtaining informed consent. Finally, social work researchers should keep in mind that students involved as research participants are to be afforded the same protections as any other population.

Before beginning any research investigation, researchers should receive all necessary approval from the organizational regulatory bodies. The organizational regulatory bodies, such as the researcher's Institutional Review Board, will provide another layer of protection for the participants and communities in research, by ensuring that pertinent laws and guidelines have been met by the protocol and that the research is ethical. Researchers should consult with colleagues and the Office of Research Integrity/IRB staffs in their institutions and universities if they have questions regarding regulatory bodies.

### 2. Mentor/Trainee Responsibility

Social work researchers have a responsibility to mentor trainees in a manner that enhances the professional development of the latter and advances the general progress of the profession. Mentoring
junior researchers and trainees in social work research serves to instill the mentee with the ethics, techniques, and community of the profession (Vasgird & Hyman-Browne, n.d.). Social work’s commitment to advancing the careers of traditionally underrepresented and marginalized groups indicates a special commitment to mentoring trainees who often experience isolation and exaggerated expectations in academic and research settings. Senior researchers and mentors have a special responsibility to act ethically toward junior researchers and trainees by avoiding implicit and explicit exploitation. Mentoring relationships are complex; collaborative agreements that are developed early in the working relationship and that clearly delineate the rights and responsibilities of all parties can be very helpful in ensuring fair and just outcomes.

3. Conflicts of Interest and Commitment

Social work researchers are encouraged to develop relationships with public and private institutions. However, social work researchers should scrutinize their research endeavors and seek to avoid and eliminate any improper conflicts of interest that might result from their activities. These can involve tangible conflicts, such as untoward financial gain, but may also involve other and intangible forms of improper personal enhancement or advancement. Despite institutional pressures to attract high levels of external funding and to lead multiple projects, social work researchers should judiciously commit only to those projects and positions which they can reasonably undertake. The number and complexity of contemporary researchers’ roles make this a challenging domain of responsible conduct.

4. Collaborative Science

Contemporary social work research is rarely an individual enterprise. Multidisciplinary and community-based research are often required, especially for significant research investigations. Social work researchers should engage in collaborative enterprises with other professions and disciplines to advance scientific knowledge. These efforts will require special attention and sensitivity to the ethos and cultures of those research partners. Social work researchers also should seek to clarify, and in many cases commit to a written agreement, issues pertaining to data ownership, authorship, project roles, and financial management.

As the growth of translational science continues, social work researchers will increasingly collaborate with communities. It is important that researchers work hard to understand and reasonably respond to local needs and expectations as research projects are designed, implemented, and published. This is especially challenging as social work researchers often collaborate with community members who come from very different backgrounds and have goals that are divergent from the researchers.

5. Data Acquisition, Management, Sharing, and Ownership

The rapid development of exciting technologies for data acquisition, analysis, and sharing create complex ethical challenges for social work researchers. Researchers need to consult and understand the regulations and obligations involved as they conduct research. The federal government and most other sponsors stipulate what these obligations shall be when a researcher is awarded a grant or contract. Universities also have policies and regulations in this domain which create obligations for researchers who are, in effect, agents of these academic institutions. The best strategy is to discuss the particular approaches the researcher will take with sponsors and their academic colleagues early in the life of the research project. It is important that the entire research team understands these issues as well, as they often intersect with more mundane personnel issues, for example, changing jobs or moving to a new institution.

6. Publication Practices and Responsible Authorship

An important part of social work research is the reporting of study results. Publication of research findings should include appropriate attribution of authorship. Authors and co-authors should be determined on the basis of the type and amount of work completed. There can be controversy over who should be included as an author, especially since being identified as an author or first author on a publication can have implications for tenure, funding, and other professional opportunities; beginning discussions of authorship earlier in the research process can reduce confusion. Many universities, departments, peer-reviewed journals, and professional organizations have specific policies outlining the criteria for who qualifies as an “author” for a publication (Eisner, Vasgird, & Hyman-Browne, n.d.).

Social work researchers must never fabricate data or publish data that are known to be fabricated or otherwise compromised in nature or engage in plagiarism. All ideas and phrasing not originating with the author or co-author should be appropriately acknowledged in publication of results. Researchers should respect ethical obligations, regulations, and laws pertaining to intellectual property, copyright, and patents. Complex developments in technologies and regulations regarding data acquisition, management, sharing, and ownership demand special
consideration. The emergent quality of these areas requires social work researchers to regularly study pertinent issues, problems, and solutions as they develop.

7. Peer Review

Peer review is critical for the advancement of science. Journals and federal- and private-granting organizations are reliant upon reviewers to ensure the quality of their publications and awards. Social work researchers should participate in the peer-review process in a fair, constructive, and rigorous manner. Additionally, peer review processes should be timely and protect the confidentiality of all participants. Social work researchers should identify all potential conflicts of interest and also strive to subordinate their personal preferences and biases to the higher purposes of advancing the profession, scientific activity, and the public welfare.

8. Research Misconduct

Consequences for engaging in research misconduct are varied but may include ineligibility for future grants, termination of positions, monetary penalties, or other penalties. Findings of research misconduct result in negative publicity for the researcher/research team and for the university. If the university is also implicated in misconduct (e.g., chronic nonresponsiveness of the IRB) sanctions may include the withdrawal of federal authorizations and funding for selected or for all federally-sponsored research. It is also important to note that local or state jurisdictions might impose criminal or civil penalties if such investigations reveal criminal misconduct or tortious behavior. Loss of personal integrity, moral authority, and community trust transcend the particular events associated with misconduct cases by destroying the relationships enjoyed by researchers and the wider community for years. In sum, research misconduct can be extraordinarily costly to all persons and organizations concerned. Consequences extend beyond issues of liability and damage to reputation, to include damage to: (1) relationships with the participating communities; (2) individuals involved in the work; and (3) professional integrity.

Undetected research misconduct can have even graver consequences, including the dissemination of practice technologies, programs, and social policies that have relied on unfounded or distorted scientific work. The result might be the waste of limited social resources, loss of life, or reduced personal well-being for clients and significant harm to the public welfare. Therefore, social work researchers have an obligation to work hard to prevent research misconduct, to report such misconduct when it occurs, and to support colleagues who attempt to do both despite the personal and professional risks involved.

A Call to the Profession for Greater Involvement in the Responsible Conduct of Research

In closing, we urge social work researchers to act with integrity not only to avoid trouble, but to do so in order to enhance the conduct of research. Social workers should join the work of the federal government and universities as the Office of Research Integrity and other bodies deliberate, design, and disseminate research regulations and policies. It is especially important to add the pragmatic voices of social work researchers who typically work outside of the traditional biomedical and laboratory sites that all too often are the contexts envisioned by such policy makers. Regulations should enhance the responsible conduct of research and should not make scientific work impossible. Social work researchers can provide crucial insights to such deliberations and should do so whenever possible in order to protect the interests of the profession, our clients, and the public.

Social work professors should join their local IRBs as full members and participate in the important work of protecting human subjects. Social work practitioners can also join IRBs as community volunteers and representatives—important positions that IRBs are required to fill on each committee. We also call on social work ethicists and researchers to advance the conceptual and empirical scholarship that can enrich the overall knowledge base important to the conduct of responsible research.

References


APPENDIX I

POLICY ON UNSATISFACTORY STUDENT PERFORMANCE
Enacted June 8, 2001
Revised July 23, 2007

School of Social Work
Portland State University

Rationale
The goal of the School of Social Work is to prepare students for the professional practice of social work. The School of Social Work has an interest, therefore, in its students’ academic performance, skills, and competencies for successful social work practice. The faculty of the School of Social Work has the responsibility for determining whether students have demonstrated the required level of achievement—performance, professional behavior in the classroom and field, and ethical conduct—sufficient to interact positively with client systems. It is the responsibility of the faculty to ensure that each person graduated from the School of Social Work has adequate skills, knowledge, and judgment to assume the responsibilities of professional social work. This policy identifies procedures for addressing unsatisfactory performance made by students.

Requirements for Satisfactory Performance
Advancement of students from one term to the next is contingent upon satisfactory performance each term. Advancement is based on each student demonstrating requisite knowledge, skills, judgment, and professional ethics to ensure that upon graduation the student is fully prepared for professional practice.

Students are automatically advanced and should consider themselves advanced from one term to the next unless they are informed otherwise. Advancement from one term to the next is based on the student demonstrating requisite knowledge, skills, judgment, and professional ethics to ensure that upon graduation the student is fully prepared for professional practice.

Advancement of students is contingent upon satisfactory performance in the above areas each term. Evaluation of student progress in classroom courses and in practicum is based on examinations and tests established by course and practicum instructors, and on skills, competencies, and professional behaviors, and appropriate student conduct.

Students must maintain satisfactory performance in the following areas:

Academic Performance
1. Students are expected to comply with all School of Social Work policies on grades for both classroom and field.
2. Students are expected to maintain good academic standing according to University guidelines.

Professional Competence in Classroom and Field
1. Students are expected to demonstrate professional oral and written communication skills.
2. Students are expected to synthesize and integrate classroom and field-based learning.
3. Students are expected to relate professionally with clients and client systems, colleagues, agency field instructors and staff, community systems, other systems, and faculty.
4. Students are expected to demonstrate a commitment to, and skill in, self-evaluation of practice.
5. Students are expected to respond to evaluative feedback with an acceptable level of change.

Student Conduct
1. Students are expected to demonstrate honesty and integrity in all aspects of their academic program by complying with Portland State University administrative Rules of Student Conduct and Standards of Conduct Regarding Alcohol and Drugs, and both the School of Social Work’s and PSU’s policies on Academic Honesty/Integrity and Sexual Harassment.
2. Students are expected to adhere to the Code of Ethics of the National Association of Social Workers.

Procedures in Response to Unsatisfactory Performance
1. Whenever possible, it is expected that the student and instructor or advisor will have attempted to resolve the concern informally.
2. Unsatisfactory performance as identified above that has not been resolved informally shall be responded to in one of two ways:
   (1) a Remediation Procedure in which a plan for remediation is developed and monitored; and/or
   (2) a Retention Review, in which a committee makes a decision regarding retention or dismissal of the student. The decision to invoke either the Remediation Procedure or a Retention Review is based on the nature and seriousness of the concern(s) and is at the discretion of the concerned instructor or advisor, with the exception of criteria for automatic initiation as listed below. The criteria
and procedures for each response are provided below.

The following situations are subject to automatic initiation of the Remediation Procedure by the student’s advisor:

a) Academic probation.

The following situations are subject to automatic initiation of the Retention Review by the student’s advisor:

a) If a plan for remediation has previously been in place and has not satisfactorily resolved the concern.

b) If the student refuses to participate in the development of a remediation plan or refuses to agree to a proposed plan for remediation.

Procedures for Addressing Unsatisfactory Performance

Remediation Procedures

1. Whenever an instructor or advisor has an ongoing concern regarding a student’s academic performance, professional competence in classroom or field, or student conduct, she or he shall notify the student and the student’s advisor in writing requesting a remediation meeting. The written request is expected to specify in what ways the student is failing to meet the School of Social Work’s performance standards. A copy of this notification will be sent to the BSW, M.S.W. or Ph.D. Program Director, the student, and placed in the student’s file.

2. The faculty member or field instructor shall meet with the student and the student’s advisor to discuss his or her concerns and develop a plan for remediation. If it is decided that the concern is so serious that a plan of remediation is inappropriate, the Retention Review procedure will be invoked. A copy of this notification will be sent to the BSW, M.S.W. or Ph.D. Program Director, the student, and placed in the student’s file.

3. When a plan for remediation is considered appropriate, the concerned instructor, student’s advisor and student will develop a written plan to remediate the concerns. In developing the plan, the student’s advisor will consult with all instructors with whom the student is currently enrolled. The plan will specify the concerns regarding unsatisfactory performance, the actions to be undertaken by the student, and the date by which the student must demonstrate the required level of expected skills and competencies. The plan must allow a reasonable period of time for remediation but shall not allow more than one term beyond the term in which the plan is written, unless a course must be re-taken; then the course should be completed at the next offering. Whenever possible the completion of the plan should take place within the academic year. If this is not possible, it is the responsibility of the student’s advisor to monitor the plan during the summer or identify another eligible faculty member to monitor the plan. The student, the instructor and the student’s advisor will sign the plan. Copies of the plan shall be distributed to the student, instructor, student’s advisor, BSW, M.S.W. or Ph.D. Program Director, and the student’s file.

4. The advisor of record on the plan shall meet with the student to review the outcomes of the plan on or before the specified completion date. Whenever possible, this review should include the instructor who initiated the process. The student’s advisor will decide whether or not the student has successfully remediated the concern according to the plan and then send a written notice to the BSW, M.S.W. or Ph.D. Program Director. If the plan has been deemed to alleviate the concern, the BSW, M.S.W. or Ph.D. Program Director will inform the student in writing and include a copy of the advisor’s report. Copies of these will be placed in the student’s file.

If the concern has not been deemed to be resolved, the BSW, M.S.W. or Ph.D. Program Director shall inform the student in writing, including a copy of the advisor’s report, notifying the student that a Retention Review will be invoked by his or her advisor. Copies of these documents will be placed in the student’s file.

Retention Review

1. The instructor referring the concern for a Retention Review shall notify the student and the student’s advisor in writing, specifying in what ways the student is failing to meet the School of Social Work’s performance standards and why that matter is appropriate for a Retention Review. A copy of this will be sent to the BSW, M.S.W. or Ph.D. Program Director and placed in the student’s file.

2. A Retention Review Committee shall be assembled and convened by the BSW, M.S.W. or Ph.D. Program Director. For students admitted to a single program, membership on the committee shall include the BSW, Ph.D. or M.S.W. Program Director, who will serve as chair, and two faculty members. For students
admitted to the joint Ph.D./M.S.W. Program, the committee shall consist of the Ph.D. and the M.S.W. Program Directors who will co-chair the committee, and two additional faculty members, one representing the M.S.W. Program, and one the Ph.D. Program. One of the faculty members will be selected from a list submitted by the student of at least two eligible faculty members. If there is a conflict of interest on behalf of the Ph.D., M.S.W., or BSW Program Director, another tenured faculty member will be appointed by the Associate Dean of Academic & Community Affairs to assume the aforementioned responsibilities.

3. The Retention Review Committee will meet if at all possible within 15 working days from the date the concern is filed. In addition to the committee members, the student and the student’s advisor shall attend the meeting. The committee chair shall also invite all parties relevant to the concern. The student may invite any person(s) to speak on his or her behalf. The student will inform the chair in writing not less than 24 hours prior to the meeting who will be attending on his or her behalf.

4. The Retention Review Committee shall consider the concerns brought before them and the student’s response. The committee may choose to review the student’s academic file. At the conclusion of the presentations by the parties attending, the committee will meet in private and make a recommendation that the concerns be resolved in one of four ways:

a. The Retention Review Committee may find that there are insufficient grounds for remediation or dismissal and recommend no action.

b. The Retention Review Committee may find there is sufficient evidence that the concern has been remediated and recommend no further action is necessary.

c. The Retention Review Committee may recommend the student remain in the program under conditions of remediation specified by the committee.

d. The Retention Review Committee may recommend that the student be dismissed from the BSW, Ph.D. or M.S.W. program.

5. The Chair of the Retention Review Committee shall provide a written report to the Dean of the School of Social Work within two working days of the committee meeting that summarizes their deliberations and recommendations. The Dean shall review the report, make the final recommendation, and notify the student in writing within three (3) working days of receiving the Chair’s report. A copy of the Dean’s written notification will be sent to the committee’s chair, the student’s advisor, and placed in the student’s file. The committee’s report shall be maintained in a sealed file and shall only be unsealed as provided by law.

6. Appeals of the Dean’s decision shall be submitted to the Vice Provost for Graduate Studies and Research for graduate students, or to the University’s Academic Appeals Board for students in the undergraduate social work program, pursuant to policies outlined in the University Bulletin.
APPENDIX J

The Oregon Administrative Rules contain OARs filed through July 14, 2006

OREGON UNIVERSITY SYSTEM,
PORTLAND STATE UNIVERSITY

DIVISION 31
STUDENT CONDUCT CODE

577-031-0125

General Policy

(1) Portland State University seeks excellence in instruction, research, and public service. The University recognizes the intrinsic value of individual differences and diversity. The University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others. Students are expected to conduct themselves in a manner consistent with these principles.

(2) A student or student organization or group whose conduct is determined incongruent with the standards of the University as described in this Code of Student Conduct and Responsibility (the "Code") is subject to disciplinary action. The procedures for that action are generally educational in nature and are intended to lead to self-evaluation and accountability.

(3) The Code will be applied without regard to age, ability, ethnicity, gender, race, religious or political affiliation, or sexual orientation.

(4) The procedures of this Code consider each case individually and informal resolution of student conduct complaints will be sought whenever possible.

(5) In addition to the regulations in this Code, all students must follow the academic and professional standards of all applicable academic units, departments, schools, and colleges.

(6) This Code becomes effective on September 30, 2002 and supersedes all other previous student conduct codes.

Stat. Auth.: ORS 351.070
Stats. Implemented:

577-031-0130

Applicability

(1) This Code applies to any student as defined below.

(2) This Code applies to any group or organization as defined below.

Stat. Auth.: ORS 351
Stats. Implemented:
Hist.: PSU 1-1982, f. & ef. 4-22-82; PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0131

Definitions

(1) The term "Code" means this Code of Student Conduct and Responsibility.

(2) For the purpose of enforcing this Code, a student is defined as any person who:

(a) Has submitted an application for admission, financial aid, or any other service provided by the University that requires student status;

(b) Is registered for one or more credit hours; or

(c) Is enrolled in a special non-credit hours program approved by the University.

(3) This Code also applies to any student organization or group as defined below. The University's code applies to all students and student organizations or groups for up to six months beyond the date of last enrollment, registration or recognition unless proceedings under the Code have been initiated by notice or interim suspension within that six month period and are not concluded within that period, in which case the proceedings may be noticed or may continue until concluded. This is applicable to all cases except plagiarism or fraudulently obtaining a degree, which have no termination date. The December 15, 2005 amendment to this definition applies retroactively to all matters that are pending or incomplete, or for which notice has not been sent as required by OAR 577-031-0140.
(4) An "organization or group" is any assembly of students recognized to be living or acting together, electing officers, assessing dues or fees for their mutual benefit, officially affiliated with an academic unit or department because of common interest and mutual benefit, and/or which has applied for and received recognition from the Student Organization Council, ASPSU, Student Fee Committee, or Student Development Office.

(5) The term "faculty member" and "course instructor" means any person hired by the University to conduct classroom activities or who has an official instructional or administrative function with the University.

(6) The term "University official" includes any person employed by the University performing assigned administrative or professional responsibilities.

(7) The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed or officially recognized as a University associate. A person's status in a particular situation shall be determined by an appropriate University official.

(8) The term "University" means Portland State University, or any part, program, department, or division within Portland State University.

(9) The term "University premises" includes all land, buildings, facilities, and other property owned or in the possession of, and used or controlled by the University.

(10) The term "University sponsored activity" includes any program or event hosted by a department, program, organization, or individual representing the University. Such activities include, but are not limited to field trips, athletic events, and student organization hosted programs or events.

(11) An "individual violation" is a violation of University policy and regulations committed by an individual student acting alone or in concert with other individual(s) independent of or as part of a group or organization or its activities and events.

(12) An "organization violation" is a violation of University policy and regulations committed by a student organization.

(13) The term "judicial officer" refers to the University official charged with the responsibility of administering the Code and executing the responsibilities outlined in the Code. The Vice Provost for Student Affairs may authorize a judicial officer to serve simultaneously as the sole member or as one of the members of a judicial body.

(14) A "conduct record" includes, but is not limited to incident reports, final reports, notification of allegation, Timely Notice Forms, Conduct-Pending, Conduct-Restitution, and Suspension Lists, Quarterly Security Reports, disciplinary reports, informal discussion notes, formal hearing notes, final summary statements, decision statements, appeals documentation, and related documentation and correspondence as defined in OAR 166-4335-0110(38).

(15) The term "judicial body" means any person(s) authorized by the Vice Provost for Student Affairs to determine whether a student has violated the Code.

(16) The term "shall" is used in the imperative sense.

(17) The term "may" is used in the permissive sense.

(18) The term "day" means any business day in which the University is open and in session. It does not include weekends, federal and state holidays or days in which the University is not open for business.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 1-2006, f. & cert. ef. 3-10-06

577-031-0132

Judicial Authority

(1) The judicial officer shall develop policies for the administration of the Code and procedural rules for the conduct of hearings that are consistent with provisions of the Code.

(2) Decisions made by a judicial body and/or judicial officer shall be final, pending the appeal process.

(3) The judicial officer may designate an arbiter of disputes in cases that are not direct violations of the Code. All parties must agree to arbitration, and are bound by the decision with no right to appeal.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0133
Jurisdiction

(1) The provisions of OAR 577-031-0135 and 577-031-0136 apply to all students and activities on University-owned or -controlled property; during any University-sponsored activity or the activity of a University-sponsored organization, regardless of location; or when the behavior poses a clear threat to any persons or property. Examples of behaviors that pose a clear threat may include, but are not limited to, physical or sexual assault, rape, sexual harassment, stalking or illegal weapon use.

(2) Allegations of certain behavior may be adjudicated within the University's administrative judicial program as outlined in this Code as well as within any off-campus criminal justice system. Adjudication of allegations of student misconduct will occur expeditiously without regard to the status of off-campus adjudication.

577-031-0135

Proscribed Conduct by the State Board of Higher Education

The following constitutes conduct as proscribed by the State Board of Higher Education for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) Obstruction or disruption that interferes with the freedom of movement, either pedestrian or vehicular, on University-owned or -controlled property.

(3) Possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on University-owned or -controlled property, in contravention of law or without University authorization.

(4) Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on University-owned or -controlled property.

(5) Malicious damage, misuse or theft of University property, or the property of any other person where such property is located on University-owned or -controlled property, or, regardless of location is in the care, custody or control of the University.

(6) Refusal by any student, while on University-owned or -controlled property, to comply with an order of the President of the University, or appropriate authorized official or officials, to leave such premises because of conduct proscribed by the Code, when such conduct constitutes a danger to health, personal safety, or property, or is disruptive of education or other appropriate University activity.

(7) Unauthorized entry to, or use or possession of University facilities or property, including buildings, grounds, desks, files, records, equipment or information.

(8) Illegal use, possession or distribution of drugs on University-owned or controlled property.

(9) Inciting others to engage in any of the conduct or to perform any of the acts prohibited in this Code. Inciting means that advocacy of proscribed conduct that calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of its students, faculty and officials and the protection of its property.

(10) Violating the State Board of Higher Education's Policy on Intercollegiate Athletics as described in Section 8 of its Internal Management Directives, specifically including the subsection entitled Code of Ethics.

577-031-0136

Proscribed Conduct by Portland State University

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:
(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to:

(a) Plagiarism;

(b) The buying and selling of course assignments and research papers;

(c) Performing academic assignments (including tests and examinations) for other persons;

(d) Unauthorized disclosure and receipt of academic information; and

(e) Falsification of research data.

(3) Violation of the University's Computer and Acceptable Use Policy.

(4) Knowingly providing false or misleading information to the University or knowingly failing to provide required information to the University or misrepresenting a person's identity to an instructor or other University official.

(5) Forgery, alteration or unauthorized use of University documents, records, identification or resources.

(6) Unauthorized possession or use of keys to University facilities, including buildings, offices, desks, files or equipment, or violation of the University's Key Policy.

(7) Behavior that constitutes a clear and present danger to an individual or to other individuals on University-owned or -controlled property.

(8) Stalking, defined as repeatedly contacting another person without a legitimate purpose when:

(a) The contacting person knows or should know that the contact is unwanted by the other person; and

(b) It is reasonable for the person in that situation to have been alarmed or coerced by the contact. As used in this subsection, "contacting" includes but is not limited coming into the visual or physical presence of the other person; following another person; and sending written communication of any form to the other person, by themselves or through a third party.

(9) Harassment, which includes but is not limited to:

(a) Verbal or physical conduct by an individual based on another individual's age, ability, national origin, race, marital status, religion, sex or sexual orientation that interferes or prevents the person from conducting his or her customary or usual affairs, puts the person in fear of his or her safety, or causes the person to suffer actual physical injury;

(b) Conduct less than a physical attack or interference with a person, such as hazing or threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property.

(10) Sexual harassment, defined as unwanted and unwelcome sexual advances or requests for sexual favors and other verbal or physical conduct of a sexual nature where:

(a) Submission or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or

(b) Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or

(c) Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.

(11) Sexual assault, which includes, but is not limited to:

(a) Rape;

(b) Sexual misconduct; or

(c) Unwanted sexual contact of any kind, or threat of such contact. Sexual contact shall be considered "unwanted" or without consent if no clear consent is freely given; if inflicted through force, threat of force, coercion, or if inflicted upon a person who is unconscious or otherwise without the physical or
mental capacity to consent. If sexual contact is inflicted on someone who is intoxicated or impaired in the exercise of their judgment by alcohol or drugs, it will be considered without consent.

(12) Tampering with the election of any student, organization or group.

(13) Hazing, defined as an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and physical harm, or to require, authorize or permit that the person be subjected to such conduct or act for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.

(14) Violations of the University Alcohol and other Drugs Policy.

(15) Smoking in unauthorized areas.

(16) Public indecency defined as exposing the genitals of the person while in a public place or a place visible from a public place on University-owned or -controlled property.

(17) Violation, or alleged violation, of any federal or state law, city or local ordinance or University policy, or when such violation interferes with, or is detrimental to, the mission of the University or interferes with other students' legitimate educational activities and interests.

(18) Conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the presence of the person at the University would constitute a danger to health, personal safety, or property or where the offense occurred on University-owned or -controlled property or at University-sponsored or -supervised activities.

(19) A violation of any sanctions imposed as a result of previous disciplinary proceedings under the provisions of this Code.

(20) Abuse of the University judicial program as outlined in this Code, including but not limited to:

(a) Falsification, distortion or misrepresentation of information before any judicial body;

(b) Knowingly initiating any judicial proceedings without cause;

(c) Attempting to discourage an individual's participation in, or use of, any judicial system; or

(d) Influencing or attempting to influence another person to commit an abuse of any judicial system.

Stat. Auth.: ORS 351.070
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0137

Procedures for Complaints Against Student Organizations or Groups

(1) Complaints submitted to the OSA against a student organization or group will be referred to the University official of the unit to which the group is most closely affiliated.

(2) The University official serves as the judicial officer's designee and follows the procedures outlined for Complaints Against Individuals as stated in Section 577-031-0140.

(3) The president, principal officer, contact person(s), or other students designated by the program, organization or group to act as agents on behalf of the program, organization or group shall be given reasonable notice of the charges and shall be afforded all procedural rights in accordance with the provisions of this Code. The president, principal officer, contact person(s), or group agent shall be required to represent the group at all applicable stages of the judicial program. Failure to cooperate or appear and represent the organization or group shall not delay the disposition of the matter.

Stat. Auth.: ORS 351.070
Stats. Implemented:

577-031-0140

Procedures for Complaints Against Individuals

(1) Any person may submit a written complaint to the Office of Student Affairs (OSA) alleging that a student(s) or student organization or group has engaged in conduct proscribed by this Code. Any charge should be submitted as soon as possible after the event takes place, preferably within fourteen days of the event.

(2) Initially, the judicial officer or designee will send a written notice within a reasonable time to the accused student(s) (the "student") charged with a violation advising him or her of the allegations and
requesting a meeting in order to investigate the matter to determine whether there are reasonable grounds to believe that the complaint is well-founded.

(3) If reasonable grounds are not found, the judicial officer, in his/her sole discretion, will refer the issue to mediation, dismiss the case, or dismiss the case with administrative counsel when warranted.

(4) If reasonable grounds are found or if the student accepts responsibility for the conduct, the student is informed of the matter charged, with reference to the specific section of this Code allegedly violated and the student’s option to have the case heard by the judicial officer or the Student Conduct Committee. Once informed of this option, the student has seven days to submit a written request for a hearing. Failure to file a timely request for a hearing shall result in the loss of this option.

(5) If the student chooses to have the judicial officer hear the case, the student will be given an opportunity to explain the behavior and will be informed of the evidence supporting the charge. The student may bring any third party of their choice to the hearing as long as the availability of the advisor does not interfere with the timeliness of the hearing. The student will be expected to speak for him or herself at all times and may only use the advisor for consultation or support. The judicial officer may involve relevant additional persons in the hearing process:

(a) The judicial officer will determine, based upon a preponderance of the evidence, whether a Code violation exists. Once that determination is made, the student will receive written notice confirming the matter charged and the subsequent sanction, if any, and the right to appeal as stated in Section xxx.

(b) If the student fails to meet with the judicial officer, the officer will take disciplinary action in the student’s absence.

(6) The Student Conduct Committee (the "Committee") is a 12-month administrative committee appointed by the President of the University to begin service fall quarter of each academic year. Committee members serve staggered terms of two years from the date of appointment or until a successor is appointed.

(a) The Committee consists of four faculty members nominated to the President by the Vice Provost for Student Affairs and three students nominated to the President by the Vice Provost for Student Affairs in consultation with the Associated Students of Portland State University. In addition, two alternate faculty members and two alternate student members will be appointed to serve in the event of vacancy, absence, or other inability to serve. Additional alternates may be appointed as may be necessary. At least four members of the Committee must be present for a hearing to occur. The President designates one of the faculty members to be the Chairperson of the Committee. The Chairperson facilitates hearing procedures and has voting power in the case of a tie. The judicial officer serves as an ex-officio member and ensures administrative support of the process.

(7) All Committee hearings are closed and information presented in them and supporting documents are confidential except as required by law. The hearing is informal and does not follow administrative contested case or courtroom procedures:

(a) If the student has been properly notified and fails to appear, the Committee may proceed with the hearing and disciplinary action may be taken.

(b) During the Committee hearing, the student may be accompanied by an advisor of the student’s choice as long as the availability of this advisor does not interfere with the timeliness of the hearing. The student may elect to have an attorney serve as advisor. However, the advisor does not represent the student in a Committee hearing and the student will be expected to speak for him or herself at all times. The University assumes no responsibility for any costs associated with such representation.

(c) The complainant is present for the hearing and has the opportunity to offer information, evidence, or testimony on his or her own behalf and to review and respond to all information, statements, or evidence presented.

(d) The student has the opportunity to offer information and testimony on his or her own behalf and to review and respond to all information, statements, or evidence presented.

(e) Members of the Committee may ask questions of any person present during the hearing. The Chairperson may invite questions and comments from advisors or others present. If the Chairperson decides an essential person or piece of information is missing, the Chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(f) After the Chairperson has determined that all the necessary information has been presented and questions answered, the Committee will go into executive session and all persons will be excused.
The Committee will determine, based on a preponderance of evidence, whether or not the accused is responsible for a violation of the Code, and, if so, what sanctions may be appropriate.

(g) The Committee's decision will be in the form of a recommendation to the judicial officer. This recommendation is due to the judicial officer within seven (7) days from the conclusion of the hearing.

(h) The judicial officer reviews the Committee's recommendation and communicates the outcome of the hearing to the student in writing.

(8) Pending resolution of a complaint, the student is entitled to all rights and privileges of a student in good standing. However, the Vice Provost for Student Affairs may suspend the student pending resolution of a complaint upon a finding by clear and convincing evidence that the individual's presence at the University constitutes a substantial threat to health, personal safety, or property.

(9) The hearing process will make an effort to consider the rights and needs of the complainant, if there is one, in decisions related to restitution or other sanctions.

(10) Appeals of the decision of the judicial officer's decision shall be made to the Vice Provost for Student Affairs. This appeal must be in writing and filed within fourteen days following the judicial officer's notification to the student of the hearing's outcome. The request for an appeal must include specific allegations of improper conduct or process that denied the student a fair hearing.

Stat. Auth.: ORS 351.070
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. cf. 10-22-02

577-031-0141

Procedures for Complaints of Academic Dishonesty

(1) Faculty has the responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Faculty may address academic dishonesty as they deem appropriate and are limited to an academic sanction of issuing a zero or a failing grade for the assignment for which the dishonesty was found.

(2) Departments, programs, colleges, or schools may also address academic dishonesty as they deem appropriate. These entities are limited to academic sanctions of issuing a zero or a failing grade for the assignment for which the dishonesty was found or suspension or expulsion from the department, program, college or school.

(3) In addition, any person may submit a written complaint to the OSA alleging that a student(s) has engaged in academic dishonesty as proscribed by this Code. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen days of such activity.

(4) If the complaint is submitted by anyone other than the course instructor, the complaint is referred to the instructor of the course in which the alleged academic dishonesty occurred.

(5) If the complaint is submitted by the course instructor, he or she may indicate whether the complaint is submitted for further investigation or for documentation purposes.

(6) If the complaint is submitted for documentation purposes, a conduct record is established and the charged student is sent written notification to that effect. If more than one complaint of academic dishonesty is received for a student the procedures outlined in 577-0310-0140 (Procedures for Complaints Against Individuals) will be followed.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. cf. 10-22-02
577-031-0143

Appeals

(1) The Vice Provost for Student Affairs will convene an Appeals Board (the “Board”) to respond to appeals as stated in 577-031-0143 (10). The Appeals Board will consist of two faculty members nominated to the President by the Vice Provost for Student Affairs and two students nominated to the President by the Vice Provost for Student Affairs in consultation with the Associated Students of Portland State University. Alternates may be appointed as necessary. All members of the Board must be present for a hearing to occur. The Vice Provost serves as Chair of the Board. The Chair facilitates hearing procedures and has voting power in the case of a tie. The Board is the final appeals body.

(2) Appeals to the Board are restricted to review of the sanctions imposed and to the procedural grounds listed below:

(a) The order is unlawful in substance or procedure, but error in procedure shall not be cause for reversal or remand unless the Board finds that substantial rights of the petitioner were prejudiced.

(b) The order is not supported by substantial evidence in the whole record.

(3) If the party submitting the appeal has been properly notified and fails to appear, the Board will dismiss the appeal.

(4) During the Board hearing, the party submitting the appeal may be accompanied by an advisor of the student's choice as long as the availability of this advisor does not interfere with the timeliness of the hearing. The party may elect to have an attorney serve as advisor. However, the advisor does not represent the party in the hearing and the party will be expected to speak for him or herself at all times.

(5) The party submitting the appeal has the opportunity to offer information and testimony and to review and respond to all information, statements, or evidence presented.

(6) The judicial officer and Chair of the Committee is present for the hearing and may offer information on behalf of the Committee hearing and may respond to all information, statements, or evidence presented.

(7) Members of the Board may ask questions of any person present during the hearing. The Chairperson may invite questions and comments from advisors or others present. If the Chairperson decides an essential person or piece of information is missing, the Chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(8) After the Chairperson has determined that all the necessary information has been presented and questions answered, the Board will go into executive session and all persons will be excused. The Board will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(9) The Board may dismiss the appeal, mandate that the case be heard again by the Committee, or modify the sanction imposed by the judicial officer.

(10) The Board's decision will be in the form of a letter to the party submitting the appeal with copies to the judicial officer and Chair of the Committee. The time between the conclusion of the hearing and the delivery of the recommendation shall not be more than seven (7) days.

(11) Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing. However, the Vice Provost for Student Affairs may suspend a student(s) pending resolution of an appeal upon a finding by clear and convincing evidence that the student's presence at the University constitutes a substantial threat to health, personal safety, or property.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0145

Types of Sanctions

Students whose behavior violates this Code are subject to one or more of the following sanctions:

(1) Mediation Session- A student(s) may be assigned to participate in a mediated meeting(s) with the complainant.

(2) Assessments- A student(s) may be assigned to complete evaluations and to follow the recommendations of the counselor for treatment and/or education.

(3) Restitution- In cases involving damaged, stolen or misappropriated property a student(s) may be required to reimburse by dollar amount, by transfer
of property, or by the provision of services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.

(4) Community Service- A student(s) may be required to render a designated number of hours of specified service to the University or the community.

(5) Reprimand- A student(s) may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.

(6) Disciplinary Probation- Upon expiration of the period of probation the student's conditions for continued enrollment should be lifted.

(7) Loss of Privileges- A student(s) may be denied specific privileges normally associated with student status, such as participation in recognized activities or use of University facilities or services.

(8) Suspension- A student(s) may lose the right to be a student at the University for a specific period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in University-owned or recognized student housing, registering, attending class, or using other University services or facilities. The suspension may be specified for any length of time:

(a) If a student is suspended, fees will be refunded in accordance with the refund schedule adopted by the Oregon State Board of Higher Education.

(b) The conditions of suspension take effect immediately after the student(s) has been informed of the decision. If an appeal is filed, the imposition of the suspension will be stayed until the conclusion of the appeal process. However, if a pending conduct hearing or appeal may result in suspension, awarding of the academic degree sought will be postponed pending the outcome of the hearing.

(c) Upon expiration of the period of suspension the student may submit in writing to the judicial officer request for permission to apply for readmission to the University. The request should include a description of the student's activities since the suspension went into effect. If the judicial officer certifies that the terms of suspension have been met, the student may apply for readmission through the regular process. Such readmission shall be contingent on the satisfaction of all general admission and registration requirements.

(9) Negative Notation on Transcript: A student(s) may be subject to entry of information onto the student's permanent academic record regarding his or her violation of the Code and subsequent sanction. The entry may be permanent or temporary. If the notation is temporary, after the expiration of the period of time specified, the notation will be removed upon written request by the student. Receipt of a Negative Notation on Transcript indicates that the student is not in "good standing" with the University and is subject to the consequences of this status as outlined in the University Bulletin.

(10) Expulsion: A student(s) may be permanently suspended from the University. (See Section (8) of this rule).

(11) Degree Revocation: A former student may have his/her degree revoked if the student is found to have engaged in academic dishonesty in courses taken leading to a degree that, if known at the time the degree was awarded, would have made the student unqualified for the degree.

(12) Students whose behavior violates OAR 577-031-0142 (academic dishonesty) are subject to additional academic sanctions including suspension or expulsion from an academic department, program, college, or school that may be imposed as a result of the process defined by the respective entity.

Stat. Auth.: ORS 351.070
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0146

Types of Sanctions for Student Organization or Group Conduct

An organization or group is subject to the appropriate disciplinary sanctions outlined in Section 0145, including the temporary or permanent suspension of the organization's or group's charter or registration.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0147
Records

(1) All complaints involve the creation of a conduct record for the student or organization or group receiving a sanction. These records are confidential and accessible only to the student and appropriate University officials and other entities as required by law.

(2) Suspension or expulsion will be permanently noted in a student's general academic record maintained by the Office of Admissions, Records and Registration by means of a notation, which indicates the reason for the action. The student may include in the record a response to the action taken by the University.

(3) A copy of conduct records for cases in which the sanction is expulsion, degree revocation, or permanent negative notation on the transcript are retained indefinitely. A copy of conduct records for cases in which a lesser sanction is issued will be retained consistent with applicable law.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

577-031-0148

Interpretation and Revision

(1) Any question of interpretation regarding the Code shall be referred to the Vice Provost for Student Affairs or his/her designee for final determination.

(2) The Code should be reviewed every three years or as needed.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02

Portland State University
Drug Free Workplace Policy

Federal regulation makes it essential for Portland State University to clearly articulate a policy concerning drugs in the workplace. That which follows is a statement of the institution's current policy:

Standard of Conduct
(Faculty, Staff and Student Employees)
Educational Policy and Accreditation Standards

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Educational Policy and Accreditation Standards Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on
the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with 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.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.
Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3. Program Objectives
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. 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.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives
Graduates of a master’s social work program are

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide
content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
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.

5. Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives
1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.
1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

2. Curriculum
2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with
program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

**B2.0.1** The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

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

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the 2 This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service. recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

M3.0.3 At the master’s level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program. In addition, it is preferred that the M.S.W. program director have a doctoral degree.

3.0.4 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master’s level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the Bachelor of Arts in Social Work Program.

3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post- baccalaureate or post-master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These
include a budgetary allocation and procedures for budget development and administration.
3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.
3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.
3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty
4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.
4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.
4.2 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.
B4.2.1 The Bachelor of Arts in Social Work Program has a minimum of two full-time faculty with master's social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
M4.2.1 The master’s social work program has a minimum of six full-time faculty with master’s social work degrees 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 have a master’s degree in social work and a doctoral degree.
4.3 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.
4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development
5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.
M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
5.3.1 The program has written policies and procedures concerning the transfer of credits.
M5.3.2 Advanced standing status is only awarded to graduates of Bachelor of Arts in Social Work Programs accredited by CSWE.
5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
5.6 The program informs students of its criteria for evaluating their academic and professional performance.
5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity
6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal
7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement
8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes
The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off-campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.
APPENDIX L

Portland State University
School of Social Work
BSW Program

Course Completion for Field Practicum (SW400) Policy

A BSW social work student who is a major in our program must have taken the following social work courses: SW301, SW439, SW491, SW441, SW492, SW440 and received a grade of "C" or better before the student can enroll in SW400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice I, II, III. There may be exceptions to this policy on a case by case situation. Please complete the “Exception to Field Policy Form” to request an exception.

Exception to Field Policy Form

I am seeking an exception to the Course Completion for Field Practicum (SW400) Policy in order that I may enroll in SW400 Field Practicum course in the following term: ___________

I am requesting this exception due to the following reasons:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

My plan to complete the required course is:___________________________________________

____________________________________________________________________________________

Student Signature:_______________________________ Student ID#:_____________________

Advisor Signature:_______________________________________________________________

BSW Program Director:___________________________________________________________

Date: __________________

Action Taken: Approved                  Not Approved (state reason)

Cc: student file
APPENDIX M

GROUND RULES FOR RESPECTFUL DIALOGUE AND PROFESSIONAL BEHAVIOR

These ground rules provide a framework that support open, respectful dialogue, and maximum participation for discussing controversial subjects.

1. Listen actively -- respect others when they are talking and do not interrupt.
2. Treat others’ feelings with respect and dignity. Do not dominate the conversation.
3. Speak from your own experience instead of generalizing [use "I" instead of "they," "we," and "you"].
4. Speak about problem[s] directly with the person[s] involved and avoid complaining to others about the problem.
5. Be candid and honest, but do not blame, attack, embarrass, or put-down other people.
6. Ask questions respectfully for clarification or to get information, but not to intimidate.
7. Refrain from personal attacks -- focus on ideas and core issues rather than personalities.
   Attack the idea or the problem, not the person.
8. Participate to the fullest of your ability – a cooperative spirit and team progress depends on the inclusion of every individual voice.
9. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
10. The goal is not to always agree -- it is about hearing and exploring divergent perspectives.
    Examine consequences and consider alternatives.
11. As we think about the past, focus on the lessons we have learned from the past. Focus on the future that you would like to create.
12. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
13. Take responsibility for observing the ground rules.
14. Ask for additional ground rules from the group. When someone proposes a ground rule, ask the other members of the team if they agree to it. If most do, add it to the list.

THINGS TO AVOID: Put-Downs, Making Excuses, Blaming, Name Calling, Not Listening, Sneering, Eye-Rolling, Not Taking Responsibility, Badmouthing, Bullying, Getting Even, Bossing, Threats, Pushing, Hitting.
APPENDIX N

School of Social Work
PORTLAND STATE UNIVERSITY

Student's Letter of Understanding
(Read and initial each section prior to signing)

I have read and understand the School of Social Work:

_____ National Association of Social Workers Code of Ethics – Appendix B
_____ PSU Policy on Rights, Freedoms, and Responsibilities of Students - Appendix C
_____ SSW and PSU Sexual Harassment Policies – Appendices D and E
_____ Policy on Academic Honesty and Integrity – Appendix G
_____ Policy on Unsatisfactory Student Performance – Appendix I
_____ Portland State University’s Administrative Rules of Student Conduct – Appendix J
_____ Portland State University’s Standards of Conduct Regarding Alcohol and Drugs - Appendix J
_____ Course Completion for Field Practicum (SW400) Policy and Form – Appendix L
_____ Ground Rules for Respectful Dialog and Professional Behavior – Appendix M
_____ Field Section – (see Field Handbook)

____________________________________________________
Signature

____________________________________________________
Name (Print)

____________________________________________________
Street

____________________________________________________
City State Zip

____________________________________________________
Phone Email

____________________________________________________
Date

This letter of understanding must be signed and returned to the School of Social Work.
(Revised June 5th, 2009)

BY-LAWS OF THE FACULTY
OF THE
SCHOOL OF SOCIAL WORK
PORTLAND STATE UNIVERSITY

The By-Laws of the Faculty of Social Work were adopted June 9, 1978.
Revised and approved, June 10, 1994.
Revised and approved, January 13, 1998.
Revised and approved, June 2, 2000.
Revised and approved, June 8, 2001.
Revised and approved, January 9, 2006.
Revised and approved by faculty, April 14, 2006
Revised and approved March, 16, 2007
Revised and approved June 6, 2007
Revised and approved June 6, 2008
Revised and approved December 5, 2008
Revised and approved May 15, 2009
Revised and approved June 5, 2009
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I. PURPOSE

The following are the rules of governance of the Faculty of the School of Social Work, or the Faculty.

II. MEMBERSHIP OF THE FACULTY

The Faculty shall consist of all persons appointed to the School of Social Work at the rank of Instructor, Senior Instructor, Assistant Professor, Associate Professor, Research Assistant Professor, Research Associate Professor, Research Professor or Professor with responsibilities for teaching, administration, and/or research. Voting faculty shall be defined as those members of the Faculty with appointments at .50 F.T.E. or more. Voting privileges shall not be granted to members of the Faculty during sabbatical, leaves of absence, or sick leaves.

In addition to faculty as defined above, voting privileges shall be granted to three representatives of the MSW student body, one representative of the Ph.D. student body, one representative of the Child and Family Studies student body, and one representative of the BASW student body selected by their own organizations. Students selected by their respective organizations must be in good standing and maintain a status of good standing to vote in faculty meetings. Voting privileges shall not be granted to students during leaves of absence. Students selected shall serve a one-year term.

III. FACULTY POWERS AND AUTHORITY

The powers and authority of the Faculty of Social Work are derived from and are consistent with the Portland State University Faculty Constitution, Article III, Section 2.

"The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process."

Accordingly, the Faculty of Social Work shall have the responsibility to recommend candidates for the degrees of Bachelor (BA/BS) in Child and Family Studies, Bachelor of Arts in Social Work (BA), Master of Social Work (MSW) and Ph.D. in Social Work and Social Research.
IV. ORGANIZATION OF THE FACULTY

A. Presiding Officer

The Dean shall be responsible for preparation and distribution of the agenda prior to the meeting and shall preside at all regular and special meetings of the Faculty. In the absence of the Dean, the Associate Dean for Academic and Community Affairs shall serve as Presiding Officer.

B. Governance and Administrative Structure

The structure for governance and administration of the School of Social Work is outlined in the Organizational Chart (see Appendix A). Governance of the educational aspects of the School is vested in the Faculty working through the MSW Curriculum Committee and its subcommittees, the Promotion, Tenure and Merit Committee, the Faculty Affairs Committee, the Program Committees, and their subcommittees. The Chief Administrative Officer, the Dean, is assisted by an Associate Dean for Academic and Community Affairs, an Associate Dean for Research, a Director of Student Affairs, and the Directors of the component programs of the School. Appendix B describes administrative responsibilities.

C. Faculty Meetings

1. Schedule

During each academic year, regular faculty meetings shall be held so that at least one meeting per academic quarter is convened. At the beginning of each academic year, the times and dates of regular meetings are to be determined by the Presiding Officer and communicated to the Faculty and ex officio members.

2. Special Meetings

Special faculty meetings may be convened either by the Presiding Officer or by a written request submitted to the Presiding Officer by at least five members of the Faculty. Business conducted at a special meeting shall be governed by regular quorum provisions and shall be limited to the agenda for that meeting. The time, date, place and agenda of a special meeting shall be communicated to the Faculty and ex officio members at least one week in advance of the meeting. The meeting may be conducted electronically.
3. **Quorum**

Fifty percent of the voting faculty shall constitute a quorum.

4. **Ex Officio Members**

Ex officio members will include the following persons:

- Adjunct faculty or other faculty with less than .50 time appointments.
- The librarian for the School of Social Work.
- A representative from the SSW Advisory Council.
- A representative from the Alumni Association.

Ex officio members may participate in deliberations at faculty meetings but shall have no vote.

5. **Rules of Procedure**

Robert’s Rules of Order, revised, shall govern the procedures of all faculty meetings.

6. **Distribution of Agenda**

The Dean shall prepare and distribute the full agenda for faculty meetings at least four working days before scheduled meetings of the Faculty.

**D. FACULTY ELECTIONS**

Faculty elections for the standing committees of the Faculty shall be conducted by the Faculty Affairs Committee during Spring term of each academic year. Nominations, elections, and notification of the Faculty regarding election results shall be accomplished by the end of Spring term.

1. **Nominations**

The Faculty Affairs Committee shall circulate a list of eligible faculty members to the voting members of the Faculty and request the voting members of the Faculty to submit in writing nominations for elected faculty positions on standing committees. Faculty members who are already elected or appointed to serve on at least two standing committees during the next academic year may decline nomination to any vacant position. All Other members are eligible for nomination and election and shall appear on the final
ballot. In the event that a member is elected to serve on more than two committees, he or she may choose to decline membership on those committees that exceed the required two, and the nominee with the next highest number of votes shall be elected to the vacant position. The Faculty Affairs Committee will take leadership in attempting to assure that committee responsibilities will be distributed fairly among members. Grant-funded faculty (Research Assistant Professor, Research Associate Professor and Research Professor .5 FTE or greater) are also eligible to be nominated for committees.

Sequence and concentration chairs serving on the Curriculum Committee will have the option to decline or accept eligibility for election to additional standing committees. Depending on anticipated workload responsibilities for the next academic year, the Curriculum Committee will forward to Faculty Affairs by the beginning of spring term a list of members who will be available to serve on additional committees and should be included on the list of faculty eligible for nomination for election to committees.

2. **Elections**

The Faculty Affairs Committee shall distribute to the voting members of the Faculty a written ballot with the names of those members of the Faculty who have been nominated for election. Completed ballots from a quorum of the faculty shall be returned to the Faculty Affairs Committee within seven working days from the date they are distributed. Ballots received after the seven-day period shall not be counted. The person or persons receiving the greatest number of votes shall be elected. In the event of a tie vote, a run-off election shall be held.

3. **Terms and Limits of Membership**

Terms of office for elected faculty committee positions shall be two years and shall overlap so that no more than half of the elected faculty vacate their positions annually. Elected positions on faculty committees shall be filled annually, as terms expire. No member of the Faculty shall serve concurrently on more than two standing faculty committees until all Faculty have been elected or appointed to two standing faculty committees. In the spring, the Dean and the Faculty Affairs Committee will consult on the shifting work load responsibilities of committees for the next academic year and weight the committee structure accordingly.
4. **Vacancies in Standing Committees**

Vacancies in elected standing committees shall be filled by an election to be held as soon as vacancies are known. If no faculty members are available to run in a special election, the person who had the next highest votes in the last election shall serve.

V. **FACULTY COMMITTEES**

A. **Type of Committee**

There shall be three types of faculty committees, standing, ad hoc and administrative. Standing committees shall be those committees that continue from year to year unless they are removed or revised in structure or function by the Faculty. Ad hoc committees shall be those elected or appointed committees created for specific short-term purposes. Administrative committees (MSW Management Team, Administrative Group) shall be appointed by the Dean and shall function to implement and/or coordinate administrative tasks. All standing, ad hoc, and administrative committees shall be advisory to the Faculty and the Dean.

B. **General Functions of All Committees**

All committees listed herein shall be vested with the powers and assignments as set forth below:

1. To conduct their affairs.

2. To consult and coordinate with other faculty committees and individual members of the Faculty as needed.

3. To keep records of all meetings and make such records available to all constituent groups.

4. Prior to the end of the academic year, the senior ranking member of the newly constituted committee will be responsible for convening a meeting of the committee to elect a chairperson for the next academic year.
C. **Membership of Committees**

In addition to members of the Faculty, membership shall consist of undergraduate and graduate student representatives as selected by their associations and practice representatives from community agencies. Such representatives shall have all the rights and privileges of the floor, excluding the right to chair, with the exception of the Cultural Competence and Diversity Council, which a community representative shall chair. The Associate Dean for Academic and Community Affairs may serve as ex officio member on the following committees: MSW Curriculum, MSW Management Team, Ph.D. Program Committee, BA/BS & BASW Program Committee, Child and Family Studies Program Committee and the Cultural Competence and Diversity Council.

1. **Student Representation**

   A minimum of two students may be representatives on each of the following committees: MSW Curriculum (including each of its subcommittees); Faculty Affairs; MSW Student Affairs Committee; MSW Admissions Committee; BA/BS & BASW, CFS Program Committees (which includes Curriculum, Student Affairs and Admissions); and the Ph.D. Program Committee.

2. **Practice Representation**

   The practice community shall be represented on the MSW Curriculum Committee, the MSW Student Affairs Committee, the MSW Admissions Committee, the BASW, CFS Program Committees, the Cultural Competence and Diversity Council and the Ph.D Program Committee.

D. **Initiation of Educational Policy Concerns**

The initiation of educational policy issues and concerns may be brought to the Faculty for consideration by a variety of sources, including, but not limited to, individual members of the Faculty, administrative officers, students, agency field instructors, and alumni.

E. **Description of Standing Faculty Committees**

A description of faculty committees, their responsibilities, and membership is as follows:
1. **MSW Curriculum Committee**

The MSW Curriculum Committee shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the MSW degree program.

The committee shall recommend for faculty approval major curriculum revisions with respect to the organization of the total MSW curriculum and/or parts thereof.

The MSW Curriculum Committee shall be responsible for identifying, developing, monitoring, and revising MSW curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and field reflects society's ethnic, racial, and cultural diversity.

The MSW Curriculum Committee shall refer issues related to the implementation of the curriculum to the MSW Management Team. The Chair of the Curriculum Committee is a member of the MSW Management Team.

The committee also has the responsibility for making recommendations in the following areas:

(a) Acting on recommendations from sequence and concentration committees regarding new or revised required or elective courses.

(b) Modifications of MSW degree requirements.

(c) Grading practices and standards.

(d) Reviewing and approving free elective courses.

Sequence and concentration subcommittees are made up of the individual faculty teaching in that sequence or concentration during that year. Subcommittees will be responsible for selecting a chair from the full time teaching faculty in the following year, and this recommendation will be forwarded to the Dean for approval and appointment. If the subcommittee does not recommend a chair by the end of the winter term, the Dean will then select a chair for that committee. The concentration and sequence sub committees are responsible for reviewing new or revised elective or required courses relevant to the sequence and
recommending course content to the Curriculum Committee. The Associate Dean for Academic and Community Affairs will consult with sequence and concentration subcommittees - in identifying and recruiting potential adjunct or contract faculty who could teach courses in their content area and sequence and concentration subcommittees will schedule at least one subcommittee meeting per term that adjunct and contract faculty are able to attend.

The sequence committee for Field Education shall be separately constituted by the Dean in consultation with the Director of Field Education and shall be composed of faculty, students and community representatives. This sequence committee will serve as the advisory group for field education.

The chairperson shall be elected from the committee members.

The MSW Curriculum Committee shall be composed of:
- chairpersons of each sequence and concentration committee (Gen. Pract., Diversity/Social Justice, HBSE, Policy, Research, CBP, DHS, SSAL)
- Practice representatives 2
- MSW Student Representatives 2
- MSW Program Director will be ex-officio 1
- Associate Dean for Academic and Community Affairs will be ex-officio 1
- Field Education 1
- MSW Distance Option Director will be ex-officio 1

2. Faculty Affairs Committee

This committee shall assume responsibility for leadership in mechanisms and procedures provided to support collegial governance.

The Chair of the Faculty Affairs Committee shall be responsible for providing oversight to the process of developing procedures and conducting elections for faculty committee membership.

The committee shall be involved in and make recommendations to the Dean and faculty regarding:

- Workload issues & decisions
- Continual identification of the needs of the School for faculty expertise
Concerns relating to faculty rights
- Faculty development needs

The committee shall be composed of:

- Faculty members elected at large 4
  The chairperson shall be elected by the committee members.
- Student Representatives 2

3. Promotion, Tenure and Merit Committee

This committee shall consider all applications for promotion, tenure, and merit and shall make recommendations to the Dean either supporting or not supporting such applications.

Additionally, the committee shall review all non-tenured members of the Faculty who have not met the criteria for multi-year contracts and have an appointment of .50 or more annually regarding eligibility for promotion and tenure in accordance with established procedures.

No person shall serve as a member of this committee during the year of his/her candidacy for promotion.

The committee shall be composed of:

- Tenured Faculty (minimum 1-2 full) 3
- Fixed term Instructional Faculty (prefer 1 senior) 2
- Fixed term Research Professor Faculty 2

The chairperson will be elected by the committee members.

4. MSW Student Affairs Committee

The MSW Student Affairs Committee shall:

(a) Hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study.

(b) Monitor compliance with educational policies.

(c) Review individual student grievances regarding grades received in class or field work.
(d) Develop criteria and procedures for reviewing individual student requests for:

(1) Educational program change (change practice option)
(2) Acceptance of transfer credits
(3) Exceptions from the regular course of study
(4) Leaves of absence for students

(e) Review all applications for the MSW scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

All requests for action regarding individual students will flow through the Student Affairs Director to the MSW Program Director for final action.

The membership of the MSW Student Affairs Committee shall consist of:

- Elected Faculty 3
- MSW Student Representatives 2
- Practice Representative 1
- Student Affairs Director will be ex-officio 1

The chairperson shall be elected by the members of the committee.

5. **MSW Admissions Committee**

The MSW Admissions Committee shall review policy and criteria regarding admissions and selection of students, and shall propose to the Faculty necessary policy and procedural changes. The committee shall work closely with the Director of Student Affairs of the School.

The membership of the MSW Admissions Committee shall be:

- Elected Faculty 4
- MSW Student Representatives 2
- Practice Representatives 2

The Director of Student Affairs shall chair the committee.
6. **Ph.D. Program Committee**

This committee shall be charged with the administration of the Ph.D. program in the School of Social Work.

The committee shall develop general policy guidelines and specify goals and objectives of the doctoral program.

The Ph.D. Program Committee shall be responsible for the development of guidelines and procedures for:

- Student recruitment and admission
- Financial aid
- Student advisement
- Development and implementation of curriculum
- Comprehensive examinations
- Dissertations
- Criteria and procedures for reviewing individual student requests for:
  - Acceptance of transfer credits
  - Exceptions from the regular course of study
  - Leaves of absence for students

The Ph.D. Program Committee shall assist the Program Director in the daily administration of the Ph.D. program.

The committee shall be composed of:

- Faculty members appointed 1
- Faculty members elected at large 3
- Ph.D. student representatives 2
- Community Representation (if possible) 1
- Associate Dean for Academic and Community Affairs, ex officio 1

At least two of the four faculty members on the committee shall be faculty who teach in the Ph.D. program, or who have taught in the Ph.D. program within the previous four years. All faculty members appointed or elected will have a Ph.D. The Director of the Ph.D. program shall be appointed by the Dean and shall serve as chairperson of the Ph.D. Program Committee.
7. **Ph.D. Comprehensive Examination Committee**

This committee will be charged with oversight and periodic review of the comprehensive exam process and members will serve as consulting members on student individual exam review committees.

The committee shall be composed of:

- Faculty members appointed by the Dean and the Director of the Ph.D. program

3

The Director of the Ph.D. program will be a member of the Ph.D. Comprehensive Examination Committee and shall convene it.

8. **Cultural Competence & Diversity Council**

The Cultural Competence & Diversity Council shall promote cultural competency and diversity in the practice of social work, as well as social justice, by engaging the collaboration and participation of the SSW and the community it serves.

The Cultural Competence & Diversity Council shall:

- Examine the issues of recruitment and retention of students and faculty of color in the School of Social Work and make recommendations to the faculty and its committees
- Assist the School in effectively preparing culturally competent social work professionals
- Assist in bringing together community and School faculty to address issues of cultural competency
- Help the School develop and maintain a current response to community needs; for example, gangs, hate groups, AIDS
- Function as an information resource for “state of the art” expertise on community issues relevant to the training of social workers, advice, consultation, resource development, promotion
- Help the School develop a long-term cultural competency plan
- Function as advocates on behalf of the School (students, faculty and curriculum) with respect to the development and maintenance of cultural competence
The committee shall be composed of:

- Elected faculty 2
- MSW student representatives 1
- Ph.D. student representative 1
- Undergraduate student representative 1
- Student Recruitment and Retention Specialist 1
- Community representatives 5-9
- Staff Representative 1
- Dean, ex officio 1
- Associate Dean for Academic and Community Affairs, ex officio 1
- Research and Training Programs Representative 1

The chairperson is a community representative, elected by committee members. Additionally, a faculty facilitator, who will assist the chair in planning and convening meetings, access administrative support from SSW, and seek to ensure continuous functioning of the committee, will be elected by the committee.

9. Social Justice Committee
The faculty has agreed that social justice, inclusion, and diversity are to infuse all activities of the SSW: teaching, research, service, and administration. The Social Justice Committee is charged with promoting and overseeing the implementation and annual updating of the Faculty Action Plan for Social Justice, Inclusion and Diversity.

The Social Justice Committee shall be composed of:
- Elected tenure or tenure stream faculty 2
- Elected fixed term Portland campus faculty member 1
- Elected fixed term MSW Distance Option faculty member 1
- Elected Field Education faculty member 1
- Elected staff person 1
- The SSW’s recruitment and retention specialist 1
- Student Representatives 2

These will be two year terms. During the first year of the Committee’s functioning, at least two members of the ad hoc committee on social justice and diversity will serve for one year to ensure continuity and to create opportunities for the rotation of committee membership alternate years.
10. BSW Program Committee

The BSW Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the undergraduate social work program in the School of Social Work.

Curriculum
The BSW Program Committee
• Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts degree program in Social Work;
• Shall recommend for faculty approval major curriculum revisions with respect to the organization of undergraduate social work curriculum and/or parts thereof;
• Shall be responsible for identifying, developing, monitoring, and revising the undergraduate social work curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and field reflects society’s ethnic, racial, and cultural diversity;
• Shall refer issues related to the implementation of the curriculum to the BSW Program Director; and
• Has the responsibility for making recommendations in the following areas:
  a) Acting on recommendations from others regarding new or revised required or elective courses;
  b) Modifications of BSW degree requirements;
  c) Grading practices and standards; and
  d) Reviewing and approving free elective courses.

Student Affairs
The BSW Program Committee
• Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study;
• Monitor compliance with educational policies;
• Review individual student grievances regarding grades received in class or field work;
• Develop criteria and procedures for reviewing individual student requests for:
  a) Educational program change ,
  b) Acceptance of transfer credits;
  c) Exceptions from the regular course of study; and
d) Leaves of absence for students.
   • Review all applications for scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

Student Admissions
The BSW Program Committee shall review policy and criteria regarding admissions and selection of BSW students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the BSW Committee shall be:
   • BSW Program Director 1
   • Appointed Faculty Members (from BSW/CFS/MSW) 1
   • Associate Dean of Academic & Community Affairs ex officio 1
   • BSW Practicum Director 1
   • Faculty members at large 2
   • BSW Students 2
   • Community Representatives 2

11. Child and Family Studies Program Committee
The CFS Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the Child and Family Studies program in the School of Social Work.

Curriculum
The CFS Program Committee
   • Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts and Bachelor of Science degree programs in Child and Family Studies;
   • Shall recommend for faculty approval major curriculum revisions with respect to the organization of Child and Family Studies curriculum and/or parts thereof;
   • Shall be responsible for identifying, developing, monitoring, and revising the undergraduate Child and Family Studies curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and practicum reflects society’s ethnic, racial, and cultural diversity;
   • Shall refer issues related to the implementation of the curriculum to the CFS Program Director; and
   • Has the responsibility for making recommendations in the following areas:
a) Acting on recommendations from others regarding new or revised required or elective courses;
b) Modifications of CFS degree requirements;
c) Grading practices and standards; and
d) Reviewing and approving free elective courses.

Student Affairs
The CFS Program Committee
• Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study;
• Monitor compliance with educational policies;
• Review individual student grievances regarding grades received in class or field work;
• Develop criteria and procedures for reviewing individual student requests for:
  a) Educational program change;
  b) Acceptance of transfer credits;
  c) Exceptions from the regular course of study; and
  d) Leaves of absence for students.
• Review all applications for scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

Student Admissions
The CFS Program Committee shall review policy and criteria regarding admissions and selection of students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the CFS Committee shall be:
• All CFS Faculty (at least fixed term, adjunct as ex-officio)
• CFS Students 1-2
• Ex Officio/Invited
  o Admission Directors From:
    - MSW Program
    - Graduate Teacher Education Program
    - Special and Counseling Education Program
    - Curriculum & Instruction: Early Childhood Education Program
    - A Consortium Member/Rotating Position
F. Ad Hoc Committees

The Dean may establish such ad hoc committees as is deemed necessary to assist in the operation of the School of Social Work. Search committees to fill vacant faculty positions will be constituted as ad hoc committees, appointed by the Dean.

VI. CHANGES AND AMENDMENTS

Changes in and amendments to the By-Laws shall be presented to at least two meetings of the Faculty of Social Work. The text of such proposed changes and amendments shall be sent in writing to all voting members of the Faculty before the meeting at which a final vote is taken.
Becoming a Professional Social Worker in the BSW Program

An underlying principle is that “professional conduct is behavior as defined by the ethical principles or behavioral guidelines growing out of the underlying value base of a profession. The professional value delineates the overall goals, objectives, and mission; the ethical principles provide a prescription for professional conduct based on those underlying values. Values tend to provide an overview of the professional’s focus, and ethics translate those values into specific guidelines for professional conduct.”

The BSW Program in the School of Social Work is guided by certain operating principles and assumptions; one key concept is “professional.” What does it mean to be a “professional” in a social work program? One might ask, “How does this concept extend into the formulation and direction of the BSW Program and choices that have to be made by students who are interested in applying to the BSW Program?” and “What do students have to do to become professional social workers?” The following guideline seeks to address these questions.

First of all, becoming a “professional” social worker means that our BSW Program is part of an accrediting process designed by the Council on Social Work Education (CSWE) to meet the highest standards of an educational program. The B.A.S.W. is respected as a professional degree because there is a common curriculum and policies for educating students in all BSW programs. When an employer hires someone with a B.A.S.W., they can ascertain what education the person has received. This is not the case with nonprofessional degree programs.

Secondly, a person seeking services knows that when they contract with a social worker they are being assisted by someone who has been endorsed through a selective and rigorous educational process and someone who is responsible to a professional code of ethics and is, in some cases, monitored by a state and/or national registration/licensing board. People receiving assistance from graduates of non-professional educational programs do not have this assurance.

Earning the B.A.S.W. is the first level of professional social work education and students may decide to further advance to the MSW and/or Ph.D.

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In order to maintain high professional standards there are expectations of all BSW Program students:

1. Completing the BSW Application;
2. Being admitted into the BSW Program;
3. Completing these first two steps means you have made a conscious decision to become a “professional BSW generalist social worker” with all that implies;
4. Completing Program forms, registration processes, finding your advisor, keeping the advisor informed about your college work, schedule, changes, questions are part of the “professional” mode of behavior, attending class, being on time, being honest, being ethical, and respecting others;
5. Completing a supervised and approved field placement;
6. Becoming part of the BSW Student Organization.

What do these steps have to do with becoming a professional?

The BSW Program and its classes are a microcosm of the actual circumstances of working in the field and/or with an agency in the future. What you learn here at the School will apply to the work setting in the future. Some of you are already in the workforce and this makes sense to you; to others this may be new. How you act, dress, and communicate are keys in learning about becoming a “professional” in the workforce. We have a Code of Ethics from the National Association of Social Work (NASW) which inform our choices and decisions.

Structure of the Program

• The BSW Program is a highly structured, sequenced, and time sensitive program with several classes you must take to go to the next level (either next term or next year); courses build on the prior knowledge of the other courses. Year Two builds on Year One; that is why the BSW Program has strict requirements about what can be taken and not taken; we are not an open enrollment program with admissions each term; we admit once a year.
• Your decision about coming into the BSW Program must be made with these sort of ideas in mind; long range planning is essential. If you are a transfer student you will need to work with an advisor early in your planning.
• There are tremendous consequences if you don’t follow the Program and its structure (i.e., you may lose one entire academic year).
• We are not a part time, evening or weekend program. We cannot be everything to everyone.
• Becoming a social worker is both a personal and professional developmental process, and takes time and practice. It is not something that happens over night or all at once but it will happen as you accomplish your educational social work goals.
• It is not part of the Program to start with one cohort and finish with another cohort.
• It is not professional to try to change the structure to accommodate your life circumstances there is an educational rationale as to why courses are designed in the order they are.

• Due to all these points it is highly recommended you keep your advisor up to date about any changes you make, any courses you are not taking as well as taking. Students in professional educational programs collaborate with those responsible for oversight of the educational process.

We are an undergraduate university degree program and we have the added responsibility of being the first step toward becoming a professional social worker. Students make personal sacrifices to graduate from recognized professional educational programs. Not all students are able to do this so a professional program is not the best fit for some. It is an important and difficult decision for students to make in an undergraduate degree; however, it is required.

There will be some of you who decide for some reason to withdraw from the Program; that is expected but for those of you who choose to make a commitment to a BASW degree in social work we are here to make your professional journey as smooth as possible. If you have any questions about this statement please contact your advisor, social work faculty, and/or the Program Director.
Approved BSW Program Electives

Upper Division Program Electives

These electives provide additional coursework to prepare BSW social work students for working in the fields of mental health, substance abuse, health care, aging, disability, youth work, management, and children and family services.

Students need to take a minimum of 12 credits from this list below. It can be from any section. Check credits for each course. These courses are not all offered in some cases; check PSU Schedule of Classes for details.

Children, Youth, and Families (Services and Management)

CFS 410/510 Youth and Youth Work
CFS 482U Mental and Emotional Disorders: Impact on Children and Families
CFS 485U Working with Diverse Families
CFS 490U Sex and the Family
CFS 493U Community Resources and Family Support
COUN 445 Youth at Risk
CR 410/507 Multicultural Competency in Organizations
CR 301 Introduction to Conflict Resolution
CR 410/507 Child Welfare Mediation (2)
CR 410/510 Peace Education (4)
CR 526 Intercultural Conflict Resolution (4)
PHE 448 Health Education Techniques and Strategies
PSY 311 Human Development
SOC 460 Youth and Subcultures
SP 415 Problems of Intercultural Communication
SW 407U Introduction to Child Welfare

SW 410/545 Leadership and Organizational Change

SW 410/523 Theories of Leadership

SW 410/545 Communities and Social Networks

SW 410/510 Child and Family Team Facilitation

SW 410/510 Social Work with Native American Communities

SW 410/510 Supported Employment

WS 350; WS 351; WS 352; WS 353 Children and Interpersonal Violence (four 1-credit courses);

*(WS 350: Introduction to Interpersonal Violence is the prerequisite course)*

**Health Care, Aging and Disability**

CFS 481 Family Health Issues

CFS 485 Working with Diverse Families

PSY 410 Psychology of Disability

SW 410/569 End of Life Care and Palliative Care

SW 410/545 Midlife and Beyond

SW 410/523 Health Care Policy and Programs

SW 410/545 Social Work and Sustainability

**Mental Health and Substance Abuse**

CFS 481U Family Health Issues

CFS 482U Mental and Emotional Disorders: Impact on Families

CFS 485U Working with Diverse Families

CFS 493U Community Resources and Family Support

WS 326 Women and Trauma (2)
WS 350 Introduction to Interpersonal Violence (1)
WS 351; WS 352; WS 353 Children and Interpersonal Violence (3 total)
WS 354; WS 355; 356 Interpersonal Violence and Special Populations (3 total)
WS 357; WS 358; WS359 Intervention and Interpersonal Violence (3 total)
WS 361 Sexual Assault
WS 362 Women and Trauma
WS 363 Moving Beyond Trauma (1)
SW 410/510 Motivational Interviewing
SW 410/510 Spirituality and Social Work
SW 410/510 Disparities in Health and Mental Health
Diversity Electives

These electives provide additional coursework to support the BSW student learning more about race, class, culture, gender, sexuality, identity, family, etc.

Students need to take a **minimum** of 12 credits from this list below. The 3 courses must fit into one of the theme areas as stated in the BSW Student Map. These courses are not all offered in some cases; check PSU Schedule of Classes for details. Additional courses pending advisor approval.

**Culture/History**

ANTH 301 Culture and Ethnography
ANTH 304 Social Theory
ANTH 311 Peoples and cultures of Latin America
ANTH 312 Southeast Asian Societies
ANTH 313 Indian-White Relations
ANTH 314 Native Americans
ANTH 316 Traditional East Asia
ANTH 317 Peoples and Cultures of South Asia
ANTH 318 Asian American Experience
ANTH 319/BsT 319 Traditional Cultures of Africa
ANTH 325 Culture, Health and Healing
BST 411/511 African American History Seminar
BST 412 Oregon African American History
BST 484 African-American Community Development
CH/LA 301 Chicano/Latino Communities
CH/LA 390 Latinos in the NW
CH/LA 380 Latinos in the Economy and Politics
ECON 411 Cultural Economics
EPFA 466/566 Impact of Language and Culture in the Classroom
HST 331 Native Americans of Western America
HST 338 Oregon History
PSY/SOC 342/343 Social Psychology  
COMM 415/515 Problems of Intercultural Communication  
WS 428 Lesbian History  
WS 470/570 Asian American Women’s Studies  
GEOG 346 World Population and Food Supply (4)  
GEOG 348 Cultural and Political Ecology (4)  
GEOG 353 Pacific Rim (4)  
Geog 360 Latin America (4)  
HST 330 Native Americans of Eastern North America (4)  
HST 340 Women and Gender in America to 1848 (4)  
HST 341 Women and Gender in the United States 1848-1920 (4)  
HST 342 Women and Gender in the U.S. 1920 to the Present (4)  
HST 344 Culture, Religion, Politics: Jews and Judaism in America Since World War Two (4)  
HST 349 United States Indian Policy (4)  
HST 464/564 Indians of the Pacific Northwest (4)  
HST 467/567 Readings in Native American History (4)  
INTL 317 Topics in Asian Thought (4 credits)  
INTL 324 Tradition and Innovation: Social Science (4 credits)  
INTL 331 Women in the Middle East (4 credits)  
INTL 396 The United States and the World (4 credits)  
INTL 397 The United States and International Development (4 credits)  
ANTH 365 North American Prehistory  
PSY 410 Native American Psychological Healing  
BSt 305 African History, Before 1800 (4)  
BSt 306 African History, 1800-Present (4)  
BSt 319 Traditional Cultures of Africa (4)  
BSt 351, 352 African American Literature (4, 4)  
BSt 362 African Prehistory (4)  
BSt 411/511 African American History Seminar (4)
BSt 420/520 Caribbean Literature (4)
BSt 421/521 African American Writers (4)
BSt 422/522, 423/523 African Fiction (4, 4)
BSt 424/524 African American/African Culture in Cinema (4)
BSt 425/525 Black Cinema: the 1970s (4)
BSt 426/526 Contemporary African American Cinema (4)
BSt 427/527 African American Films and Film Makers (4)
BSt 430/530 African American Political Thought (4)
BSt 440/540 Caribbean Studies (4)
BSt 450/550 Topics in African/Caribbean History And Culture (4)
BSt 467/567 African Development Issues (4)
BSt 470/570 African Art (4)
BSt 471 Understanding the International Experience (4)
BSt 484/584 African American Community Development (4)
PHE 326 Drug Education (4)
PHE 335 Human Sexuality (4)
PHE 350 Health and Health Systems (4)

** Other diversity electives are in the following categories: Race/Class Identity and Family/Gender/Sexuality
# Field Education Handbook 2010-2011

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**Field Education**
The School of Social Work supports the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised field placements. The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field.

**Field Education Team**
The Director of Field Education, in conjunction with members of the Field Education Team, which includes the Distance Option site coordinators, is responsible for all matters related to field education. This handbook lays out the policies and procedures that govern field education. Any exceptions to the standards contained herein must be pre-approved by the Director of Field Education or designee.

**Field Placement**

**General Information**
Social work field placements assist students in understanding the breadth of social work practice and developing core social work competencies. Thus, students are intentionally placed in organizations where they can be exposed to a range of roles and skills, client populations, service delivery models, and community resources.

BSW students must have completed their junior year social work classes, MSW students must be admitted to the program, and all students must be in good standing and complete a field application in order to be considered for a field placement. BSW students complete 500 hours and MSW students complete 1000 hours (two 500 hour placements in different agencies) of professionally supervised field experience that supports the development of social work practice skills, while concurrently enrolled in practice classes. Included in the BSW field hours is an on campus field seminar, which focuses on the integration of generalist practice knowledge from the classroom with the field placement experience.

Students receive four hours of academic credit for each term of field. They are expected to participate in field placement activities 16 hours each week of the term (includes BSW field seminar), including finals week. Evening hours or alternate days may be negotiated between the field instructor and the student if the activity is important to the student's learning and does not conflict with their classroom schedule. Students cannot expect to complete all of their field hours during evening or weekend hours. Only hours completed in a Field Placement under the supervision of an approved Field Instructor can be credited on a student’s time sheet.

Field placements begin the first week of fall term and continue for the academic year. Students wishing to begin early should contact their placement coordinator to request an exception to this policy. Students should anticipate holidays and plan their schedules to assure completion of the required hours.

There are two significant vacations during each academic year; a 3-4 week break in December and a one week break in March (See Academic Calendar). Students are not expected to attend field placement during those breaks except under pre-arranged circumstances. Students should inform field instructors about these breaks to assure coverage of clients and other responsibilities during vacation. If students choose to attend field during the academic breaks, they can “bank” extra field hours. The earliest date students may complete their placements, even if their field hours exceed 500 hours, is May 15th.

Field placement sites must be different from the student’s employment organization unless the placement is evaluated and designated as an Employed Social Worker option (ESW), as discussed later.

The Field Education team is responsible for identifying field placements and field instructors and assigning students to placements. BSW field instructors are required to have an MSW degree or a BSW degree and two years of post-degree work experience. MSW field instructors are required to have an MSW and two years post-MSW work experience. MSW students are assigned to a different field placement and a different field instructor each year. Exceptions will be considered on the basis of a sound educational plan for the student, which includes different experiences and different supervision and must be approved by the Director of Field Education.
Educational Supervision
Field education moves beyond employment focused supervision towards an educational process during which supervision occurs. Social work field education focuses on the individual learner, the learner’s relational and intellectual capacity, as well as the learner's knowledge gleaned from prior practice and life experience. Educational supervision is different from, although often includes, clinical supervision.

Field education should offer a weekly, protected individual supervision time of at least one hour provided by the approved BSW or MSW Field Instructor. Group supervision conducted by the field instructor may substitute for individual supervision (up to 50%). Protected time is defined as an uninterrupted, focused interaction where the student’s work and progress towards meeting learning objectives is reviewed. The supervisory relationship should contain the three elements of trust: mutuality in relationship, facilitation of the student’s sense of personal professional competence, and support of the student's role as learner-social worker. Field instructors take responsibility for providing students with direct feedback about their performance within the placement. They teach social work practice skills by guiding students towards increasingly challenging learning opportunities, modeling appropriate roles and skills, and advocating for the student within the placement setting.

Supervision is a process in social work education by which the student is oriented to the social work profession. Supervision shall assure the student is applying social work theory, making sound professional judgments or decisions, following the NASW Code of Ethics, and conducting oneself with an understanding of the policies of the placement setting. The community standards of care in regard to various diagnostic, clinical, and administrative issues should be discussed.


Advanced Practice Placements (2nd year MSW)
Advanced practice placements allow for the development of advanced practice skills in one of the three concentrations (Community-Based Practice, Direct Human Services, or Social Service Administration and Leadership). MSW students select their advanced concentration during winter term of the generalist year and indicate their choice on the advanced field placement application. Distance Option sites utilize a unique advanced practice model that combines elements of the three campus concentrations. The concentration selected for advanced practice determines the type of placement, field instructor, and the nature of roles and interventions practiced within the setting. Advanced Practice field placements encourage students to develop expertise with a specific population, field of practice, or service delivery mode.

A student in any advanced concentration may develop learning activities related to another concentration. At least 75% (12 hours/week) of placement activities must be related to the student’s selected concentration. Up to 25% (4 hours/week) of placement may be spent in activities related to another concentration.

Advanced practice students are given priority in making placement assignments. However, students must be in good standing and have no incompletes in required courses in order to have a field placement confirmed for the following year.

Advanced Standing Placements (2nd year MSW)
Students who have completed a B.S.W. from an accredited program within the last five years may apply for advanced standing. (See Advanced Standing Option in the MSW Program Handbook for qualifications.) Once accepted, students submit a completed field application and résumé and work with field faculty to secure a field placement. During the summer, students must complete summer coursework and 144 hours of additional field work which is usually two days a week over a nine week period. After successful completion of these requirements, students move directly into the advanced curriculum of the full-time MSW program, including 500 hours of advanced field, in the same organization as the summer placement.

How Field Placements Are Assigned
Placements are collaboratively made between the student and the field team or distance option site
coordinator based on the student’s interests and learning needs. In general, the process follows these steps:

- Students complete and submit the Field Placement Application, including a current resume.

- A member of the campus field team or the distance site coordinator reviews the completed application and begins to coordinate the placement assignment process. They may also review the student’s file, consult with other faculty, and meet with the student as necessary to identify strengths and needs for field education.

- Based on this information and the available field placements, the student is tentatively assigned to a field placement.

- Students are asked to interview with the tentative field placement in order for both parties to confirm that the placement is a good match. Once the student and the field instructor agree to the placement, the field instructor completes a placement acceptance form. The student and field instructor then receive a written confirmation of the field placement.

- If the field instructor and/or the student decide the placement is not a good fit, the field team will work with the student on another option.

- Second-year MSW placements are completed prior to other students being placed.

- In the second year of the MSW program, there is often greater student demand for certain agencies than available placements in these agencies. In such instances, agency representatives and the campus field team or distance site coordinator review and discuss student files and learning needs to determine which students are the best fit with the agency. Those students are asked to interview. Students not selected for their first choice placements are then considered for their second choices.

Because the School is responsible for determining the qualifications of field instructors and community organizations, as well as the appropriateness of educational experiences, students are asked not to approach possible placement settings to secure their own internships, but to work cooperatively with the campus field team or distance site coordinators. Students should contact a member of the campus field team or distance site coordinator with ideas about new placement settings.

**Qualifications of Field Instructors**

- Field instructors for BSW student must have a BSW from an accredited School of Social Work plus 2 years post degree experience or an MSW from an accredited School of Social Work.

- Field instructors for MSW students must have an MSW from an accredited School of Social Work plus two years of post-Master’s work experience (preferably supervised by a social worker) performing agency-based practice.

- Be a competent social work practitioner in one or more areas of service.

- Be an employed staff member of the agency or approved off-site (external) MSW.

- Have an interest in students and willingly accept the role of field instructor.

- Be willing to work within the Portland State University School of Social Work's philosophy of social work education and the competencies identified in the evaluation documents for field education.

- The Dean must approve, with advice from the Director of Field Education, any proposal for a field placement where the field instructor does not hold the required credentials to be a field instructor. In such circumstances, the faculty liaison will provide additional professional social work content and will have an appropriate reduction in number of liaison students assigned. The faculty liaison will meet at least 3 times per term with each student who does not have a field instructor with the required credentials.

**Off-Site Field Instructor and On-Site Task Supervisor Arrangement**

There are some placement settings that can provide good internship experiences for students even though they do not employ social workers with the requisite degree and post-degree experience. The Field Office works with a small number of such organizations to arrange off-site supervision from a qualified field instructor and to designate an onsite task supervisor who works in the program and can provide oversight for the student on a daily basis.

It usually works best to have an offsite field instructor who has an affiliation with the organization and/or knowledge of the program and population served (e.g., staff member in another department, board member, consultant, etc.). The
offsite field instructor is responsible for directing the student’s overall learning experience and for guiding the task supervisor’s activities with the student. An offsite field instructor has the same responsibilities as every other field instructor to provide at least one hour of direct supervision a week, help develop the Field Educational Plan, complete the student’s evaluation at the end of each term, and participate in the evaluation conferences.

The success of these special placements depends on the abilities of the offsite field instructor and task supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, the University, and the student. It requires regular ongoing communication and coordination between the field instructor and task supervisor. It is expected that the student, field instructor and task supervisor will meet together at least two times per term, and more if necessary.

Placements in Organizations Where Students Work: Employed Social Worker (ESW) Option

In accordance with Council of Social Work Education (CSWE) standards, the only way a student can do a field placement at their employing organization is through a specially negotiated ESW arrangement.

The Employed Social Worker option was developed to encourage people who are employed in responsible positions within social service organizations to pursue education in social work. This option allows the employer to make a substantial contribution to an employee's advanced education. The employer retains the student-employee in the organization setting but releases them from their job duties for a field placement experience while still paying their salary. Hence, this program is intended for long-term and highly valued employees who are likely to make a continued commitment to the organization/community. A field placement must always be different from the student’s job in order to be an acceptable internship; therefore, no regular paid employment can ever be a student’s field placement.

Requirements of an ESW Placement

A student may complete only one year of field placement in their place of employment. The other year of field placement (for MSW students) must be in a different organization, with a different field instructor, and may not be an ESW. An ESW is not an option for students admitted into the Advanced Standing Program. Exceptions to ESW policy may be considered by the Director of Field Education on a case by case basis when it can be demonstrated that the proposed internship can provide a unique educational experience in a new program with a new Field Instructor. A student requesting an exception to this policy will submit an Educational Program Change form to the field office for review. The student’s employer, the School of Social Work, and the student will work together to assure that the following ESW conditions are met:

- To be eligible for an ESW placement, the student must be in good academic standing and in good standing at their employing agency, which includes having successfully completed the agency’s probationary period.
- The student must be released from their job responsibilities/unit and reassigned to a different program or unit within the organization for at least 8 hours and up to 16 hours per week. If the organization releases the student employee for less than the full 16 hrs/week required for field placement, the student contributes the remaining hours. This allows the student to be perceived and treated as a learner rather than an employee during field hours.
- Field instructor and work supervisor must agree that the student’s internship performance will not influence their employment evaluation.
- The field placement activities must be substantially different from the student’s regular work responsibilities, compatible with the social work practice curriculum, educationally focused, challenging, and contribute to social work skill development.
- The employing organization must continue to pay the student employee for hours worked as well as for hours released for field.
- BSW field instructors are required to have a BSW degree and two years of post-degree work experience or an MSW. MSW field instructors are required to have an MSW and two years post-MSW work experience. The field instructor and the employment supervisor must be different people.
- If the agency does not have a qualified MSW on staff, they must arrange for an off-site MSW Field Instructor to provide the required supervision.
- An agency’s alteration of contractual agreements without informing the faculty advisor/liaison or the Field Education office of the School of Social Work will result in immediate suspension of the ESW placement. The placement will not be resumed unless a new agreement can be
arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (or his/her designee), the student-employee, and the faculty advisor/liaison and filed with the School of Social Work's Field Education office.

The student, in consultation with the employer, completes the ESW Application Form in addition to the field application and returns it to the field education office. The application is reviewed and a field team member or Distance Option site coordinator arranges an on site meeting with the student, the work supervisor, and the field instructor, to negotiate the placement and assure that all parties understand and approve the educational arrangement.

**Unsuccessful Placement Interviews**
If a student interviews and is not accepted at three placement sites, the student may be asked to participate in a retention review.

**Placements in New Field Site Agencies**
The Field Office will consider requests for placement in organizations that are not yet approved field sites. Students wishing such consideration must work with the field team to explore feasibility, including availability of suitable field instructor(s) and learning opportunities.

**Criteria for Field Education Agencies**
The School of Social Work recognizes the need for high-quality field placements which can provide a range of learning experiences in a professional environment. The following qualifications for field agencies are considered necessary conditions:

- The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics and methods of social work.
- The agency personnel have a commitment to social work education and professional training.
- The agency accepts the position that students are assigned to field education settings without respect to age, race, religion, gender, sexual orientation, ability/disability status, economic class or national origin.
- The agency will provide a qualified field instructor as noted earlier.
- The agency assures that the field instructor's overall assignment provides sufficient time and resources within the work schedule to develop learning opportunities and tasks, to prepare for individual and group supervision, to attend school-sponsored meetings and conferences, and to prepare reports and evaluations.
- The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.
- The agency provides adequate facilities, equipment and learning opportunities appropriate to the students' responsibilities during the period of placement.

**Changing a Field Assignment**
Each student is assigned to a field placement at the beginning of fall term and is expected to remain in that assignment for the entire academic year (with the exception of Advanced Standing students who begin in summer and continue through the academic year). However, a student may seek a change in field placement when problems unrelated to the student's performance make continuation in the placement an issue. Any student requiring a change in a field assignment will participate in a meeting with field staff to assess the student's needs and relevant circumstances. An agreement will be reached regarding the pertinent information to be shared with potential field instructors. Examples of reasons to consider changing a placement include:

- Inadequate resources in the organization to support field placement (insufficient space, clients, supervisory time, loss of field instructor, etc.);
- Learning experiences in organization are too narrow;
- Placement error or “mismatch” based on paper credentials of student and field placement;
- Irreconcilable personality or ideological differences between field instructor and student (another form of “mismatch”) as corroborated by the faculty advisor/liaison;
- Organization substantially changes its administrative structure, creating a chaotic situation and adversely affecting student learning opportunities;
- Excessive travel time or distance. Students are expected to travel up to 50 miles one way. Some students have other significant responsibilities (family, employment) which interfere with commuting long distances to placement.

A student who changes field placements during the academic year must complete the equivalent of at least two terms of placement in the new field agency. The Director of Field Education may consider exceptions in situations where the replacement is
necessitated by circumstances out of the student’s control (i.e. departure of the field instructor and/or agency restructuring), where the student’s performance in field has been at or above the expected level as identified in the evaluation, and where the replacement agency agrees to accept the student for less than 2 terms.

**Procedures for Addressing Field Concerns and Changing Placement**

If any member of the field placement trio – student, field instructor, or faculty liaison – has concerns or thinks the field placement should end, a respectful process of information sharing needs to occur.

1) Field instructor and student discuss the concerns. The student may prefer to begin with their faculty advisor/liaison if the matter is delicate.

2) Field instructor, student, and faculty advisor/liaison discuss the concerns and explore alternatives. The faculty advisor/liaison informs the Director of Field Education of the concerns. If a solution is not found within the organization, a decision to terminate the placement is made by the faculty advisor/liaison in consultation with the Director of Field Education or designee. Faculty advisor/liaison notifies the field instructor.

3) Student, faculty advisor/liaison, and/or a field team member explore other placement options and the student is replaced.

4) Some replacements may involve assigning the student a different faculty advisor/liaison, but in most cases where an advising relationship has been established, it is preferable to keep that relationship intact.

**Note:** In instances where the field instructor and/or faculty advisor/liaison have concerns that the student’s performance in field is unsatisfactory, the school’s remediation and/or retention policies should be followed (see Unsatisfactory Performance in Field in this handbook and Policy on Unsatisfactory Student Performance in the BSW or MSW Program Handbook).

**Accepting Employment at the Field Placement Setting**

Students are occasionally offered employment at their field sites. While obviously beneficial to students financially, this dual role at the placement setting can blur the distinctions between the roles of student and employee. To insure successful completion of the student’s placement, the employment arrangement should be structured to preserve the integrity of the educational internship and the contractual agreement between the school and the placement setting. It is preferable, but not always feasible, for the employment to start after the student completes required placement hours (May 15th is the earliest this can happen). If employment begins while the placement is in process, employment responsibilities and supervision must be different than placement responsibilities and supervision.

**Insurance Coverage**

Portland State University provides general liability and professional malpractice insurance ($1 million per occurrence; $3 million aggregate) for students in field placement.

**Criminal Records and Disclosure to Potential Field Placements**

Portland State University’s School of Social Work takes seriously the need to protect the public, as well as to provide appropriate opportunities to individuals wishing to enter the social work profession who have criminal records. We are committed to assuring that individuals who might pose a threat to any client group or practice setting be prevented from causing harm. We are also committed to the value and belief that any particular arrest or criminal conviction history is not in and of itself indicative of a person’s readiness or potential to enter into and contribute to the social work profession.

In the event a criminal conviction becomes known to the School, the student will be required to meet with a Field Coordinator, or Site Coordinator for Distance Option students, to discuss their criminal record and possible implications for field placement and career. In some instances, the Director of Field Education (or their designee) and/or the BSW, MSW, or Distance Option Program Director (or their designee) will participate in that meeting. The student will be invited to provide additional information about the context of the offense and any mitigating circumstances. The student may need to provide documentation of the completion of follow-up activities including documentation of the court judgment, verification of completion of sentence or mandated treatment, completion of probation order, etc. The student will be advised that they have an ethical and professional responsibility to share information regarding their criminal background with
a potential field instructor or appropriate agency representative.

The School may require a student to complete a background check through CertifiedBackground.com to verify their background. The School is entitled to rely on the accuracy of information provided by CertifiedBackground.com. In the event a student disputes information contained in a background check, the student shall be responsible for providing evidence satisfactory to the School that the criminal information is in error.

In making a decision about suitability for a social work field placement and career, the following will be considered:

1) The nature of the crime(s) disclosed by the applicant and/or discovered through the background check;

2) Any false statement made by the student related to their criminal history;

3) The relevancy, if any, of the crime(s) or the false statement(s) to a field placement and career in social work;

4) Intervening circumstances relevant to social work field placement and career. Intervening circumstances include, but are not limited to:

   • The passage of time since the commission of the crime;
   • The age of the subject individual at the time of the crime;
   • The likelihood of a repetition of offenses or of the commission of another crime;
   • The subsequent commission of another relevant crime;
   • Whether the conviction was set aside and the legal effect of setting aside the conviction; and
   • Relevant references and recommendations.

The Director of Field Education, or their designee (a Field Coordinator or Distance Option Site Coordinator), will communicate relevant information, including the criminal record, to the potential field instructor and the assigned faculty advisor/liaison. In collaboration with agency personnel at the potential field site, the field instructor will make the final determination as to whether the conviction will prevent the student from being placed in that particular agency setting.

The School of Social Work makes no presumptive judgments regarding the criminal history of a student and potential placements. This policy is intended to ensure that the School of Social Work Field Office will make a reasonable effort to identify a suitable field agency that will provide a placement for a student with a criminal record. Students need to know that in fulfilling this effort, certain types of criminal convictions may result in some agencies declining to offer them a field placement. In some instances it may not be possible for the Field Office to find a placement willing to accept the student. In such a case it is likely that the student will be unable to complete the BSW or MSW program. If placement is not possible, the student will be referred for a retention review (see BSW, MSW or Distance Option Program Handbook).

If a student is suspected to have made a false statement regarding their background information, it will be treated as a possible violation of the Portland State University Student Conduct Code and will be addressed through the School's Policy on Unsatisfactory Performance. (See BSW, MSW or Distance Option Program Handbook). If a student refuses to or fails to comply with the School’s background check procedures or to cooperate with any necessary follow up, they will be informed via certified mail that they are not eligible to be placed in a field placement and therefore their admission to the BSW, MSW or Distance Option Program will be rescinded.

**Criminal Background Checks**

Background checks are now required by most agencies that serve as field placement sites for social work students. Additionally, social work graduates seeking employment, and those ultimately seeking licensure, will likely encounter these checks along their path of professional development. A student who wishes to be placed in an agency that requires a background check will need to complete a background check as a condition of being placed.

In addition to completing a background check, students are required to notify the Director of Field Education about any arrest or conviction for criminal activity that occurs subsequent to their most recent field application and/or background check. Students
may be required to complete an additional background check.

The School of Social Work has contracted with CertifiedBackground.com, a division of Castle Branch, Inc. to provide background checks on behalf of agencies providing field placements for our students. CertifiedBackground.com provides applicant-funded background check services and the School has contracted with the company to conduct a comprehensive background check for our students. This includes: All County Criminal (Includes All Alias/Maiden Names); Nationwide Sex Offender Index; Nationwide Healthcare Fraud & Abuse Scan; Nationwide Patriot Act; Social Security Alert; and a Residency History. The cost of this background check is $73 paid by the student directly to CertifiedBackground.com.

**Background Check Procedures**

Some agencies prefer that students use the agency’s background check procedure (students may be expected to pay for the check) while other agencies expect students to use the School’s procedure. Students will be informed if they must have a background check and will receive instructions. To initiate a background check using the School’s procedure, the student will visit the CertifiedBackground.com website; enter the School’s code, OT51, and their personal and payment information.

Within 48 hours of a background check being ordered, the School’s authorized contacts, the Director of Student Affairs and Director of Field Education, or their designee, will be able to access the results on line using a password provided by CertifiedBackground.com. The student will receive a card with instructions for accessing their results which they are expected to share with the field instructor.

**Ending the Field Placement**

The ending of field placement is a significant part of social work practice and a time of transition for students and clients. It is useful to plan the ending process for each client with your field instructor and to help clients process their feelings about saying goodbye, as well as review progress, strengths and areas for future work. Ending activities may include planning the transfer of the student’s clients to other staff in the placement setting. Practice class, field instructors, and BSW Field Seminar will help prepare students to end successfully with their clients, field instructor, and coworkers.

Field organizations often acknowledge the student’s contributions as well as their departure by having a celebration or special recognition event.

Students sometimes wish to apply for jobs or consider volunteering at their placement organizations at the conclusion of their internships. While this may be an appealing option, it is still important to acknowledge and process the ending of the student role. Before agreeing to volunteer or work at an organization, it is essential to discuss with placement setting personnel how expectations differ for employees, volunteers, and students. All parties involved (student, placement setting personnel, clients) must understand the new role.

Although a student may want to continue working with their clients or assist an understaffed organization, it is important for students and field instructors to recognize that student field responsibilities and liability insurance coverage end at the conclusion of the academic year or upon completion of 500 hours of field placement.

**The School/Placement Setting Partnership**

The strength of the field placement lies in the partnership established between the School of Social Work and the field setting. At this level, each organization has certain responsibilities to the other that help keep the partnership viable.

**School of Social Work’s Responsibilities to the Agency:**

- Consults on the assignment of students to the organization to ensure appropriate learning opportunities for students that also fit the organization’s service functions;
- Provides the field instructor with information about the student, the curriculum, and School policies; assists the field instructor through orientation, consultation, and continuing education workshops;
- Designates a member of the faculty to serve as liaison to the organization;
- Plans periodic meetings of field instructors and faculty to integrate field education with the total curriculum.
- Informs field instructors of their privileges within the University community (e.g., library, etc).
Agency’s Responsibilities to the School of Social Work:

• Accepts students in field placement without regard to age, color, disability, marital status, national origin, race, religion, or creed, sex or gender, sexual orientation, or veteran status;

• Recognizes students as developing professionals who should be assigned appropriate professional learning activities;

• Provides a qualified field instructor who has sufficient time and resources to develop student learning experiences, prepare for, conduct, and document individual student supervision, attend School-sponsored workshops, and prepare quarterly evaluations;

• Provides adequate facilities and equipment for student needs.

Partner Responsibilities

Within a specific field assignment, the School is represented by the faculty advisor/liaison and the field instructor represents the organization. A comparison of their individual responsibilities shows that their mutual focus is to help the student make optimal use of the organization’s learning opportunities. The faculty advisor/liaison clarifies the objectives of the field placement and communicates the academic curriculum to the field instructor. By virtue of their experience and skills, the field instructor helps identify the student's learning needs and provides structure and guidance to the educational process.

Student's Responsibilities

The School of Social Work regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. This philosophy is exemplified by the student's responsibilities within a field assignment.

• Completes (and provides requisite documentation) all agency conditions of placement (may include criminal background check, specific immunizations, training(s), etc.);

• Uses the field placement as an opportunity to enrich and extend the whole curriculum;

• Assumes professional responsibility and appropriate accountability for assigned client services and other organization activities;

• Prepares a Field Educational Plan indicating specific educational activities the student will pursue in order to master the competencies identified on the Evaluation of Student Learning;

• Participates in and documents weekly one hour supervision meetings with the field instructor; prepares an agenda, selects, records, or presents material representative of work; shares reactions to and questions about the field experience; advises the field instructor of new learning needs;

• Discusses with field instructor and/or faculty advisor/liaison any concerns or questions that arise in the placement.

• Participates in selected organization activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments;

• Uses the School’s academic calendar to schedule time within the organization (usually two days per week, including evening hours); and completes timesheet;

• Obtains organization approval for the use of any case material or records outside of the placement setting; maintains accepted standards of confidentiality;

• Informs the field instructor of classroom assignments that relate to field instruction, sharing material when relevant;

• Confers periodically with the faculty advisor/liaison about learning experiences and any concerns related to the field assignment or classroom assignments.

• Completes Evaluation of Student Learning each term.

• Completes Student Evaluation of Field Placement and Field Instructor at the end of the year. This information is used in deciding whether to continue using placement agency and/or field instructor.

Faculty Advisor/Liaison Responsibilities to the Student...

• Consults with and supports student in developing a field education plan as needed;
• Visits the placement setting once each term for generalist and two times a year for advanced students; visits more often if necessary;

• Confers with the student and the field instructor about the student's experience and performance in accordance with the School’s educational expectations;

• Helps the student resolve problems that might arise related to field education;

• Evaluates the student's progress in consultation with the student and the field instructor and assigns the grade;

• Provides guidance to student regarding selection of placement for following year.

to the Organization...

• Informs the organization of the School's expectations regarding the content and structure of field education and aids the organization and the field instructor in planning and implementing this content;

• Serves as a consultant to the field instructor in regard to concerns about the student's learning.

• When applicable, interprets relevant School policies and procedures.

• Confers with the organization about student assignments for the coming year, available field instructors, and educational opportunities; and communicates this information to the Field Team during Winter and/or Spring term.

• Communicates with field instructors about the School's curriculum and any changes in the program;

• Consults with the organization on the development of a student training program that includes individual student learning experiences; participates in evaluation conferences.

to the School...

• Informs the field education office about any significant changes in the organization, the field experience, or individual student performance;

• Describes and evaluates the educational opportunities within the organization after consulting with the field instructor and the organization administrator (when appropriate); communicates this information to the Field Team and makes a recommendation regarding continued use of the placement agency and field instructor.

• Conducts a Review/Evaluation conference with the field instructor and the student at the end of each term for generalist students and twice a year for advanced students; assigns the student's grade based on the field instructor's recommendation and the liaison's professional judgment; reports unsatisfactory or marginal performance to the Director of Field Education and Director of the MSW Distance Option, when applicable, or their designee; and electronically signs the field educational plan (fall term) and evaluations at the end of every term.

The Field Instructor’s Responsibilities to the Student...

• Orients the student to the organization and program;

• Assumes overall responsibility for the student's educational experiences; coordinates the student's involvement with other organization staff members;

• Schedules a weekly hour of supervision with each student as protected time for educational supervision and support, and makes additional time available to the student as needed; administrative supervision is expected to be provided by the supervisor or their designee outside the regular supervisory hour. (See page 2, Educational Supervision, regarding requirements for individual and group supervision.)

• In the absence of the regular field instructor, an appropriate alternate will be designated and made known to the student and the faculty advisor/liaison.

• In any placement utilizing a task supervisor, field instructor meets jointly with student and task supervisor at least two times per term.

• Helps the student develop the Field Educational Plan; provides regular feedback to the student about their performance in the field;

• Provides an educational climate that challenges the student to expand their professional skills, knowledge, and values;
• Advocates for the student to gain access to learning experiences within the organization and the professional community;

• Assists the student in meeting professional responsibilities and using time appropriately.

to the School…

• To be informed about field education and about current issues in her/his areas of expertise.

• All new field instructors or those who have not attended an orientation since 2006-07 are strongly encouraged to attend a field instructor orientation.

• Coordinates with the School to provide field education that complements and augments classroom learning;

• Maintains an ongoing evaluation of each student's progress and completes and signs the evaluation of student learning at the end of each term; signs student time sheet at end of each term; recommends grade;

• Keeps the faculty advisor/liaison informed about the student's progress and raises questions as needed; advises the faculty advisor/liaison of concerns regarding the student, after discussing them first with the student whenever possible;

• Provides feedback to the School about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement; completes annual evaluation of faculty advisor/liaison;

• Attends School sponsored field instructor orientations and/or trainings.

• Informs School if they intend to leave placement agency.

Field Educational Plan and Evaluation of Student Learning

The Field Educational Plan and Evaluation of Student Learning are documents used to guide and evaluate students’ progress toward mastery of Social Work competencies. The Field Educational Plan outlines specific activities at the student’s field placement that will facilitate this growth and allow for evaluation. The student and field instructor, in consultation with the faculty advisor/liaison and the task supervisor (where applicable), develop the plan at the beginning of the placement, revising it quarterly as needed. The Evaluation of Student Learning provides a list of competencies that students are expected to master. The student, field instructor (with input from the task supervisor where applicable), and faculty advisor/liaison complete the evaluation at the end of every term to document the student’s progress toward mastering these professional competencies.

Field Educational Plan

The Field Educational Plan serves to articulate the schedule and activities that support the development of the required social work competencies. These social work practice activities are site-specific and individualized with the goal of facilitating the student’s successful professional development as outlined in the Evaluation of Student Learning. The expectation is that the student will have various experiences that will allow her/him to be evaluated on the competencies listed in the Evaluation of Student Learning. Thus, reviewing the evaluation document is helpful in identifying learning activities.

The Student, Field Instructor, and Task Supervisor (where applicable) initially develop the plan during the first five weeks of the field placement. The faculty advisor/liaison is also available to the student and the field instructor for consultation around appropriate learning activities. It is expected that the plan will be updated and reviewed in subsequent quarters to assure the activities are still relevant and available and to add any new activities.

The Field Educational Plan is completed online (Student Web Center – Educational Plan) following the instructions provided and should include:

1. Scheduled days and times for field placement (updated each term).
2. Scheduled days and time for supervision (updated each term)
3. List available practice activities that will support students’ professional development. The BSW and MSW generalist and the MSW advanced practice concentrations require a minimum number of micro, mezzo, and macro level practice activities.
4. Student, Field Instructor and Faculty Advisor/Liaison Signatures (fall term)

Identifying Educational Activities for the Field Educational Plan

Educational activities are opportunities that allow students to move toward mastery of competencies and to demonstrate the development of professional practice skills. Selecting educationally useful activities
that are tied to this professional growth requires thought and planning.

The following questions are useful guides to assess the value and relevance of an educational activity.

• What is the purpose of the activity? Will it give the student an opportunity to practice the kind of skill being evaluated?

• Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience? Learning is incremental—a process of growth; learning activities need to be appropriate to the student’s present knowledge/skill level.

• Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.

• Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.

• How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.

• Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.

• Does the activity give the student a sense of ownership and accomplishment? Activities that are clearly linked to competencies and allow for some autonomy encourage growth.

• Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

Each term the student and field instructor, in consultation with the task instructor (where applicable), determine a performance rating for each of these professional competencies. In addition, students and field instructor, with input from task supervisors (where applicable), are given opportunities to identify strengths, concerns and areas of growth through a series of open-ended evaluative questions. The faculty advisor/liaison then uses this information and their professional judgment to determine whether the student passes the field placement. The final term of each sequence and the summer Advanced Standing evaluation are slightly modified to reflect an overall evaluation that identifies the student's readiness to proceed to the MSW advanced year or professional BSW or MSW practice.

The BSW and MSW Generalist Practice evaluation contains 16 competencies that have been identified by CSWE, the School of Social Work, and the professional practice community as representing the core outcomes of the generalist practice year.

The MSW Advanced Practice field placement evaluations (Direct Human Services, Community Based Practice, Social Services Administration and Leadership) include the 16 generalist as well as additional competencies that represent the advanced expectations associated with those practice areas. The original 16 generalist practice competencies continue in the advanced year as students are expected to continue to strengthen, deepen, and solidify their performance in these domains.

Evaluating Student Performance
The ongoing evaluation of a student's performance is an integral part of the field instructor's responsibilities. During weekly supervision sessions, the field instructor can help the student identify specific performance strengths and weaknesses, evaluate progress toward mastering competencies, and demonstrate professional responsibility. The evaluation conference at the end of the term, which includes the faculty advisor/liaison, the student, the field instructor, and the task supervisor (where applicable), is used to summarize the student's performance in relationship to mastering the competencies identified on the Evaluation of Student Learning. It should also provide the student with a clear sense of direction for future learning activities.

In addition to the field instructor’s direct observation and supervisory discussions with the student, using information from multiple sources increases the reliability of the evaluation.

Evaluation of Student Learning
The Evaluation of Student Learning is designed to evaluate the student on a list of professional competencies that align with the School of Social Work’s goals and objectives and CSWE’s 10 practice competencies. This list of competencies is a useful guide for field instructors and students in identifying educational activities (cases, projects, meetings, etc.) that promote the development and demonstration of these skills. The evaluation is completed online (Student Web Center-Evaluation of Student Learning) following the instructions provided.
Various sources of evaluative information can include:

- Student written reports, case evaluations, process recordings, audio or video recordings, and self-evaluation;
- Field instructor observations of student interviews, case presentations and participation in staff meetings;
- Feedback from task supervisors (where applicable) and other colleagues and professionals who have worked with or observed the student.

**Rating Student Performance**

Each quarter the field instructor and the student evaluate the student’s performance on all competencies using a five-point scale. Each competency represents a continuum running from exceptional to marginal performance and is relative to a typical student at this point in their development.

- 5 – Exceeds competence level expected by the end of the year
- 4 – Competent (expected by the end of the year)
- 3 – Achievement of competence in progress (expected fall and winter terms)
- 2 – Needs focused attention and learning
- 1 – Concern, needs immediate attention
- N/O – Not observed (field instructor) or No opportunity (student)

For Fall and Winter terms, “Achievement of competence in progress” (3) is the expected level for a typical student at this point in their professional training. By the end of the year, students are expected to reach “Competent” (4) on most domains. Narrative comments are required for ratings below the #3 level.

The student, field instructor and faculty advisor/liaison use this information to determine whether the student is exhibiting passing performance or is in need of additional field education to master the necessary competencies.

**Open Ended Questions**

In addition to the rating for each learning outcome, students and field instructors respond to open ended questions about the student’s professional development.

**Comments**

The last page of the Evaluation of Student Learning form provides space for additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison. This section is used to explain low ratings, recommended “No Pass” grade and can be used for any additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison.

If the student does not agree with the content of the evaluation, they should still sign the Field Evaluation to indicate that it has been read. The student may write a statement explaining why they disagree with the field instructor’s judgments in the comment section at the end of the evaluation. Differences of opinion should be discussed with the faculty advisor/liaison.

**Recommending a Grade**

The field instructor makes a recommendation to the faculty advisor/liaison regarding the student’s grade (pass/no pass) for field instruction. For BSW students, the BSW Seminar instructor is responsible for assigning final field grades. For most BSW students, their Seminar instructor is also their faculty liaison. For BSW students who have a different liaison and seminar instructor, the liaison informs the BSW Field Seminar instructor of the recommended grade. Students who, in the judgment of the field instructor and the faculty advisor/liaison, are meeting or exceeding expectations for the term, receive a "Pass" grade. In accordance with the grading policies of the School and the University, sometimes a grade of "Incomplete" is given for field instruction. The requirements for changing a grade of "Incomplete" to a "Pass" or "No Pass" are clearly delineated in a time-limited contract developed jointly by student, field instructor, and faculty advisor/liaison. The faculty advisor/liaison must consult with the Director of Field Education about all students with incomplete grades in the field and students who might be given a “No Pass” grade. Policy on Unsatisfactory Performance in the BSW or MSW Program Handbook has detailed information about this situation.

The field instructor, student, and faculty advisor/liaison electronically sign the completed Evaluation of Student Learning. No grade can be assigned until the Evaluation of Student Learning and Time Sheet are completed and electronically signed. Based on the field instructor's recommendations and their own professional assessment, the faculty advisor/liaison or the BSW field seminar instructor assigns a grade of "Pass" or "No Pass" for the term.

**Documentation Needed at End of Term**
1. Evaluation of Student Learning
2. Time Sheet
3. Field Educational Plan—copy of final plan due end of Spring Term only
4. Student Evaluation of Field Placement and Field Instructor—end of Spring Term only.

The field instructor, student, and faculty advisor/liaison must sign documents 1 and 3 electronically. The field instructor, task supervisor (where applicable) and student must electronically sign Document 2. The Field Educational Plan, the Evaluation of Student Learning and time sheet will be electronically archived and/or maintained in accordance with OARS to provide the School with information needed to respond to requests from state licensing boards and potential employers.

**Unsatisfactory Performance in Field**

The field instructor plays a major role in identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. The field instructor and/or the student should notify the faculty advisor/liaison about performance concerns that have not been resolved through an informal plan. The faculty advisor/liaison will arrange a remediation meeting with the field instructor and student (in accordance with procedures outlined in the BSW or MSW Program Handbook). The purpose of the remediation meeting will be to identify those elements of performance that are unsatisfactory, develop a plan whereby the student can be supported to make the identified changes, and identify a date by which they will meet to review whether the needed changes have occurred.

If the period of time specified for improvement overlaps the end of a term, the faculty advisor/liaison will assign a grade of Incomplete. If the review indicates successful completion of the remediation plan, the faculty advisor/liaison will assign a P grade and will document successful completion of the remediation plan, with copies to the student, field instructor, BSW or MSW Program Director, Director of Field Education, student file, and if appropriate, the Director of the MSW Distance Option. If the student does not demonstrate adequate growth in the specified areas within the allotted period of time, the faculty advisor/liaison should immediately notify the BSW or MSW Program Director and Director of Field Education (and Director of the MSW Distance Option, if appropriate) and call for a retention review. A retention review will be conducted as described in the Policy on Unsatisfactory Student Performance in the BSW or MSW Program Handbook.

If, the outcome of the retention review is that after an appropriate amount of time, the student’s performance has not improved, the faculty advisor/liaison will assign a grade of "No Pass."

When a grade of "No Pass" in Field is assigned:
- student has been warned that their performance is unsatisfactory;
- area(s) of professional skill, knowledge, judgment, and/or ethics which are lacking have been clearly defined;
- student has been given help to improve their performance; and
- student has had adequate opportunities to improve*.

It is the policy of the School of Social Work that a student who receives a grade of "No Pass" in field instruction may not continue enrollment in the BSW or MSW program. The student’s admission to the program is rescinded for at least one calendar year after which time the student may reapply for admission.

*If a student demonstrates unethical behavior by violating the organizational policies and/or NASW Code of Ethics or if a field placement has been terminated, with no opportunity to demonstrate improvement, the faculty advisor/liaison will initiate a retention review within two weeks of being notified.
Evaluation of Student Learning – Generalist Practice
Due the Friday before finals week

Student Name:
Agency & Program:
Field Instructor:
Task Instructor (if applicable):
Faculty Advisor-Liaison:

Overview
This evaluation serves to demonstrate the student’s development of core social work competencies as identified by CSWE and the PSU School of Social Work’s program objectives. The evaluation provides for the student's evaluation of self as well as the field instructor's evaluation.

“Competent” (4) is the expected level of competence demonstrated by a typical student by the end of the current year. “Achievement of competence in progress” (3) is the minimal expected level for a typical student at this point in their development. Ratings of 1 or 2 require narrative comments.

<table>
<thead>
<tr>
<th>Level of Performance (competence expected by the end of the year)</th>
<th>Performance Value</th>
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</thead>
<tbody>
<tr>
<td>Exceeds competence level expected by the end of the year</td>
<td>5</td>
</tr>
<tr>
<td>Competent (expected by the end of the year)</td>
<td>4</td>
</tr>
<tr>
<td>Achievement of competence in progress (expected fall, winter term)</td>
<td>3</td>
</tr>
<tr>
<td>Needs focused attention and learning</td>
<td>2</td>
</tr>
<tr>
<td>Concern, needs immediate attention</td>
<td>1</td>
</tr>
<tr>
<td>Not Observed (Field Instructors) or No Opportunity (Students)</td>
<td>N/O</td>
</tr>
</tbody>
</table>

Process for Completing Evaluation
- Beginning of each term
  - Student and field instructor identify/define what “a typical student” would be at this agency.
- Toward the end of each term:
  - Student and field instructor discuss in supervision the items on the evaluation and their initial thoughts about the student’s demonstration of competencies
  - Student completes the evaluation form.
  - Field instructor (in consultation with task instructor where applicable) completes the evaluation form, including a recommended grade.
  - Task Instructor (where applicable) provides general evaluative feedback in the comments section.
  - Field instructor and student discuss their evaluations and recommended grade, paying particular attention to areas of disagreement or concern.
  - Field instructor and student finalize their comments and grade recommendation, electronically sign the form, and inform the faculty advisor-liaison that it is ready for review.
  - If the student disagrees with any part of the evaluation they are still expected to sign the evaluation, and encouraged to address their concerns in the comments section.
  - Faculty advisor-liaison reviews the evaluation, discusses any concerns, adds comments, and records a final grade.
  - The evaluation must be completed and signed by the student, field instructor, and faculty advisor-liaison before a final grade can be submitted.
  - If the student disagrees with the final grade the normal grievance process, as outlined in the student manual, is available.
<table>
<thead>
<tr>
<th></th>
<th>Student’s Self-Evaluation</th>
<th>Field Instructor’s Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies as a professional social worker and conducts self accordingly (2.1.1; PO 10)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>o Demonstrates professional behavior, appearance and communication</td>
<td></td>
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<tr>
<td></td>
<td>o Demonstrates the personal reflection and curiosity necessary to be a life long learner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Maintains professional roles and boundaries</td>
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<tr>
<td></td>
<td>o Advocates for client access to services</td>
<td></td>
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<tr>
<td></td>
<td>o Maintains collaborative working relationships</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Effectively uses supervision and consultation (2.1.1; PO 11)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>o Effectively plans, implements, and monitors Field Educational Plan.</td>
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<tr>
<td></td>
<td>o Prepares for supervision</td>
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<td></td>
<td>o Identifies professional strengths and challenges, and develops a plan to address challenges</td>
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<tr>
<td></td>
<td>o Seeks, accepts, and integrates feedback</td>
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<tr>
<td>3.</td>
<td>Developing self-awareness and ability to evaluate practice (2.1.1; PO 9)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>o Examines and critique performance in a non-defensive manner, accepts not knowing everything</td>
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<tr>
<td></td>
<td>o Identifies areas of reactivity</td>
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<td></td>
<td>o Recognizes personal changes needed in order to function more effectively and develops a plan to make those changes</td>
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<tr>
<td></td>
<td>o Recognizes and copes with stress, crisis, and conflict and develops a self care plan</td>
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<tr>
<td>4.</td>
<td>Practices social work values and ethics (2.1.2: PO 2)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>o Understands how personal values and beliefs impact social work practice and addresses those that interfere with practice</td>
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<tr>
<td></td>
<td>o Identifies with the basic social work values</td>
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<td></td>
<td>o Accepts and uses the NASW Code of Ethics</td>
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<td></td>
<td>o Tolerates ambiguity in resolving ethical conflicts</td>
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<tr>
<td></td>
<td>o Identifies and analyzes ethical dilemmas</td>
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<td></td>
<td>o Critically applies an ethical decision making process</td>
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<tr>
<td>5.</td>
<td>Applies critical thinking to inform and communicate professional judgments (2.1.3: PO 1)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>o Identifies, analyzes, and integrates multiple sources of knowledge in coming to professional judgments.</td>
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<td></td>
<td>o Demonstrates effective, clear, and concise oral and written communication of professional judgment</td>
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<tr>
<td>6.</td>
<td>Engages diversity and practices in an anti-oppressive manner (2.1.4; PO 3)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>o Recognizes the impact social and cultural identities on access to privilege and power</td>
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<td></td>
<td>o Communicates an understanding of the importance and impact of difference</td>
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<td></td>
<td>o Engages those with whom they work as informants and experts on their lives</td>
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<tr>
<td>7.</td>
<td>Applies strategies of advocacy and social change to advance social and economic justice (2.1.5; PO 4)</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>o Understands the processes of oppression, discrimination, and privilege and analyzes barriers</td>
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<tr>
<td></td>
<td>o Involves consumers in addressing social and economic injustices</td>
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<tr>
<td></td>
<td>o Advocates for persons in need</td>
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<tr>
<td></td>
<td><strong>Student’s Self-Evaluation</strong></td>
<td><strong>Field Instructor’s Evaluation</strong></td>
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</tbody>
</table>
| **8. Demonstrates knowledge and critical thinking about empirically informed practices (2.1.6; PO 9)** | o Displays the ability to find and systematically review effectiveness evidence in regard to agency population and services  
  o Understands and critiques the empirical basis of agency practices with attention to cultural sensitivity and the impact on diverse populations  
  o Articulates various quantitative and qualitative approaches to evaluating their practice  
  o Understands and begins to apply knowledge of single subject design concepts and techniques  
  o Identifies different measurement instruments applicable to agency population and services; and critically evaluates their reliability, validity, cultural sensitivity, and biases | (Drop down here with ratings 1-5 and N/O) |
| **9. Applies knowledge of human behavior and the social environment. (2.1.7; PO 7)** | o Articulates basic knowledge for understanding human behavior  
  o Applies knowledge to understanding person and environment | (Drop down here with ratings 1-5 and N/O) |
| **10. Analyzes, formulates, and/or influences social policies (2.1.8; PO 8)** | o Articulates how local, national and international policies impact the population and organization  
  o Articulates the relationships between social problems, social policies, and social work practice  
  o Formulates policy changes to enhance services  
  o Influences policies in collaboration with clients, colleagues, and/or other community organizations | (Drop down here with ratings 1-5 and N/O) |
| **11. Understands the organizational and community context of practice and seeks change as needed (2.1.9; PO 12)** | o Articulates the organization’s mission, structure, funding sources, and programs  
  o Identifies how the organizational and community context impact practice.  
  o Identifies potential changes to improve the quality of services and proposes a plan to facilitate change  
  o Provides leadership and/or collaboration in organizational and community change | (Drop down here with ratings 1-5 and N/O) |
| **12. Applies knowledge and skills of generalist orientation: Engagement (2.1.10a; PO 3, 6)** | o Understands and applies the strengths, ecological systems, and empowerment perspectives  
  o Listens and communicates with warmth, genuineness and empathy; attending to nonverbal communication  
  o Successfully begins interviews or groups and mutually establishes the purpose and focus of the work  
  o Facilitates client systems elaborating their perspectives, utilizing client language and pace. | (Drop down here with ratings 1-5 and N/O) |
| **13. Applies knowledge and skills of generalist orientation: Assessment (2.1.10b; PO 3, 6)** | o Collects and organizes client system data  
  o Develops an assessment taking into account individual, familial, and environmental factors  
  o Identifies gaps between client system needs and available resources  
  o Understands the stages of change and assesses motivation and barriers to change. | (Drop down here with ratings 1-5 and N/O) |
<table>
<thead>
<tr>
<th></th>
<th>Student's Self-Evaluation</th>
<th>Field Instructor's Evaluation</th>
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<tbody>
<tr>
<td><strong>14.</strong> Applies knowledge and skills of generalist orientation: Contracting and Planning (2.1.10a,b; PO 3, 6)</td>
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<tr>
<td></td>
<td>In collaboration with the client analyzes the problem, potential outcomes and differential interventions</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>Identifies and analyzes empirically based interventions within the client, community, and organizational context.</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>Collaboratively identifies appropriate interventions, including goals and objectives.</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td><strong>15.</strong> Applies knowledge and skills of generalist orientation: Intervention (2.1.10.c; PO 3, 6)</td>
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<td></td>
<td>Demonstrates understanding of factors that impede or promote change</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<tr>
<td></td>
<td>Initiates action to achieve client goals</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>Uses different intervention strategies with individuals, families, groups, and communities</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>Utilizes a variety of social work practice roles (e.g. case manager, advocate, planner, counselor, and broker of services).</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td><strong>16.</strong> Applies knowledge and skills of generalist orientation: Evaluation and Endings (2.1.10 c, d; PO 3, 6)</td>
<td></td>
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<td></td>
<td>Evaluates progress toward goals and objectives</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
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<td></td>
<td>Analyzes effectiveness of interventions</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
<tr>
<td></td>
<td>Facilitates transitions and endings</td>
<td>(Drop down here with ratings 1-5 and N/O)</td>
</tr>
</tbody>
</table>
### Open Ended Evaluation Questions: Items #1 – 3 are required

1. **What are this student’s strengths?**
   - **Student Response**
   - **Field Instructor Response**

2. **Discuss any concerns you have about the student moving forward to the next level of practice and/or the agency’s capacity to meet the student’s needs**
   - **Student Response**
   - **Field Instructor Response**

3. **What is your assessment of the student’s capacity to continue their professional development, identifying the current focus of learning?**
   - **Student Response**
   - **Field Instructor Response**

4. **Provide any additional evaluative comments to justify your grade recommendations (optional).**
   - **Student Response**
   - **Field Instructor Response**

**Required for:**
- (1) A grade of “No Pass”
- (2) Any competency ratings that fall below the 3—“achievement of competence in progress”

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**Comments**

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**Task Instructor Comments (if applicable)**

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**Field Instructor Comments (Required for a recommended grade of No Pass)**

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**Faculty Advisor-Liaison Comments (Required for a grade of No Pass)**

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**The Details**

<table>
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<th>The Details</th>
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<tbody>
<tr>
<td>Total Hours Completed This Term</td>
<td></td>
</tr>
<tr>
<td>Grade Recommended by Field Instructor</td>
<td>Pass  No Pass</td>
</tr>
<tr>
<td>Field Instructor Electronic Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Student Electronic Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Grade Determined by Faculty Advisor-Liaison</td>
<td>Pass  No Pass</td>
</tr>
<tr>
<td>Faculty Advisor-Liaison Electronic Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>
This document was created using the following reference documents: PSU SSW Foundation Objective, BYU BSW Evaluation of Field, PSU Foundation Year Assessment Tool, Wilson’s List of Twenty Professional/Personal Characteristics, Charlotte Towle, (1954) The learner in education for the profession as seen in education for social work, Wilson and Moore (1989), CSWE Commission on Accreditation, “Suggestions on Educational Program Assessment and Continuous Improvement”, David Schantz, PhD, University of Montana Dept. of Social Work BSW Performance Evaluation, Bogo, et. al “Toward New Approaches for Evaluating Student Field Performance: Tapping the implicit criteria used by experienced field instructors.”, From Drucker’s The Effective Executive, PSU Generalist Year Learning Agreement
# 2010 - 2011 SSW Field Instructor Trainings

## Fall 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday Sept 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1:45pm</td>
<td>ASRC 650</td>
<td><strong>Supervisory Beginnings</strong> Focusing of the skills for beginning a supervisory relationship including attention to the tensions between the facilitative and evaluative relationship, and the professional gate keeping function of the field instructor role</td>
<td>Susie Snyder, MSW, LCSW Asst. Professor, PSU SSW</td>
</tr>
<tr>
<td>Friday October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>9am – 12pm</td>
<td>ASRC 650</td>
<td><strong>Group Supervision I</strong> This is an introductory training to the skills of group supervision</td>
<td>Matt Modrcin, PhD, LCSW Assoc. Professor, PSU SSW</td>
</tr>
<tr>
<td>Friday Oct. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9am – 12pm</td>
<td>ASRC 650</td>
<td><strong>Relational and Developmental Models of Supervision</strong> Focusing on learning styles, attachment styles, and different developmental needs of students and field instructors</td>
<td>Sarah Bradley, MSW, LCSW Asst. Dir of Field, PSU SSW</td>
</tr>
<tr>
<td>Wednesday Nov. 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10 – 11:30am</td>
<td>ASRC 622</td>
<td><strong>Group Supervision – Field Instructor Consultation Group</strong> Ongoing group supervision consultation for field instructors who have signed up for series Wednesday Nov. 3, 2010; Thursday Jan. 20, 2011; and Wednesday April 6, 2011</td>
<td>Matt Modrcin, PhD, LCSW Assoc. Professor, PSU SSW</td>
</tr>
<tr>
<td>Friday Nov. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12-1:30pm</td>
<td>ASRC 650</td>
<td><strong>Supervision Consultation Group</strong> Training will provide a small group format to discuss supervision. The focus will be on supporting the development of supervision skills, providing a forum to discuss challenges, connect with other field instructors and clinical faculty</td>
<td>Susie Snyder, MSW, LCSW Asst. Professor, PSU SSW</td>
</tr>
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</table>

RSVP for all trainings to Jessica Slothower, jaslot@pdx.edu
# 2010 - 2011 SSW Field Instructor Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Instructor</th>
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</table>
| Friday Jan. 14<sup>th</sup> | 9am – 12pm     | ASRC 650     | Integrating Theory and Practice  
Focusing on how to assist students to integrate theory and practice  
Provides a framework for case discussion that facilitates a dialogue around the integration of social work knowledge with student practice | Sarah Bradley, MSW, LCSW  
Asst. Dir of Field, PSU SSW |
| Thursday Jan. 20<sup>th</sup> | 10 – 11:30am   | ASRC 622     | Group Supervision – Field Instructor Consultation Group  
Ongoing group supervision consultation for field instructors who have signed up for series  
Wednesday Nov. 3, 2010; Thursday Jan. 20, 2011; and Wednesday April 6, 2011 | Matt Modrcin, PhD, LCSW  
Assoc. Professor, PSU SSW |
| TBD        |               |              | Anti-oppressive Practice  
Focusing on understand the mechanisms of oppression that operate in our communities and identifying practices to address oppression | Ann Curry-Stevens, PhD  
Asst. Professor, PSU SSW |
| Friday Feb. 11<sup>th</sup>  | 12-1:30pm      | ASRC 650     | Supervision Consultation Group  
Training will provide a small group format to discuss field supervision. The focus will be on supporting the development of supervision skills, providing a forum to discuss challenges, connect with other field instructors and clinical faculty | Susie Snyder, MSW, LCSW  
Asst. Professor, PSU SSW |
| Feb 18<sup>th</sup> or 25<sup>th</sup> | 9am – 12pm     | ASRC 650     | Group Supervision II  
This is a follow up to the Group Supervision I training and is geared toward supporting field instructors who are providing or planning on providing group supervision | Matt Modrcin, PhD, LCSW  
Assoc. Professor, PSU SSW |

RSVP for all trainings to Jessica Slothower, jaslot@pdx.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
<th>Instructor</th>
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</table>
| Friday April 1<sup>st</sup> | 9am – 12pm    | ASRC 650 | **Ethics, Endings, and Evaluation**  
Focusing on the endings and evaluation process including attention to the ethics of student-field placement endings                                                                                     | Susie Snyder, MSW, LCSW Asst. Professor, PSU SSW |
| Wednesday April 6<sup>th</sup> | 9am – 12pm    | ASRC 622 | **Group Supervision – Field Instructor Consultation Group**  
Ongoing group supervision consultation for field instructors who have signed up for series                                                                                                               | Matt Modrcin, PhD, LCSW Assoc. Professor, PSU SSW |
| Friday April 8<sup>th</sup>   | 12-1:30pm     | ASRC 650 | **Supervision Consultation Group**  
Training will provide a small group format to discuss supervision and field instruction. The focus will be on supporting the development of supervision skills, providing a forum to discuss challenges, connect with other field instructors and clinical faculty | Susie Snyder, MSW, LCSW Asst. Professor, PSU SSW |
| Wednesday May 4<sup>th</sup>  | 9am – 12pm    | ASRC 622 | **Group Supervision – Field Instructor Consultation Group**  
One time small group consultation for field instructors interested in ongoing discussion and training in group supervision. This will build on the content provided in the earlier large group supervision trainings | Matt Modrcin, PhD, LCSW Assoc. Professor, PSU SSW |

RSVP for all trainings to Jessica Slothower, jaslot@pdx.edu
Introduction to Social Work

BSW Program Statement

This is one of the first two core classes required in the BSW program. This course introduces the student to the profession of social work and field of social welfare through a historical lens. This is considered a ‘gatekeeping’ course in that it is required and provides the student with the foundational language, principles of social work and introduces the student to the BSW program. It will include introduction and overview of the knowledge, values, and skills of becoming a generalist professional social worker.

Course Description

This is an introduction to the profession and practice of social work. This course assists students to clarify decisions concerning selection of social work as a profession and relates beginning social science theory to the profession. Particular attention will be given to the social dynamics of poverty and also to the development of cultural awareness for social workers.

Learning Objectives

1) Students will demonstrate an introductory knowledge of the profession of social work including (P.O. 2, 5).
   a) Definition of social work
   b) History and development of social work as a profession
   c) Education, training, and employment prospects in social work
   d) Core skills that social workers utilize
   e) Fields of social work Practice
   f) Values and Ethics in Social Work
2) Students will demonstrate familiarity with the populations, settings, and social problems addressed by the social work profession (P.O. 3).
3) Students will understand the social dynamics of poverty (P.O. 4).
4) Students will understand the role of cultural competence in social work practice (P.O. 3).

Students with (Dis)abilities

PSU and the School of Social Work are committed to providing accommodation for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic
accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 503-725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Resource Center in Cramer Hall can provide assistance with writing skills (CH188F; 503-725-3570; writingcenter@pdx.edu)

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations (including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability, size, and sexual orientation) will be represented in class readings and discussions. *In this class students will develop an agreement about how to have an open and respectful discussion of these topics and how to address any classroom dynamics that oppress individuals or groups. Students participating in this class will be expected to abide by this agreement.*

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate prior work into a course assignment you must have the prior approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines which may be found on the PSU and SSW websites.

**Access to instructor**

Sam Gioia  
(503) 725-8470  
gioia@pdx.edu  
Office hours: Monday-Thursday 12:30 to 2:00.

Please notify instructor of extraordinary circumstances which interfere with your participation in this class so that various recourses can be explored. If such circumstances are not discussed with the instructor the student assumes responsibility for full and timely completion of all class requirements.
Electronic Devices

Please convert cell phones to ‘silent mode’ and refrain from any usage (including texting) during class. Computers may be used for classroom related discussions only.

References

References for employment, graduate study, etc may be provided by the instructor for students whose classroom participation and assignments reflect demonstrate strong aptitude. Students requesting a reference must provide copies of all written work for the course. Please save copies of your assignments.

Evaluation

Class Attendance: 15 pts.
Two points will be deducted for each absence after the second occurrence.
Exceptions will be allowed for communicable illness
Two late arrivals or early departures count as one absence
Up to 2 absences may be erased by attending diversity film sessions sponsored by social work student organization

Precis: 15 pts.
9 Precis: 15 points
7-8 Precis: 10 points
6 Precis: 5 points

Group Presentation: 10 pts. (graded individually according to rubric)
Take-Home Exams (2): 60 pts. (graded according to rubric)

Required Texts and Readings


Course Schedule (Topics and Assigned Readings)

Sept. 29:
Course Introduction; My Journey as a Professional Social Worker (SG)

Oct. 1:
Student Agreement on Inclusive and Anti-Oppressive Classroom Environment;
Attitudes About People Living With Poverty
Video: "Waging a Living"
READ: Shipler: Preface, Introduction, Ch. 1-2;

Oct. 6:
The Roots of Social Work; Key Definitions for Cultural Competence
READ: Morales and Sheafor Preface, Ch. 1-2;
DUE: Precis M & S, Ch. 2

Oct. 8:
What About 'Workfare'?  
Video: "A Day's Work, A Day's Pay"
READ: Shipler, Ch. 3-4

Oct. 13:
What is Social Work?; The Eco-Systems Approach
READ: Morales & Shaefor, Ch.3; M & S p. 250-254
DUE: Precis, M & S Ch.3

Oct. 15:
Understanding Migrant Populations
Shipler Ch. 6, 7, and 8
Video: “The Oregon Story: Agricultural Workers”

Oct. 20:
The Professionalization of Social Work
READ: Morales and Sheafor Ch.4
DUE: Precis, M & S Ch.4

Oct. 22:
Social Work in Rural Communities
VIDEO: “Clearcut: The Story of Philomath, Oregon”
READ: Shipler 9, 10, 11, and Epilogue

Oct. 27:
Becoming a Social Worker
Group Presentations: Ch. 13 (Social Work with Military Veterans); Ch. 15 (Social Work as a Global Profession)
READ: Morales and Sheafor Ch. 5
DUE: Precis, M & S Ch. 5

Oct. 29:
Exam I Distributed; Misunderstanding the Hmong
READ: Fadiman, Preface, Ch. 1, 2, and 3
Group Presentations: Ch. 22 (Social Work with Asian-American Communities); Ch. 18 (Social Work with Children and Youth)

Nov. 3:
What Social Workers Do
Group Presentation: Ch. 20 (Social Work With People With Disabilities)
READ: Morales and Sheafor, p. 288-293, Ch. 6
DUE: Precis, M & S Ch. 6

Nov. 5:
Understanding Refugee Populations
Group Presentation: Ch. 14 (Social Work with Immigrant and Refugee Communities)
READ: Fadiman, Ch. 4 & 5
VIDEO: “Rain in a Dry Land” pt. I
DUE: Exam I

Nov. 10:
Understanding Refugee Populations II
VIDEO: “Rain in a Dry Land” pt. II
READ: Fadiman Ch. 6 & 7

Nov. 12:
How Social Workers Are Employed
Group Presentation: Ch. 17 (Social Work with Sexual Minorities)
  Ch. 16 (Social Work With Women)
READ: Morales and Sheafor Ch.7
DUE: Exam #1; Precis, M & S Ch. 7

Nov. 17:
Social Work: An Ethical Profession
Group Presentations: Ch. 19 (Social Work With Older Adults)
  Ch. 10 (Spirituality in a Secular Profession)
READ: Morales and Sheafor Ch. 8; Fadiman Ch. 6-9
DUE: Precis, M & S Ch. 8; and Precis Ch. 11 or 12

Nov. 19:
Traditional and Contemporary Cultures; Distribute Exam II
Group Presentations: Ch. 21 (Social Work With American Muslims)
Audio: “Who Speaks for Islam?”
READ: Fadiman, Ch. 12, 13, and 14

Nov. 24:
What Social Workers Know
Comparative Attitudes Towards Cultural Diversity; Distribute Exam Questions
Group Presentation: Ch. 25 (Social Work With African-Americans)
READ: Morales and Sheafor Ch. 9; Fadiman, Ch. 15, 16, 17
DUE: Precis, M & S Ch. 9

Nov. 26:
HAPPY THANKSGIVING! CLASSES CANCELLED
Dec. 1:
Social Work: Not Just Solving Problems;
Group Presentations: Ch. 23 (Social Work With Indigenous Populations)
Ch. 24 (Social Work With Mexican-Americans)
READ: Morales and Sheafor Ch. 11
DUE: Precis, M & S Ch. 11

Dec. 3:
Wrap-up of Fadiman; Course Evaluation
READ: Fadiman, Ch. 18-19
DUE: Exam II

PRECIS FORMAT:
(1 page maximum)

Name: 
Date:
Chapter and Title:

Summary (6-8 main points in the reading):

One Important Quote:

Why I Chose This Quote:

Personal Response (Areas of agreement/disagreement/insights):

Questions/Issues I Would Like to Further Explore:
CATALOGUE DESCRIPTION
This course is the agency-based internship where students apply social work knowledge to generalist practice interventions. Students are supervised in community agencies by qualified field instructors. Community based learning is enhanced through a seminar that assists students to integrate theoretical learning with practical application and develop a generalist social work professional identity.

COURSE DESCRIPTION
This course is a 9-month field practicum and concurrent integrative field seminar where students apply social work knowledge of generalist social work practice in agency based field placements. The 15-hour per week, 3-term field practicum is supervised by a qualified field instructor a minimum of one hour per week. The concurrent 1-hour a week field seminar facilitates the students’ integration of core generalist social work practice knowledge with their agency experience through dialogue, writing, and presentations. This course is a core component of the BSW curriculum, allowing students to apply knowledge gained in the core HBSE, research, policy, and generalist practice courses in real world social work practice settings.

LEARNING OBJECTIVES
This course prepares students to:
1. Apply and evaluate generalist social work practice skills (POj. 1, 6, 7, &10)
2. Apply ethically based social work practice skills and address ethical dilemmas (POj. 2)
3. Apply and evaluate anti-oppressive practices on the micro, mezzo and macro level (POj. 3 & 4)
4. Identify, critically analyze, and apply empirically based practice (POj. 9)
5. Understand the impact of agency and community context on practice (POj. 8 & 12)
6. Apply strategies for organizational and community change (POj. 8 & 12)
7. Develop self awareness and critically evaluate their practice (POj. 9)
8. Use social work supervision and consultation (POj. 11)

STUDENTS WITH (DIS)ABILITIES
PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes, their field placement and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class and/or the field placement.

POPULATIONS AT RISK
Readings, lectures, class discussions, assignments and placements include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences.
because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings, discussions and in practice settings.

**ACADEMIC HONESTY AND INTEGRITY AND CONFIDENTIALITY**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online. If you are in doubt regarding these requirements, please consult with the instructor ahead of time.

It is expected that all case material discussed in your papers will be disguised and comply with the NASW Code of Ethics and agency policy around confidentiality. Your work will be treated as private, unless there is concern about academic honesty, your professional progress, and/or client safety; at which time I may retain a copy of your work and/or share it with others who may need to be involved.

**SEMINAR INSTRUCTOR**

**INSTRUCTIONAL METHODS**

The field placement is an agency-based experience applying generalist social work practice skills and knowledge. The field placement utilizes field based learning and on site supervision to teach core social work practice competencies. The field seminar is a classroom-based experience that blends large and small group discussion of social work practice principles. The aim of the seminar is to build a collaborative learning community where students can explore together the roles, skills and professional selves utilized by social workers. To do this we need commitment from each member to do the readings, attend class, treat colleagues with respect, maintain confidentiality, and give voice to our struggles and questions.

**ANTI-OPPRESSIVE PRACTICE**

The School of Social Work is committed to anti-oppressive practices and to promoting dialogue about the impact of power, privilege and oppression on the lives of our clients as well as within the profession. This includes an understanding that because of our multiple social identities and the hidden impacts of our own socialization processes these dynamics unconsciously play themselves out not only with clients, but also within the classroom. In order to learn to fight for social justice and address oppression in the community we need to learn ways to address these dynamics as they arise in the classroom. To this end, it is expected that all members of this class understand the dynamics of oppression, are open to identifying ways in which they unknowingly contribute to it, and are willing to listen to feedback from others and engage in open and honest dialogue. This is hard work, but only through practicing this in the classroom can we truly learn how to do it in the community.
FIELD PLACEMENT AND SEMINAR ASSIGNMENTS

Field Educational Plan (Learning Objectives 1, 2, 3, 4, 5, 6)
Field placement schedule and assignments/activities will be individually negotiated between the student and the field instructor, in consultation with the faculty liaison, and outlined in the student’s Field Educational Plan. The Field Educational Plan outlines activities that support the student’s development of the core social work competencies. An initial draft of the Field Educational Plan is to be completed online by the 5th week of the first term and updated every term. See Field Handbook for more detailed information on this process.

Evaluation of Student Learning (Learning Objectives 1, 2, 3, 4, 5, 6, 7, & 8)
Students and field instructors evaluate students on 16 Generalist Practice competencies each term, using the web based Evaluation of Student Learning. See Field Handbook for more detailed information on this process.

Field Placement Supervision (Learning Objective 8)
Students are expected to prepare for and attend weekly field placement supervision with their field instructor. Students will complete the Personal Assessment - Generalist (fall term); Draft Field Educational Plan (fall term); and Supervisory Log and Reflection (each term)

Faculty Field Liaison Visit (Learning Objectives 7, 8)
Faculty field liaisons will make one visit per term to meet with the student and field instructor. Students are to prepare for the visit by identifying successes, challenges and future learning goals.

Critical Case Reflections (CCR) (Learning Objectives 1, 7)
Students will complete 2 CCR’s winter and spring terms. Critical case reflections (CCR) are intended to help students develop critical thinking and evaluation of practice skills while integrating generalist practice knowledge and skills from the classroom and their field placement. All CCR’s reflect the development of competencies in the area of critical thinking and self reflection (LO 7) and engagement, intervention, and endings (LO 1)

ATTENDANCE
Field Placement - Students are expected to be at their field placement 15 hours per week throughout the three terms, specific schedules are individually negotiated between the student, field agency and field instructor.

Field Seminar - Students are expected to attend all 10 hours of field seminar per term. The success of this seminar is based on a commitment by everyone to be on time and participate, thus it is important that students arrive prior to the noted start time. Class will begin promptly and attendance will be taken at 15 minutes after the noted start time. If you are not seated in the classroom by that time you will be counted as absent. Field Seminar hours are to be included on the Field Placement Time Sheet.

Field Placement Time Sheet
Students are expected to accurately track field placement and seminar hours on the student web center time sheet. Students cannot pass the course if they have less than 167 field hours per term.
(placement and seminar). Plans for making up missing field hours are to be discussed with the field instructor and faculty liaison prior to the end of the term.

**EVALUATION**
This course is pass – no pass and students must pass both the field placement and the seminar in order to pass the course. The grade will be determined as follows:

1. The student’s performance in the **field placement** will be evaluated by the field instructor using the Generalist Practice Evaluation of Student Learning, which can be accessed on the student web center. The Evaluation of Student Learning evaluates the student’s development of core generalist practice social work competencies. The field instructor recommends a grade to the faculty liaison and field seminar instructor. The Field Handbook has more detailed information on this process.

2. The student’s performance in the **field seminar** is based on the completion and evaluation of the assignments as well as class attendance. There are a total of 100 points for the seminar, allocated based on each terms assignments. **Students must receive at least 80 points to pass the seminar.** Specifics about the assignments are included in a separate document.

   - Critical Case Reflections (winter, spring)
   - Personal Assessment (fall)
   - Supervisory Log and Reflection (fall, winter, spring)
   - Draft Field Educational Plan (fall)
   - Evaluation of Student Learning (fall, winter, spring)
   - Seminar Attendance (50 points – 5 points per class)

3. The field seminar instructor will be responsible for submitting the final grade, passing only students who have passed both the field practicum as well as the seminar. Grade disputes between the faculty liaison, the field instructor and/or the field seminar instructor will be taken to the BSW Program Committee for final determination.

Please see the policy on **incompletes** in the BSW Student Handbook and Field Handbook before requesting an incomplete. Unless otherwise agreed to by the agency field instructor and the faculty liaison, incompletes in field must be completed by the second week of the subsequent term in order to continue in the field placement and seminar.

**REQUIRED TEXT:**
Generalist Practice Text
*BSW Student Handbook 2009-10 (online)*
*SSW Field Handbook (online)*

Other required readings per seminar instructor or agency field instructor
TOPICAL OUTLINE

1. Generalist practice perspectives, theories, models, and skills (Fall, Winter, Spring)
2. Evaluation of self and practice (Fall, Winter, Spring)
3. Merging the personal and the professional (Fall, Winter, Spring)
4. Orientation to field (Fall)
5. Developing an educational plan (Fall)
6. Social work values and ethics in field (Fall, Winter, Spring)
7. Social work supervision (Fall, Winter, Spring)
8. Organizational context of practice (Fall, Winter, Spring)
9. Community context of practice (Fall, Winter, Spring)
10. Anti-oppression lens for analyzing policies and practices (Fall, Winter, Spring)
11. Identifying and critically examining empirically based practices (Spring)
12. Self Care (Fall, Spring)
13. Preparing for social work practice and employment (Spring)
BSW Program Statement

This course is one of two courses in the social welfare policy sequence. This course expands the theoretical knowledge in the social justice in social work arena with the overall aim toward macro level change strategies from a social policy perspective.

Course Description

A hallmark characteristic of generalist social work is the process of analyzing, developing and formulating social policies which impact at-risk and vulnerable populations. The role of social workers is to engage in social and political activity to promote equal access for clients and communities to resources, employment, services, and opportunities to meet basic human needs. Special focus in this class is paid to social welfare policies and programs designed to alleviate poverty and promote social and economic justice. As a requirement outlined in the Council of Social Work Education standards, this course is devoted to enhancing students’ understanding of forms and mechanisms of oppression and to employ strategies of advocacy and social change. An important goal is to provide a framework for policy practice to enable students to integrate advocacy into generalist social work practice.

Course Objectives

Upon completion of the SW 410 Policy/Practice course, students will be able to:

1. Demonstrate knowledge and skills that facilitates the connection of policy to the "change agent" role of the social worker (P.O. 4).
2. Demonstrate an awareness and understanding of values and ethics that underlie social welfare policies and the social work profession (P.O. 2).
3. Understand political policy development at the various governmental, agency, and community levels (P.O. 8).
4. Use a systems approach to understand the development of social work policies and practices (P.O. 7).
5. Understand how forms of oppression impact the social policy arena (P.O. 4).
6. Use a framework for analyzing social welfare policies and programs impacting generalist social workers and the client system (P.O. 8).
**Students with (Dis)abilities**

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**Populations at Risk**

Readings, lectures and class discussions and assignments include content on populations at risk, including racial, ethnic and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantages and its consequences because of pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current online BSW Program Handbook and adhere to the NASW Code of Ethics as a professional social worker.

**Access to Instructor**

Rebecca Yazzie, MSW, LCSW  
Office Hours: Tuesdays, 8:00AM-10:00AM or by appointment  
Phone Contact: Cell (602) 402-3936  
E-mail: PSU: rebecca.yazzie@pdx.edu; work: Rebecca.Yazzie@state.or.us  
(best to set up contact for instructor with both addresses)
**Instructional Methods**

A variety of teaching methods will be used in this course. Class lectures will be a combination of guest speakers and instructor led discussion. The use of Blackboard is a chosen method in this course for students and instructor to check for understanding of content covered in the assigned readings and class lectures and activities. Often, internet resources will be referred to as supplemental resources so access to online resources is essential for students. Short media clips and/or videos may be used. Small group discussion may be used when appropriate.

**Attendance and Participation**

Class attendance is very important for any undergraduate student but is especially important for BSW students wishing to gain specific knowledge in the policy and practice arena. Attendance and participation are considered very important and will be incorporated into the final course grade. Attendance and participation will be documented throughout the course. A total of 50 points is allocated for attendance, with each class period earning a total of 5 points.

**Required Texts and Readings**

**Text:**

**Additional Readings:**


**Supplemental Readings-(optional)** these short books are good resources for students interested in learning more about policy and practice. They may serve as future references for classes covering social welfare policy or policy analysis content.


Internet Resources

Students may wish to explore these websites for further reference.

Social Work relevant resource links for various areas (i.e. policy and practice, generalist practice, theory, etc.)
http://www.lyceumbooks.com/LyceumLinks.htm

National Association of Social Workers- relevant information on professional Code of Ethics, policy, and advocacy information
http://www.naswdc.org/

NASW Oregon website
http://nasworegon.org/

Social Workers Speak
http://www.socialworkersspeak.org/

The Campbell Collaboration- access to systematic reviews of social work interventions (as well as education and criminal justice)
http://www.campbellcollaboration.org

Assignments/Evaluation Criteria

Total Course Points = 200

Attendance
See the above description of attendance requirements

50 points

Blackboard Reading Reflections
Students will be required to read assigned readings and post a 3-5 paragraph reflection on the Blackboard course website page. The reflections should include references to the readings and offer personal reflections on the content of the reading and applications to generalist social work practice. Each reflection is worth 5 points (total of 6 reading reflections due-reflections are on the previous weeks reading).

30 points

Midterm Quiz
A short midterm quiz will be given to students at the sixth week of the quarter. The format of the quiz will be multiple choices and will cover class content leading up to the mid-term.

40 points

Policy and Practice Activity
Students will complete a policy and practice activity that will be used to guide the completion of the final short paper. The policy and practice activity must be one of the following activity suggestions (unless approved by the instructor). This activity will demonstrate the students’
application of policy awareness in generalist social work practice. See further information on the following page.

**Final Short Paper**

Students will write a short paper (8-10 pgs) outlining a plan of action to address a social welfare issue. The paper must include information on the social issue, current policies/legislation addressing the social issue, and what the student’s plan is for influencing their proposed policy change. The paper must include an analysis of what social work values underlie the policy and a discussion of the impact the proposed policy/legislation has on vulnerable populations. The paper must include anti-oppression principles, theory, and references for macro change activities.

**Policy Practice Activity** Students can choose one of the following four activities regarding policies of interest that impact clients and communities. More information regarding the activities will be given in class.

1. Complete a cost benefit analysis comparing two or more policy alternatives
2. Develop a design or formal proposal for one or more specific policy/program options
3. Prepare public testimony for a prospective legislative or budget hearings
4. Contact legislative or bureaucratic decision makers to explain/advocate for a policy

**Internet Resources for current policy/social issues**

http://aipdx.org/  
Amnesty International-Portland  
http://www.aocdo.org/index.cfm  
Association of Oregon Community Development Organizations

http://www.oregonddcoalition.org/  
Oregon Developmental Disorders Coalition  
http://www.asksaal.org/index.html  
Self-Advocates as Leaders

http://www.basicrights.org/  
Basic Rights of Oregon  
http://www.orstudents.org/osa/info/C4/  
Oregon Student Association

http://factoregon.org/index.php/facthome/  
FACT Oregon, Family and Community Together
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<tr>
<th>Date</th>
<th>Topic and Readings Assigned</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and review of syllabus Policy and Practice in Social Work-What is it all about?</td>
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<td><em>Figueira-McDonough Ch 1</em></td>
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<td>Week 2</td>
<td>Social Workers and Policy Practice con’t</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 2</em></td>
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<td><em>Figueira-McDonough Article</em></td>
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<td>Week 3</td>
<td>Distributive Justice Promoting Social Justice? Impact of Policy</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 3</em></td>
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<td><em>Hollingsworth Article</em></td>
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<td>Week 4</td>
<td>Oppression and Marginalized Groups</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 9&amp;10</em></td>
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<td><em>Bloom Article</em></td>
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<td>Week 5</td>
<td>Current Social Welfare Policies</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 11</em></td>
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<td>Week 6</td>
<td>Mid-term quiz (beginning of class)</td>
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<td><em>McNutt Article</em></td>
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<td><em>Roff Article</em></td>
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<td>Week 7</td>
<td>Current Social Welfare Policies (con’t)</td>
<td><em>Policy and Practice Activity</em></td>
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<td><em>Figueira-McDonough Ch 12&amp;13</em></td>
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<td>Week 8</td>
<td>The Welfare State and the Three Pillars of Welfare</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 14&amp;15</em></td>
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<td><em>Matheson Article</em></td>
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<td>Week 9</td>
<td>Identifying Sources of Injustice Framework for Policy Practice</td>
<td><em>Blackboard Reflection</em></td>
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<td><em>Figueira-McDonough Ch 16</em></td>
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<td>Week 10</td>
<td>Influencing Policy Change</td>
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<td><em>Figueira-McDonough Ch 17</em></td>
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<td>Week 11</td>
<td>Course Evaluations Course Wrap up</td>
<td><em>Short Paper</em></td>
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If you have any questions or concerns about any of the assignments, please contact the instructor.
Generalist Social Work Practice I

BSW Program Statement

This course is one of the three core generalist practice courses required in the BSW Program. This is considered part of the Practice domain of the social work curriculum.

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice – individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The first term of the Generalist Practice sequence is focused on the student at the beginning phases of field placement. The role of the social worker is examined at the five levels of social work practice with emphasis on communication skills, professional use of self and supervision. Values and ethics of the profession are analyzed in the context of the agency’s role in the change process. The use of task and treatment groups in the field setting is explored. The diverse definitions of problems and the impact of multiple variables on service delivery are explored in relation to generalist practice.

Course Objectives

1. Understand and apply the multiple roles of the generalist social worker across five levels of practice: individual, family, group, organization, and community (P.O. 1).
2. Understand the stages of social work practice- engagement, assessment, goal setting, contracting, intervention, evaluation (P.O. 6, 9).
3. Understand, apply and analyze social work values and ethics (P.O. 2).
4. Understand and apply systems theory, and ecosystems, strengths and empowerment perspectives (P.O. 7).
5. Understand how individual, family, community and organizational factors influence the definition of the problem (P.O. 5,6).
6. Understand the nature of task and treatment groups (P.O. 6).
7. Develop skills for building social work relationships with diverse populations across the five levels of practice with an emphasis on the professional use of self and supervision (P.O. 3, 4, 10, 11).
8. Understand how organizational purposes, policies, practices and resources impact service delivery (P.O. 8).

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**Access to Instructor**

Mandy Davis, LCSW  
Email: madavis@pdx.edu  
Phone: 503-725-9636  
Office Hours: By Appointment M-W and Friday

My contact information is on the first page of this syllabus. We can arrange to meet after class or by appointment on Tuesdays, Wednesdays, Fridays. It is difficult to meet during breaks but we can use this time to schedule appointments. My office is located in the Regional Research Institute located at 1600 SW 4th Avenue, Suite 900, Portland OR 97201. I encourage and look forward to meeting with you to discuss papers and class content.

**Required Readings/Texts:**

- Electronic articles/resources

**Instructional Methods**

This class blends lecture, discussion, videotapes, role-plays, papers, and presentations. My aim is for us to build a collaborative learning community. Within this community we will use large group, small group and individual dialogue to facilitate your learning. In this framework we can explore together the roles, skills and professional selves utilized by social workers. To do this we need commitment from each member to do the readings, attend class, treat colleagues with respect, maintain confidentiality, and give voice to our struggles and questions.

**Attendance**

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off your cell phones, not talking to another student(s) during lecture(s) or when a classmate is
speaking, and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

I expect you to be in class and stay for the entire class. This means being on time and not leaving early. I do not make judgments about what is a permissible reason to miss class. Please ask your colleagues for missed notes and/or handouts as you are responsible for course content when you are absent. If you miss a video, that material cannot be borrowed unless it is a video available through PSU’s library.

If you miss more than one class session or its equivalent, your grade may be lowered one full letter grade. If you miss two or more class sessions, you may not pass SW 430.

Absences due to inclement weather and campus closures will be handled on an individual basis.

**Evaluation**

The evaluation of your work in this course is a letter grade based upon the following:

- a. Blackboard discussions – 5%
- b. Organizational Context – 30%
- c. Tuning In – 40%
- d. Quizzes – 25%

Grades are based on multiple factors, and explanations of letter grades are explained in the student handbook. Please take some time to review the Student Conduct Code and the Academic Honesty and Integrity policies of the School of Social Work. If I have cause to believe that academic honesty is in question, I may retain a copy of the paper; share your paper with another faculty member and/or your advisor as part of the process of resolution. You cannot turn in the same paper to two different courses. You need to read in order to write and then integrate the material, whether from books, journals, or the internet, into your own words. It is plagiarism to lift sentences and paragraphs from websites just like it is plagiarism to use exact words from books and journals. It is important that you reference your work and use direct quotes sparingly. Do not jeopardize your degree by cutting corners and hoping that you can use others’ work that is not your own. Please keep in mind that I could ask to see any or all of your references and I often go to websites that you have utilized in your papers.

If a paper or assignment receives an unsatisfactory grade for any reason, a copy of the paper/exam may be retained.

A C or higher is required in this course to move into SW 431 and continue in field placement.

All written assignments are to be typed, double-spaced, with 1-inch margins and 12-point font, and following the American Psychological Association (APA) style for citations and references. You do not need to create a running head, an abstract or use 1 ½-inch margins.
Written assignments are graded based on both the content (thoroughness, clarity, completeness, depth, substantiation) and the style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style).

I expect that you will learn to use the American Psychological Association (APA) style for papers. You may want to check the latest edition of the American Psychological Association’s publication guidelines or this website: www.liu.edu/cwis/cwp/library/workshop/citapa.htm. I will give you feedback on its use over the year.

Assignments must be turned in on the date specified AND at the beginning of the class session. If the work comes to me after the class has started and this includes e-mail attachments, the paper will be considered late. Late papers are graded down 1/3 letter grade per day it is late or until a planned is approved. Sending your paper through an e-mail attachment must be arranged in advance. Otherwise, I expect hard copies of your work.

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. I do not give Incompletes for failing grades. If an incomplete is approved, it is your responsibility to complete the necessary paperwork in advance in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit. An incomplete in practice class can jeopardize enrollment in future classes.

Please note: Rewrites are sometimes an option, but only if the paper is graded at a C or lower, and a rewrite is negotiated. A rewrite grade can not be higher then a C. I do not generally read rough drafts and will not review a paper in order to assure a particular grade. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

Course content, class discussions, and assignments for this class rest on an assumption that human diversity is normative. This course and our profession require and expect critical thinking about, and sensitivity to, the impact of diversity (race, class, gender, sexual orientation, religion/faith, culture, ethnicity, physical and cognitive ability, and other considerations), both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.
Assignments

GENERALIST PRACTICE ASSIGNMENTS

I encourage you to discuss all assignments with your field instructor, especially as case material is incorporated into papers. When you discuss clients in your papers, always disguise names and identifying information. I am available to provide individual or group consultation on assignments.

ASSIGNMENT 1
Quizzes (25%)

You will have 5 quizzes throughout the term. They will be handed out at the beginning of class and you will be given 15 minutes to complete the quiz. If you are late to class you will not be given extra time to complete the quiz. The quiz with the lowest grade will be dropped. Quizzes will be based on readings and lectures and will be multiple choices, true and false or short answer.

ASSIGNMENT 2
Organizational Context (35%)
Due November 10

This assignment is focused on beginning to appreciate the impact of agency context on practice. This assignment will require meeting with your supervisor or an administrator ahead of time to get much of this information.

Maximum of 8 pages, follow formatting guidelines in the general course overview, and integrate readings using APA standards for citations, but a reference page is not required.

1. Data Collection (5pts)
   • How did you collect your data (interviews, files, etc).

2. Describe the organization (5pts)
   • Its history, mission, programs and services, public vs. private, problems addressed and social work role/s.

3. Agency Structure and Function (full sentences not needed, but I need to understand what you are saying) (20pts)
   • Revenue Sources – Cash and noncash
   • Clients served – demographics (get statistics), criteria for services, referral sources, demand vs. capacity
   • State and Federal regulatory bodies that impact the organization and how they impact it
• Professional associations, licensing boards, unions, accrediting bodies that impact the organization and how they impact it
• Organizational structure of the agency – formal and informal functioning, communications, decision making, power and control
• Staff composition – demographics (get statistics), roles, general relationships
• Personnel policies, procedures and practices – formal, informal

4. Diversity (5pts)
• Is there a plan to assure the agency meets the needs of diverse clients and provides culturally competent services and/or anti-oppressive practices – if so, what is it; if not, why?

5. Ethics (5pts)
• What ethical code or standards are used by your agency and why?
• How do staff know about the agency’s ethical standards and what processes are used to address ethical dilemmas? Do you think this is adequate, and why?

6. Logic Model (10pts)
• Include the organization’s logic model or create one if there is not one.

7. Evaluation (5pts)
• Has your organization ever been evaluated or do they have ongoing evaluation?
• If yes, how so, when, how were the results used and perceived?

8. Consumer Voice (5pts)
• Do consumers of services have a voice in program planning or evaluation?

9. Reflection (30)
In the short period of time that you have been there what are your observations about:
• Agency practices and processes reflecting a commitment to the strengths, empowerment, and anti-oppressive practices (Shulman, Baines, and lecture)

• How well does the agency achieve its goals in the way outlined in the logic model.
  o Include strengths and challenges (consider clients, employees and community).

• Supports and challenges for a social worker in this agency adhering to the NASW Code of Ethics
ASSIGNMENT 3
“Tuning In”
Due Dec. 1st (40%)

The goals for this assignment:

1. To learn beginning engagement and interviewing skills
2. To evaluate your skills in listening to and eliciting a person’s story by analyzing the content and process of the interchange between you and that individual.
3. To enhance your conscious awareness of internal and external factors that impact your empathic appreciation of the story.

To complete this assignment you will need to interview a person/group that is receiving or seeking services from your agency/placement. **It is important that you plan ahead and talk with your field advisor about this assignment.** You have two choices of types of consumers to interview:

- Choice A: interview a consumer who is accessing services from your agency.
- Choice B: interview a consumer who has already be accessing services from your agency.

Interviews do not need to last longer than an hour. You will need to prepare for the interview by thinking about how you will engage, tune-in, elicit information, and end the interview considering your client’s culture, your role and the intent of the assignment.

This paper is expected be about 8-10 pages, integrate the course readings using appropriate APA citations and a final reference page.

**Part I: Introduction (10)**
Begin with a brief summary of the individual. Identify the person (**no real names or identifying information**) – age, sex, gender, ethnic/cultural identification, and other pertinent biographical, family background, cultural information as was appropriate to solicit. If you did not feel it was appropriate to collect this type of information talk about this. If the client is seeking services, briefly identify what services they are seeking. If it is a current client briefly, identify what services they are receiving and for how long.

**Part II: Preparation Phase (30)**
Prior to an interview social workers affectively and cognitively prepare for the meeting. Shulman refers to the concept of “tuning in”, to yourself as well as your client. Below are some questions to prompt your preparation.

- What authority themes might be relevant?
- How might the client be feeling and how do you feel?
- How might cultural and/or social identity impact the meeting?
- How might your social location, power, and privilege in regard to race, class, gender, and etc impact the meeting?
- What knowledge do you have from other classes that are relevant to this client?
- What hypotheses/labels/assumptions/biases/stereotypes exist(ed)? Where do these come from and how did they impact your entering this relationship?
• What goals might the client have in regard to this meeting and how might they differ from your goals?
• How might the client’s previous experiences impact this meeting?

  A. Summarize what you knew about the individual ahead of time and what issues you tuned in to ahead of time.
  B. Critique your preparation for this meeting and how this preparation impacted the actual interview.

**Part III: Interview (60 pts)**

**Option #1 Client Seeking Services**
You are to conduct an initial interview of a client who is seeking services, inviting them to explain their perspective on their need. The goal of your interaction is to illicit information about their perspective and develop a working relationship using skills for helping “clients to manage their feelings” and for helping “clients to manage their problems” as discussed in Shulman Chapters 3 and 4. At this point in your professional development you are just beginning to use these skills or are able to identify missed opportunities to apply these skills. Below you are to analyze your use of these skills

1. **Skills for Helping Clients Manage Their Feelings** - Reaching inside of silences, putting clients feelings into words, displaying understanding of clients feelings, sharing workers feelings

   ▪ For this area identify 3 instances where you used, attempted to use, or should have used these skills, provide enough verbatim transcript (for each instance) to show the interaction, and for each instance answer the following questions:

   ▪ How successful were you in each instance, how do you know and what, if anything, would you do differently?

2. **Skills for Helping Clients Manage Their Problems** – Clarifying the worker’s purpose and role, reaching for client feedback, partializing client’s concerns, supporting client in taboo areas, dealing with issues of authority

   ▪ For this area identify 3 instances where you used, attempted to use, or should have used these skills, provide enough verbatim transcript (for each instance) to show the interaction, and for each instance answer the following questions:

   ▪ How successful were you in each instance, how do you know and what, if anything, would you do differently?

**Option #2 Client Receiving Services**
You are to conduct an interview with a current client, inviting them to talk about their experience receiving services. The goal is to illicit information about their perspective on the services they receive; identify areas of unmet need for the client or others in the community with similar
needs. Elicit their ideas on how to improve services. In the same manner as an initial client interview you are also going to be practicing the skills for helping “clients to manage their feelings” and for helping “clients to manage their problems”.

1. **Skills for Helping Clients Manage Their Feelings** - Reaching inside of silences, putting clients feelings into words, displaying understanding of clients’ feelings, sharing workers feelings

   - For this area identify 3 instances where you used, attempted to use, or should have used these skills, provide enough verbatim transcript (for each instance) to show the interaction, and for each instance answer the following questions:
     
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   - For this area identify 3 instances where you used, attempted to use, or should have used these skills, provide enough verbatim transcript (for each instance) to show the interaction, and for each instance answer the following questions:
     
     - How successful were you in each instance, how do you know and what, if anything, would you do differently?

**Part IV – Questions and Reflections (30 pts.)**

Reflect about your experience using these social work skills, using these questions:

1. How did your and your client’s life experience and cultural identifications impact the interview?
2. What were you comfortable with? What made you anxious?
3. How did power, privilege, oppression and/or difference impact this interaction?
4. What are your strengths and limitations as a social worker in the engagement phase of practice?
5. What new awareness/understanding about yourself emerged from this assignment (be specific) and what are the implications for you as a social worker?
# Course Outline (Topics and Assigned Readings)

<table>
<thead>
<tr>
<th>Class Date &amp; Assignments</th>
<th>Topics</th>
<th>Reading</th>
<th>Course/Prog Obj.</th>
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<tbody>
<tr>
<td>Week 1 Sept. 29</td>
<td>Overview of SWK Introductions Course Overview &amp; Expectations H1N1 Class communication, culture, support</td>
<td></td>
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<tr>
<td>Week 2 Oct 6</td>
<td>Ethics What are ethics? How are they defined? Their purpose. Ethical dilemmas.</td>
<td>Baines 1 Shulman 19 Rothman Introduction &amp; appendix</td>
<td>3/1,9</td>
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<tr>
<td>Week 3 Oct 13 Quiz1</td>
<td>Values What are values? How are defined? How are they shared? Personal – professional conflicts.</td>
<td>Rothman 1.6; 2.2; 3.6; 4.2; 5.2; 6.3 Hodge, D (2003) Value differences between social workers and members of the working and middle class. <em>Social Work, 48</em> (1). [electronic]</td>
<td>3/1,9</td>
</tr>
<tr>
<td>Week 5 Oct 27 Quiz 2</td>
<td>Theory, model, framework, practice Definition &amp; purpose Shulman interactional model Ecosystems Systems Empowerment Strengths &amp; Resilience Anti-oppressive practice</td>
<td>Shulman 1 &amp; 2</td>
<td>4/8</td>
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</table>
| Week 6 Nov 3 | **The change process** – different perspectives  
SWK roles in change across systems  
Listening Hearing & Understanding | Baines 3  
Shulman 3, 4 (74-85) | 1, 2, 7/3,2 |
| Week 7 Nov 10 | **What are problems?**  
How are they defined?  
Solutions?  
Models for talking about solutions & problems. | Shulman 1*  
Baines 4 | 5/3 |
| Week 8 Nov 17 | **Interactions with Individuals and families** | Shulman 3, 4 (74-85)*  
*Family Process, 42(1). [electronic]  
| Week 9 Nov 24 | **Interactions with groups** | Shulman 10 & 11 | 6, 7/3,2 |
| Week 10 Dec 1 | **Interactions with communities** | Shulman 16  
| Week 11 Dec 8 | **Endings and transitions** | | |
Generalist Social Work Practice II

BSW Program Statement

This is the second of the three core generalist practice courses in the BSW Program. This is considered part of the Practice domain of the social work curriculum.

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives, students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice – individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The second term of the Generalist Practice sequence is focused on the examination of theoretical approaches for assessment and intervention with individuals and families, research and theory for effective practices, skill development for intervention and evaluation of practice, community and organizational contexts of assessment and intervention, interdisciplinary collaboration and teamwork, and group leadership.

Course Objectives

1. Understand and apply the multiple roles of the generalist social worker with emphasis on individual, family and group levels of practice (P.O. 1, 6).
2. Understand the stages of social work practice and develop skills in assessment and intervention of practice with individuals, families and groups (P.O. 6).
3. Understand and apply social work values and ethics to work with individuals, families, and groups (P.O. 3).
4. Understand how social, political, and economic forces are linked with human diversity and the oppression of social groups and develop tools for challenging social and economic injustice on individual, family and group levels (P.O. 3, 4).
5. Understand the role of community and organizational context in assessment and intervention with individuals, families and groups (P.O. 6).
6. Understand the nature of task and treatment groups and the components of group leadership and skills in facilitating groups (P.O. 6).
7. Understand and apply social work practice theories and models for work with individuals and families, including an exploration of crisis theory, cognitive and behavioral theory, and family systems theory (P.O. 7).
8. Understand and apply the skills relevant to the ending and evaluation phase of social work practice with individuals, families and groups (P.O. 6, 10).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic and sexual minorities and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color an ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodations for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from DRC will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills. (Room 188F, 725-3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violation of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Anti-oppressive Practice**
The School of Social Work is committed to anti-oppressive practices and to promoting dialogue about the impact of power, privilege and oppression on the lives of our clients as well as within the profession. This includes an understanding that because of our multiple social identities and the hidden impacts of our own socialization processes these dynamics unconsciously play themselves out not only with clients, but within the classroom. In order to learn to fight for social justice and address oppression in the community, we need to learn ways to address these dynamics as they arise in the classroom. To this end, it is expected that all members of this class understand the dynamics of oppression, are open to identifying ways in which they unknowingly contribute to it, and are willing to listen to feedback from others and engage in open and honest dialogue. This is hard work, but only through practicing this in the classroom can we truly learn how to do it in the community.

Access to Instructor

Dawn J Williamson, MSW, LCSW
Email: williad@pdx.edu, dwillia1@linfield.edu
Phone: 503 725-4712, cell: 971 235-2610
Office hours: Tuesdays 4:00 – 5:00 or by appointment

Please feel free to email or to call me. I will generally be on campus on Tuesday afternoons for my office hour from 4:00pm-5:00pm. You may reach me then or by other arrangements. Email: dwillia1@linfield.edu or williad@pdx.edu (to ensure a timely response please, copy both email addresses and specify PSU SW 431 in the subject line). Phone: 503 725-4712 PSU or 971 235-2610 cell.

Required Texts and Readings


Instructional Methods and expectations for classroom behavior

This class is experiential in nature, blending lecture, discussions, role-plays and small group process with both in class and field practice. Attendance and participation are crucial to your learning and valuable to the learning of your peers. We share the responsibility of building a cooperative learning environment. We will practice and demonstrate social work values to each other in class. This includes treating colleagues with respect, maintaining confidentiality of sensitive material discussed in class and being willing to discuss either in class or with the professor any questions or concerns about the material presented.
Students are expected to be in class on time and stay for the entire class, turn off cell phones, not talk to another student during lectures or when a classmate is speaking, and return to class after breaks in a timely manner. Each member of the class is expected to be committed to being prepared for class and to actively participate in group assignments and discussions.

If you miss more than one full class session or its equivalent, your grade may be lowered by one full letter grade. If you miss three full class sessions or the equivalent, you may not get credit for the course.

Assignments

The requirements for this class are as follows:

Four graded assignments:
- Process recording reflection paper (10%)
- Strengths based biopsychosocial assessment paper (30%)
- Theory paper (40%)
- Group presentation (20%)

A journal that will not be graded

Reading assignments and discussion
Other non-graded in-class exercises and assignments
Participation and attendance
Generalist Social Work Practice III

BSW Program Statement

This is one of three courses in the practice domain. This course is the last of the three courses in generalist practice area.

Course Description

This course is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice – individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The third term of the Generalist Practice sequence is focused on using supervision and critical thinking about theory and empirical evidence to guide social work practice at all levels. Emphasis is on the assessment and intervention phases of practice with organizations and communities. Strategies for involving consumers and family members in organizational and community change will be examined with the intent to build organizations that are responsive to the needs of diverse communities. Skill development for effective anti-oppressive and non-discriminatory interventions and endings with individuals, families, groups, organizations, and communities will continue. Evaluation of practice at all levels will be emphasized.

Learning Objectives:

At the completion of the term, students will be able to:

1. Use supervision and critical thinking about research and theory to guide assessment and intervention with communities, organizations and groups (P.O. 1, 7, 11).
2. Understand and apply skills for intervention and evaluation with communities and organizations, with the goal of building organizations that are responsive to the needs of diverse communities (P.O. 6, 9, 12).
3. Communicate effectively with diverse consumers, service providers, and community members and form partnerships to support organizational and community change and to build community capacity (P.O. 10).
4. Continue development of skills for anti-oppressive non-discriminatory intervention and evaluation of work with individuals, families and groups (P.O. 3, 4).
5. Understand and apply the skills relevant to the ending phase of social work practice with individuals, families, groups, communities and organizations (P.O. 6).

**Students with (Dis) abilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Office hours by appointment.
**Instructional Methods**

This class blends lecture, discussion, films, videotapes, role plays, and small group process. Small groups will accomplish tasks such as discussion, assignment preparation, skill building, support, case consultation and presentation, role play, field linkages, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation is crucial to your learning, the learning of others, and the maximization of all methods used.

**Assignments and Evaluation**

Assignments are designed to give students opportunities to practice their skills in assessment, intervention, and evaluation of social work practice. See examples of assignments below.

**Required Texts and Readings**


**Evaluation**

Your individual grade will be based on your group’s poster board (50%) and your own individual contribution to the change process (50%).

Your poster board grade will be based on the quality (i.e. clarity and visual appeal) and content (i.e. covers above information and educational value) of the material. Your individual grade will be based on the quality and depth of your involvement in the change process.

**Topics, Assignments, and Assigned Readings**

**Assignment #1: One Client Process Reflection Journal (15%)**
Process reflection journal will reflect the ending/disengagement phase of social work practice. I cannot anticipate when you will have this type of interaction so there is no specific due date, but no later than the last day of class.

All materials will be held confidential and your grade will be based on your completion of the assignment as outlined and the sophistication/depth of your reflections, not on the success of your interventions.

These interactions should be focused on the ending/disengagement process with a client (individual, family, group) with whom you have established a contract to work together and defined a goal for this work

Journal should to be typed and include the following:
1. A brief description of the client, the context of the interaction, your role, the overall goals
2. Identify the intervention/s you were utilizing to reach these goals.
3. A verbatim process recording of an interaction with the client related to your ending that includes 8-10 verbal communications that were made by you. (This may be hand written if legible).
4. Evaluate your interventions in this interaction as well as in the case in general to determine whether they were effective or ineffective in reaching the goals and why.
5. Reflect on the dynamics and processes of ending/disengagement (Sheafor & Horejsi Chapter 14, Toseland Chapter 14) with this client and how this interaction assists (or not) with this process. Make sure you address how you are feeling, how you think your client is feeling and how this impacts the ending process

Assignment #2: Exploration of Evidence Based Practice (15%)
Presentation dates will vary

Evidence based practice is conceptualized as the integration of evidence on effective interventions with a specific client with a specific problem within the context of your agency. This process requires formulating a question, searching for evidence, critically thinking about its applicability and applying the knowledge. The purpose of this assignment is for you to begin learning how to pose searchable questions, find information on effective practices and evaluate its usefulness within your agency and with your client population. You can choose to find information on a problem from your current field experience, your workplace or your placement next year. The results of your search will be presented in class and in a handout.

The following websites will be invaluable for you in this assignment

1. Clinical or practice effectiveness question
Using a current or typical problem in your agency formulate a clinical or practice-effectiveness question. Use either the PICO or COPES formats discussed in class and on the noted websites to help you with this process.

2. Search
Plan and carry out a search for the best information that addresses your question. Use the above websites, emailed list of resources, library databases/catalogue. Keep track of the key words you used to search. Robin Paytner, social work librarian, can be helpful with this process.

3. Results – Annotated Bibliography
Identify your question, your most significant key works and what you consider to be the top 3-4 resources (articles, chapters, treatment guides, etc) that address your question. Provide an annotated bibliography for each resource. This annotation should include the resource in APA format, a brief summary/paraphrase of the content of the resource.

4. Presentation
Informally present an overview of your process and results. Identify your question, some of the key words and most significant results.

Grading of this assignment will be based on the clarity of your practice effectiveness question, depth of your search, clarity of your presentation/discussion, and usefulness of the annotated bibliography.

Assignment #3:
Assessing Institutional Oppression and Proposing Change (35%) 

As discussed in class, institutions exclude, under serve, exploit, oppress, isolate and divide nondominant individuals and communities as a way to maintain the status quo. In order to change human services organizations we need to analyze the ways in which oppression manifests itself and the concomitant privilege it bestows on others. This paper draws on the readings in Netting, et al Chapters 8-11 (see note) and “Anti-Racist Organizational Development” (pg 56) in Western State Center Dismantling Racism: A Resource Book http://www.westernstatescenter.org/resources/index.html You will need access to these resources for this paper. Diversity and Social Justice readings and bibliographies may also be helpful.

Identify two specific cultural identity groups [ e.g. Asian (race), low income (class), women (gender), transsexual (sexual orientation), blind (ability), muslim (religion)] that have historically been oppressed. Then choose a human services organizational context in which you intern(ed) or work(ed) to analyze this oppression.

Throughout this paper integrate at least two professional references that discuss oppression/discrimination in this type of setting, with this population and/or addresses solutions to the problems you have identified.
APA style expected with a maximum length of 12 pages.

THESE ANALYSES WILL BE KEPT STRICTLY CONFIDENTIAL. BE SURE TO DISGUISE THE IDENTITY OF THE AGENCY AND ITS PERSONNEL.

PART I: FOR BOTH CULTURAL IDENTITY GROUPS DESCRIBE

Oppression that exists in your organization, considering the following: (25%)
• What does it “look like”? Is it manifested formally and/or informally?
• Who does what to whom?
• Who is negatively impacted (employees, clients)
• How subtle, covert, or overt is it?
• How widespread is it?
• Who has privilege as a result of this oppression?
• What does the literature say?

Internal organizational factors that contribute to maintaining oppression, consider the following: (25%)

• Program policies, practices, and/or procedures
• Decision making processes
• Organizational management and structure
• Personnel policies, practices and policies
• Sources of revenue and budget processes

Netting, et al Chapter 8 Appendix “Framework for Analyzing a Human Service Organization (pg. 298) and “Assessing Organizational Racism” in Dismantling Racism: A Resource Book (pgs. 64-66) will help you identify these organizational factors. The latter focuses on race, but for this assignment generalize the information to all oppressed groups.

PART II: FOR ONE PROBLEM IDENTIFIED ABOVE

Propose a change and analyze the political and economic factors impacting the success of this proposal. (25%) (Netting Chapter 9 & 10)

• What is the change proposed (Policy, Program, Project, Personnel, Practice)?
• How will this change address the issues discussed in #1 and #2?
• What outcomes do you expect from this change?
• Identify alternative perspectives.
• Assess resource considerations
• Assess the supporting and constraining forces, using the force field analysis model
• Are there social supports for these constraints and facilitators (e.g., is the community for or against the discrimination or the policy change)?

Develop a strategy for change (25%)(Netting Chapter 10 & 11)

• What strategies and tactics will you use to promote the change (campaign, contest, collaboration)?
• Explain the goals and objectives of your strategy.
• How will you develop support and counter opposition?
• How might you implement the strategy?
• How will you evaluate the effectiveness of your strategies?
• How will you evaluate the effectiveness of your change?

(Note: This assignment was developed using a different macro practice text and the text citations will be changed to reflect the use of the Kirst-Ashman & Hull macro practice text)
Assignment #4:
Self-in-Group Process Reflection Journal (15%)

Since winter term you have been part of a task group (project group). The purpose of this assignment is to encourage the development of your self reflection as it relates to your participation as a member of a group. This is an integration of your experiential learning with the literature on assessment of group dynamics and stages of group development.

Your readings on group functioning (texts and articles) will assist you in thinking about these issues and should be integrated into your paper, but a reference page is not necessary. Give examples to highlight your reflections. 4 pages maximum

1. Give a brief description of your group – Purpose/Goals, Structure

2. Reflect on your own process as a member of this group. Utilize the group concepts of leadership, communication, power, and roles; and the skills for task groups (Toseland Chapters 3, 4, 11) to frame this discussion. Talk about issues related to your personal social/cultural identity and past experiences that may influence this.

3. Identify your personal strengths and challenges as they relate to your participation in group interactions and processes.

Assignment #5 Group Poster and Presentation (20%)

Since winter term you have been assigned to a task group related to a current statewide legislative issue. Each task group was responsible for a 2-term project that researches the issue and implements intervention strategies on a legislative level.

The goals of this assignment are:
1. To gain experience working on a task force and learn about group processes
2. To gain experience in researching the history of the issue, important background information, and relevant data needed for lobbying.
3. To gain experience in identifying and implementing macro level skills to facilitate a political agenda.
4. To gain experience in community-based social work practice

This project was divided into two phases – analysis and background data and implementation of a change strategy. This quarter’s focus is on advocating for the proposed legislation and celebrating your activities.

1. Develop strategies that each group member will engage in to enhance the possibility your proposed legislation will pass.

2. Implement those strategies
3. Develop a three sided poster board which celebrates your issue, highlights your activities and outcomes to date

4. Analyze factors that contributed to success or failure

**Poster and Presentation**
On the final day of class each group will present a poster that highlights their legislation, some of the issues around this legislation that were presented in winter term, your community partners, and information on the strategies used to enhance passage of this legislation.

You will present the poster information to the class highlighting in detail each member’s contribution to this change effort and the outcomes to date. Present your analysis of factors that contributed to the success or failure of the legislation.
Social Justice and Social Work

BSW Program Statement

This course is one course in a three course series in the Human Behavior in the Social Environment (HBSE) domain. The importance of social justice is a thread throughout the BSW curriculum and is introduced in this core course. This course is offered in the first term when students enter into the BSW Program and it is anticipated this learning will be foundational preparation for all other social work courses and field practicum.

Course Description

The course will explore diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. It will also examine social, political, and cultural processes as they affect intergroup and intra group relations. The course will also explore the role of social worker as border crosser, cultural learner, and agent of change. There will be opportunities for cross-cultural dialogue and content analysis and skills development. The nature of the course requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that we, as social workers, must strive to understand.

Rationale for the Course

A critical dimension of the social work profession involves sensitivity and competence in working with diverse populations. Of particular concern are the issues affecting ethnically diverse populations, sexual minorities, people who are poor or working class, and people with disabilities. This course is designed to enable students to learn about how self reflection, critical awareness and gaining knowledge about anti-oppression practice of social identities can lead to the eradication of institutional racism. The sole purpose of this course is not to learn about practice techniques as those developed in later generalist practice courses; it will provide the basis on which such techniques can develop. This is not to say that practice will not be discussed it is about how much and intent.
Learning Objectives

At the completion of the term, students will be able to:

1. Have a detailed understanding of historical accounts, experiences and treatment of diverse populations in the United States (P.O. 2, 3, 5).
2. Articulate a familiarity with issues related to situated knowledge and representation (P.O. 2, 3).
3. Articulate critical frameworks for understanding oppression (P.O. 2, 3).
4. Articulate critical frameworks for understanding liberation (P.O. 2, 3).
5. Articulate critical frameworks for understanding social, political and economic justice (P.O. 2, 3).
6. Identify research that explores cross-cultural theories and practice (P.O. 9).
7. Have a greater sense of self awareness, particularly around their multiple cultural identities (P.O. 3).
8. Utilize skills to examine intergroup relations and policies that affect subordinated groups (P.O. 2, 3).
9. Utilize cross-cultural practice skills with individuals and groups (P.O. 2, 3, 6).
10. Engage in cross cultural group dialogue (P.O. 3).
11. Utilize dialogue as a tool to cross cultural boundaries (P.O. 6).
12. Utilize dialogue as a tool to work with conflict (P.O. 6).
13. Practice with individuals and groups in a way that both honors and thinks critically about the NASW Code of Ethics (P.O. 2).
14. Identify, navigate and locate themselves within ethical dilemmas, particularly those related to cross-cultural differences (P.O. 2).
15. Articulate an awareness of interlocking dynamics of multiple identities {e.g., race, ethnicity, social class, gender, sexual orientation, and (dis)abilities} (P.O. 3).
16. Recognize and explore one’s own experiences, emotions and thoughts associated with oppression and privilege (P.O. 3).

Students with (Dis)abilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Access to Professor

Charlotte Goodluck, Ph.D.
Office Hours: TBA
E-mail: Use Blackboard only
503-725-5004 (office)

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

BSW Program Handbook—see for details about “NASW Code of Ethics”; “Student Conduct Codes”; “Academic Regulations and Procedures”; “Academic Performance”; “Student Resources” (The BSW Program Handbook link: For Admitted Students) just click

Required Texts


**Required Reading/Articles** (can be accessed on Blackboard)


**Assignments**

1. Complete the “Culture Chest”, you will explore some of your social and cultural identities as well as get to know your classmates. Instructions will be given out separately.

2. “Self Reflection Social Justice Journal”, this will require you to keep a journal to write about your experiences both in and out of class; writing about reactions and thoughts about the course material, videos, textbook, course readings, articles, and media, presentations, etc.

3. “Social Justice Critical Incidence Reports” will require you to write about incidents that happen outside the classroom that are linked to the content of the course; for discussion and reflection in classes. The Adams et al text has several first person stories about their personal events that gave them moments of “ah ha”; you will be doing the same.

4. **Final Paper, (5-7 page paper)** which will bring together the entire course into one cohesive paper about what you learned about diversity and social justice; what you think, linking theory and concepts to your observations, social and cultural intersections, models, framework, and terms. This paper will link diversity and social justice to anti-oppression practice and theory. This is a didactic paper to demonstrate that you learned the objectives of the course, integration of the conceptual components and themes of the course. Instructions about the paper will be handed out later in the term.

**Evaluation**

Following is a breakdown of the weight of each course assignment. A complete description of each assignment, including evaluation criteria, will be handed out separately.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation (5 pts x 8=)</td>
<td>40</td>
<td>Throughout the term</td>
</tr>
</tbody>
</table>
Assignment 1: Culture Chest 10 3rd week

Assignment 2: Journal (2 X 10=) 20 5th & 8th week

Assignment 3: Critical Incidence Reports (2 x 5= 10) 4th & 6th week

Assignment 4: Final Paper 20 11th week

TOTAL POINTS: 100

Grading will follow the PSU guidelines (% formula)

Attendance and Participation

Class participation will be evaluated by (1) the extent to which critical questions and comments are raised in class, (2) evidence of reading the required materials, (3) class attendance, and (4) evidence of ability to relate course materials to multiple vulnerable and marginalized populations and to oneself.

Learning about social justice and diversity is directly linked with who we are and who we are becoming as professional social workers and our role as active citizens in the University, School of Social Work, and our own communities etc. This is not just an ordinary “top down” learning environment. This classroom experience will require you to be totally involved in our own learning as well as learning about our own roles and how we have impacted each other. This will not always be “nice” but taking a critical stance about ourselves requires courage and self-discipline.

This course is based on the premise that understanding and grappling with diversity, social justice and injustice, and oppressive systems/structures and issues begins with reading about new ideas and knowledge about how we have been part of the oppressive system, requires self-reflection; grappling with each other and how we have all participated, and must include learning from each other as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Such learning requires that students attend all class sessions; constructive participation of all students is a right and a responsibility. You will earn points for coming to class and participation.

Requirement When You are Absent from Class

If you miss one of the classes you will be required to demonstrate to the instructor that you know the materials that were discussed; you will be required to get the materials from another student and write a 2 page summary of what was covered in class. This summary
must be turned in at the next class period. You need to let me know in writing before you will be missing a certain date. You are only allowed to do this **one time in the term.**

**Policy Regarding Late Submission of Assignments**

All assignments are due in class at the beginning of the class on the date specified in this syllabus. Except under extenuating circumstances, late papers will be graded down one half of a grade for each day it is late.

**Instructional Methods**

This class will be taught with a variety of methods in order to: (1) convey different types of information, (2) meet the preferred learning styles of different students, and (3) include formats that require students to “take charge” of their own learning. Course readings allow students to individually gain knowledge of information. In-class sharing of reactions to the course materials allows students to gain an understanding of multiple perspectives on, and critiques of, the readings. Interactive lectures will be used to present frameworks for understanding diversity, oppression, and social changes strategies, and also allow students’ reactions and perspectives to be shared so that we all learn from each other.

Anonymous written reactions to emotion-laden topics ensure that all students’ perspectives are heard and thus enhance our learning. In order to facilitate this process I may ask for “one minute” reflection writing on a certain topic which would be turned in at that time without your name; we would discuss as a group depending on the topic and time allotted.

**Policy on Cell Phone Usage**

The classroom is a special place for learning both from the professor and your classmates. Turn off your cell phones and no text messaging is allowed during class time. On break is a different story. Respect this policy. I will take your cell phone and keep it until the end of the class if this policy is not followed. Make other arrangements if you are “on call” during class period so you will not be disturbed.

**Two Sections of Same Class**

You will not be able to go from one section to another section if you are gone for the week. We have separate classes. We both have different teaching styles and you will NOT earn credit for attendance if you are in the other section.
## Course Schedule (Required Texts and Readings)

### WEEKLY SCHEDULE FOR THE FALL TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Objectives</th>
<th>Issues</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| S1 9/30 | - Introductions & Welcome  
- **Student Data Forms**  
- **Assessment Survey**  
- Review Course Syllabus & Expectations  
- Overview of Key Concepts for Understanding Diversity such as: Debate, Discussion, and Dialogue  
- Guidelines for Classroom  
- Next Week Assignment  
- Comments/Questions | Get your textbooks  
Divide into work groups from 1 to 6 with 5 in each | None  
BSW Program Survey |
| S2 10/7 | Race & Racism | Introduction to Conceptual Frameworks:  
Critical Race Theory; Who Am I?; Cycle of Socialization; Five Faces of Oppression | Adams’ s Readings, Conceptual Frameworks, pp. 5-21 and 35-50  
Discuss the “Culture Chest” & be prepared to do your presentation next week. |
| S3 10/14 | Cultural Chest  
- appreciate a variety of social group memberships  
- begin to explore issues of difference based on social group membership  
- increase understanding of values, norms and beliefs associated with different social group membership | Social Identities | **Culture Chest Presentations Due**  
- Select Takaki readings/due session 4 |
| S4 10/21 | The Social Construction of “Race” in the U.S. and Shifting the Center and the Dynamics of Oppression  
Precursors to Building a Racialized State: European Arrivals /The Development of | You will be dividing into your groups and sharing your new learning from the | **Everyone Reads:**  
- Chapter 1 AND  
- Group 1: read 4 & 9 (NA)  
- Group 2: read 5 & 13 (AA) |
| Slavery; Whites’ Construction of “Savage Relationships” and other ethnic groupings role and position in U.S. historical accounts. What has been missing from the picture? How does this history support oppression and “isms”? following questions.
You will be discussing the material re Takaki. Address the following:
1. List three cultural characteristics and values of the ethnic groups described in these chapters, and
2. List three strengths that these ethnic groups demonstrated.
3. Name at least three pieces of new information, data or policy which was new learning for you? Why is this so? Discuss from your own educational experiences and what you are learning from the textbook or other sources.

| Group 3: read 7 & 12 (Latino)
Group 4: read 8 & 10 (Chinese)

Group 5: read 2 & 6 (NA & Irish)
Group 6: read 11 & 14 (Russian & Japanese)

Small group sharing then larger group sharing

Critical Incident # 1 Due

| S5 10/2 8 | Continue with Race & Racism “White Privilege”
-describe ways in which whites in the U.S. benefit from “white privilege”
-relate the receipt or denial of “white

| Continue with Takaki & Small group presentations

| Reader: 61-66, 79-82, 93-98, 104-113, 120-130

Journal Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Note</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/4</td>
<td>S6</td>
<td>Class &amp; Economic Inequality</td>
<td>Adams: 379-391, 406-412, 418-421, 425-432, 434</td>
<td>Discuss questionnaire on “Social Class” (Bring to Class)</td>
</tr>
<tr>
<td>11/1</td>
<td>S7</td>
<td>No Class-Veteran’s Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Macro Level Change: Social Change,</td>
<td>Reader: 447-</td>
<td></td>
</tr>
</tbody>
</table>
Pathways Toward Social Justice

1. understand and articulate the intersections of “isms”;
2. identify ways in which they have perpetuated systems of oppression;
3. articulate critical questions they have about their multiple social group memberships/identities;
4. understand the cycle of liberation;
5. identify change actions they can engage in at the personal, interpersonal, group, and community levels;
6. develop a vision of a multicultural society;
7. demonstrate an understanding of what a “coalition” is;
8. identify elements necessary for effective coalition and alliance work; and
9. understand some of the benefits and challenges of coalition work.

From Internalized Racist Oppression to Empowerment and From Internalized White Supremacy to Anti-Racist White Ally, in Dismantling Racism: A Resource Book, pp. 40-55 From: http://www.westernstatescenter.org/resources/dr.html


Discuss Course, Papers, Good Byes and End of Course

Course Evaluations

Bibliography


Human Behavior in the Social Environment: Macro

BSW Program Statement

This course is one of three courses in the HBSE domain. The other two are: SW491 HBSE: Micro and SW439 Social Justice and Social Work.

Course Description

This course presents a range of theories that seek to explain and predict human behavior across various levels of social systems. Basic knowledge of human development from infancy to late adulthood in the context of individuals and families is presented, and relationships between theoretical frameworks and the bio-psycho-social environment will be identified. Basic knowledge about the development, behavior and change processes of groups, organizations and communities will also be presented. An important goal is to provide students with knowledge of how theoretical frameworks organize information about human dynamics while still stressing the multi-causal nature of behavioral outcomes. A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated. Included in this framework is an examination of the implicit assumptions, values and ideologies that are associated with the social construction of such knowledge and the consistency of this knowledge with social work values and ethics. Particular attention is paid to how the experiences of marginalized populations negatively influence the process of development.

Learning Objectives

At the completion of this course, the student will be able to:

1. Identify and describe the utility of theory to social work understanding of human development and persistent social conditions and problems (P.O. 7).
2. Employ the ecological/systems perspective to examine the interaction of human systems at various levels from the individual to the global community (P.O. 3, 7, 8).
3. Evaluate theories of human behavior in the social environment for their adequacy in representing and dealing with issues of diversity, e.g., age, gender identity, family structure, sex, race, (dis)ability, ethnicity, economic and social status, sexual orientation and religion (P.O. 3).
4. Analyze selected theories used in the study of infancy, childhood, adolescence, adulthood and late adulthood, including psychodynamic theories, social learning theory and social cognition, cognitive development theory, and social construction (P.O. 7).
5. Understand the interaction of biology, psychology, and social processes as catalysts for growth and development from infancy through late adulthood (P.O. 7).
6. Using a developmental lens, identify and describe the major transitions and challenges experienced in childhood, adolescence, adulthood, and aging, and analyze associated sources of stress and strategies employed by individuals to deal with them (P.O. 7).

7. Analyze the influence of macro level systems on human development using general systems theory, structural functionalism, conflict theory and theories of political economy (P.O. 7, 8).

8. Examine the ways in which group membership, organization and community ties and local and global economics affect the health and well-being of the individual (P.O. 7).

9. Understand the reciprocal effects of social policies and human development and behavior across the life course (P.O. 8).

10. Critique theories for their consistency with social work values and ethics, status of empirical support, and application to social work practice (P.O. 2).

**Students with (Dis)abilities**

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Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions. In particular, the status and well-being of older adults, especially the frail, are at risk in our society and will be the focus of this course.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic
honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Laura Nissen, Ph.D., M.S.W., CADC III, Instructor
nissen@pdx.edu
(For scheduling, contact Cheryl Reed at reedc@pdx.edu or 503.725.8911)

**Assignments/Evaluation**

*The final grade will be based on the following:*

**Assignments**

1. Student group presentations on social problem via theoretical analysis (20 points). (Format provided in class)

2. Organizational analysis summary discussion – 1 page summary required (in class). (20 points)

Students will do a brief version of organizational analysis described on pages 364-366 for a class discussion on ( ). They are required to prepare a 1-page summary highlighting the key points from this outline. Every question does not need to be addressed, however each section must be included and 1-2 items from each section as the student feels is most relevant to his/her learning.

3. Treasure hunting summary discussion (in class) – 1 page summary required (20 points)

Students will participate in a class discussion in which they present local social change programs that they believe exemplify “theories in action” and which they find inspiring. A one page overview including the agency name, location, key contacts, mission, goals and a brief statement regarding the agency’s theoretical orientation and how this reflects theories covered in this class is required.

4. Final exam (take home format) (40 points)
Required Texts and Readings


Additional articles will be required for the class and will be posted on a Blackboard website for this class.

*Note: You must have Adobe Acrobat Reader to open and view the documents. This can be downloaded from: http://www.adobe.com/products/acrobat/readstep2.html

Course Schedule and Readings

Class 1 – March 31, 2009

Introduction and course expectations
The utility of theory to social work understanding and practice
Analysis of theory and the development of critical thinking
• Standards for evaluating theories pertinent to social work goals and values
• Ethical considerations in applying theories
• Development of a framework for critical analysis

Mezzo and macro level social work theory overview – focus on general systems and ecological theories

Broad discussion of social problems and social movements: theory and history

Readings:

McKnown-Johnson & Rhodes Ch.1: Introduction to Perspectives and Theories
Mullaly Ch.1: Capitalism, Crisis and Paradigms

Class 2 – April 7, 2009

Refining ideas and methods of defining, understanding and addressing social problems

Identify cultural, economic and structural conditions that produce social and economic injustice

Review of micro-level theory and confirming their relationship with meso and macro-level theories.

Exploring a “disparities” frame to demonstrate relevance of structural inequity theories

Readings:

McKnown-Johnson & Rhodes Ch.2: The Political Economy
Mullaly Ch.2: SW Vision: Progresive View
Pages 352-363
Class 3 - April 14, 2009

Analyze macro level influences on human development using general systems theory, structural functionalism, conflict theory and theories of political economy. Analyze social theory to understand how individuals are conditioned and constrained, as well as enabled and empowered by broader social forces. Analyze the reciprocal effects of social policies and human development and behavior across the life course.

Theory, development and functioning of small groups

Readings:

Robbins, Chatterjee & Canda Ch. 3 & 4 (Will be on Blackboard)

(Add other more recent readings here regarding small groups…)

Class 4 – April 21, 2009

Group Presentations on Social Problems

Community as a concept of social theory
Organizations and social work practice

Readings:

McKnown-Johnson & Rhodes Ch.3: Government-Related Social Institutions
Ch.4: Non-Government-Related Social Institutions

Mullaly Ch.3: Neo-Conservative Paradigm

Class 5 – April 25, 2009 (Saturday afternoon)

Group visit to community social program (Oregon Food Bank ) – Overview and work session

Considering theory in action.

Readings:

McKnown-Johnson & Rhodes Ch.5: Social Stratification
Ch.6: American Society and Cultural Diversity

Mullaly Ch.7: Other Social Status Groups
Ch. 4: Liberal/Neo-Liberal Paradigm
Class 6 - May 5, 2009

Analyze the effects of organizational culture on ability of both client and social worker to function effectively within organizations. Class discussion regarding organizational analysis assignment.

Exploration of international dimensions of social problem/social action theory.

Readings:

Mullaly
Ch.5: Social Democratic Paradigm
Ch.6: Marxist Paradigm

Class 7 – May 12, 2009

Critique theories for the consistency with social work values and ethics, status of support, and application to social work practice.

Readings:

Mullaly
Ch.7: Feminist, Anti-Racist & Post-Modern Critiques
Ch. 8: The Third Wave
Ch. 9: A Reconstructed Theory of Structural Social Work

Class 8 – May 19, 2009

Treasure hunting – discussion about local programs or movements putting these ideas into action.

Readings:

McKnown-Johnson & Rhodes
Ch.8: Locational Communities
Ch.9: Organizations
Ch. 10: Residential Institutions

Mullaly
Ch.10: Oppression: The Focus of Structural Social Work

Class 9 – May 26, 2009

Examine ways in which group membership, organization and community ties and global economies affect the health and well-being of the individual.

Readings:
McKnown-Johnson & Rhodes  
Ch. 11: Other Social Settings: Groups and Social Movements

Mullaly  
Ch.11: Working Within/Against the System: Radical Humanism  
Ch. 12: Working Outside/Against the System: Structuralism/Ourselves

Class 10 – June 2, 2009

Course wrap up and integration.
Research Methods for Social Work Practice I

BSW Program Statement

Research is a learning domain in the BSW Program; therefore, two courses are offered: SW 450 Research Methods for Social Work Practice I and SW 451 Research Methods for Social Work Practice II. This course is also listed as SW550 in the MSW Program. A guiding principle for the BSW Program is that you will be prepared for the Advanced Standing MSW Program; therefore, this course is similar to the one offered in the graduate program except geared toward undergraduate students.

Course Description

SW 450 provides an introduction to research in social work, emphasizing both the importance of research to social work practice and policy and the ethics of social work research. Both qualitative and quantitative methods using group designs and single case studies will be covered. Topics include: the scientific method; systematic inquiry; theory and research; problem formulation; measurement; sampling; design options and critique, and data collection. Emphasis is on application of research to practice and on evaluation of the social worker’s own practice.

Learning Objectives

At the completion of the term, students will be able to:
(All follow under Program Objective #1 for BSW accreditation)

1. Understand the purpose of social work research and its importance for effective social work practice (P.O. 9).
2. Understand and apply principles of empirically informed practice as a foundation for accountable and ethical social work practice (P.O. 2).
3. Understand key ethical issues in social work research and identify methods for protecting human subjects (P.O. 2).
4. Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of qualitative and quantitative approaches (P.O. 9).
5. Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research (P.O. 9).
6. Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, and society) (P.O. 9).
7. Be able to use data to inform and evaluate practice (P.O. 1, 8, 9).
8. Understand and apply techniques of research problem formulation, literature review, and conceptualization as a part of the social work research process (P.O. 9).
9. Understand and apply techniques of operationalizing variables (P.O. 9).
10. Identify the strengths and weaknesses of experimental and other designs (P.O. 1, 8, 9).
11. Identify the strengths and weaknesses of various sampling methods in the research process (P.O. 9).
12. Understand the rationale for, and various approaches to conducting qualitative social work research (P.O. 9).
13. Understand and apply the process of evaluating practice through a single system design (P.O. 9).

Students with (Dis) abilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.
It is also critical that you review the BSW Program Handbook, “NASW Code of Ethics” and “CSWE Research Integrity Statement”, for how social research relates to you as a student and future research-practitioner.

**Access to Instructor**

Instructor: Vicki Cotrell, Ph.D.
Email: cotrellv@pdx.edu

I will be available before class on a drop-in basis (from 3-5, and after class.) Students with prearranged appointments will be given first priority. From time to time I may have to attend meetings that conflict with this schedule; however, I will attempt to minimize this. You may also arrange meetings with me by appointment at other times. I am easily reached by e-mail and will usually return your message within 24 hours. If I do not contact you within 24 hours, please assume that I did not get your message.

**Required Texts and Readings**


The following additional readings will be required. These can be accessed through the electronic journals at PSU and will also be available through electronic reserve:


Please use the following as a writing resource:

The Purdue On-Line Writing Lab, [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), is extremely helpful for a number of writing skills. In particular, click on: *APA Formatting and Style Guide*; *Avoiding Plagiarism*; and *MLA Formatting and Style Guide* (for grammar and writing)

**How to access electronic reserve**

Supplemental readings are available via electronic reserve. To access these readings:
1. Go to this electronic reserve website: http://psu-eres.lib.pdx.edu/eres/
2. Click on "electronic reserves"
3. Select the “instructor” under “any search field” and type in Cotrell
4. Select the course you want
5. Enter password
6. Click accept
7. Click on a document you want
8. Now you can view or print out

**Instructional Methods**

The course is based on the formats of lecture, group work, class discussion and instructor feedback to home work. In addition, there may be films and guest lectures. Classroom attendance and participation are important in learning the required material.

**Course Expectations**

1. Class attendance and participation will be considered when assigning grades. Students are expected to attend all classes on time and to show and develop their knowledge through class discussion and debate. Significant variations from this norm will be reflected in the final grade. Please do not attend class if you have an illness that is contagious. The instructor may request that you leave if you appear to be ill.
2. Students are expected to submit assignments as scheduled. Late submissions will not be accepted as a matter of course but only in cases of emergency, in which case the professor should be notified prior to the due date. Late papers and assignments may be downgraded.
3. Students are required to keep copies of their submitted assignments. In the case of a disagreement as to submission of an assignment, you will be asked to provide a copy of your work. Assignments will be accepted electronically only by permission of the instructor. Do not assume that an assignment submitted electronically arrived in the instructor’s inbox; if you do not receive a confirmation, assume that it did not.
4. Students are responsible for any changes in class activities or assignments that may be announced when they are absent. If you must miss a class it is advisable to contact another student prior to the next scheduled class. Please do not ask the instructor to recap the class content for the missed period, although specific questions related to your understanding of the material are welcome.
5. Although you will not have to prepare a formal research paper, it is expected that you will attempt to build professional writing and communication skills. APA format is to be used in formatting your papers and in the use of citations and preparing reference lists. You must proofread your papers before submitting them. Use a word processor in submitting your assignments unless you write like a typewriter. If you have difficulty with writing skills, please let me know and let’s decide the best way to remedy this.

**Assignments/ Evaluation**

The course grade for SW 550 will be based on one single-subject/system design, two article critiques, and homework assignments. The final grade will be determined as follows:
**Single system/subject design.** Students must complete a single-system design of approximately 6-7 pages to assess an intervention with an actual or constructed client situation. You may use an existing client if you have pre-intervention data for outcomes relevant to your evaluation; however, there is insufficient time in the fall term to collect data for both baseline and intervention phases. I suggest that you select an intervention in which you are interested and construct a client to evaluate with that intervention.

Select one or more outcome measures that can be repeatedly administered or assessed. Ideally, more than one of the client's levels of functioning would be obtained at suitable intervals before the intervention begins and several times during intervention. Efforts should be made to employ reliable, valid, and direct measures of client functioning, with preference given to direct measures of behavior or assessment instruments of known reliability and validity. In class, we will discuss resources for finding measurement tools. Measures obtained from other significant persons in the client's life can be used, including other professionals as appropriate (e.g., teachers, medical doctors, etc.) and persons who can provide information regarding target problems. You must either attach a copy of the instrument(s) that you use or provide a full description of the way outcomes are measured.

You may use either an A-B single-system evaluation design, or a multiple baseline design. Any of the designs we cover in class are appropriate for this assignment.

We will design a single-system study during class so that you will have some “hands on” experience before completing your own study. This will include graphing the data. I have provided the Cooper reading on single-system design research (see electronic reserves) as a resource for examples. Please use the document at the end of the syllabus to organize your paper.

**Article critiques.** The ability to understand and critique professional social work research is an important objective of this class. Students will be given 2 research articles to read and analyze. A set of questions and format instructions for completing the critiques will be provided for each article. The first article uses primarily quantitative research methods, while the second requires the use of your knowledge of qualitative design and methods. We will “practice” analyzing both a quantitative and qualitative article during class.


Article 2 (Qualitative): Chandler, S. & Jones, J. (2003). Because a better world is possible: Female casino workers, union activism and the creation of a just workplace. *Journal of
**Sociology and Social Welfare, 30(4), 57-78.** This assignment is due no later than December 10.

**Homework.** Short homework assignments will be related to the material covered in the text and class and are an opportunity for you to apply the content and receive feedback on your understanding. Assignments will be related to content that I consider particularly important for your success in this course, and will usually require you to apply the knowledge. All assignments are to be an original effort by the student, and anything less will result in a failing grade for that assignment. That does not mean that you should not work in study groups to understand material that is difficult, but that you should be able to independently answer the questions following such efforts. These assignments will be distributed throughout the term.

**Topics and Assigned Readings**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Oct 1</td>
<td>• Overview of course &amp; housekeeping • Why study research?</td>
<td>• Read NASW Code of Ethics</td>
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<td>2</td>
<td>Oct 8</td>
<td>• Ethics, politics and cultural context of research • Scientific method and empiricism • Different ways of knowing</td>
<td>• Read Royce: Cp 1 Introduction; Cp 2 The Way Research Proceeds; Cp 3 Ethical Thinking and Research • Read: Strier, R. pp. 857-871</td>
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<td>3</td>
<td>Oct 15</td>
<td>• Single system (case) studies</td>
<td>• Read Royce: Cp 4 Single System Designs • Read Cooper: Integrating SSD into clinical practice</td>
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<td>4</td>
<td>Oct 22</td>
<td>• Single system studies • Operationalizing important concepts • Cross cultural issues</td>
<td>• Read Royce: Cp 6 Understanding and Using Research Instruments; Cp 7 Developing Data Collection Instruments</td>
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<td>5</td>
<td>Oct 29</td>
<td>• Approaches to data collection</td>
<td>• Read Royce: Cp 9 Survey Research Methods; Cp 10 Unobtrusive Approaches</td>
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<td>6</td>
<td>Nov 5</td>
<td>• Designs using groups • Design considerations</td>
<td>• Read Royce: Cp 5 Research Designs for Group Comparisons • SINGLE SYSTEM PROJECT DUE</td>
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<tr>
<td>7</td>
<td>Nov 12</td>
<td>• Getting what you need from research articles • Class analysis of quantitative article</td>
<td>• Read Harris, M. &amp; Franklin, C. using study guide</td>
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<td>8</td>
<td>Nov 19</td>
<td>• Qualitative approaches to research • Class analysis of qualitative research</td>
<td>• Read Royce: Cp 11 Qualitative Research • Read: Boise, L. et al., using study guide • ARTICLE CRITIQUE #1 DUE</td>
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<tr>
<td>9</td>
<td>Nov 26</td>
<td><strong>Thanksgiving</strong></td>
<td><strong>Eat something good</strong></td>
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<td>10</td>
<td>Dec 3</td>
<td>• What’s a sample? • Why is it important?</td>
<td>• Read Royce: Cp 8 Quantitative and Qualitative Sampling</td>
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<tr>
<td>11</td>
<td>Dec 10</td>
<td>• Course wrap-up and</td>
<td>• Not so dead “dead week”</td>
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Single Case Study Proposal

1) **State the problem area or topic.**
   a) Provide a clear definition of the topic or problem area.
   b) Identify the relevance of the topic or problem for social work.
   c) Identify potential ethical or cultural issues and describe how you might address these.

2) **Formulate the research question.**
   a) State the specific research question you are addressing and the hypothesis you are testing.
   b) Identify the dependent (outcome) variable (e.g., self-esteem, depression, socialization). If needed, describe the concept behind the dependent variable.
   c) Describe the intervention. Be specific but brief.

3) **Describe your measurement procedures**
   a) Provide an operational definition for the dependent (outcome) variable. Be specific!
   b) Identify the possible values of the dependent (outcome) variable based on this operational definition.
   c) Discuss the reliability and validity of your measure(s).
   d) Identify potential limitations of your measure(s).
   e) Assess the cultural competence of your measure(s).

4) **Describe the design**
   a) Identify the baseline phase (A) and provide a rationale for it.
   b) Identify the intervention phase (B) and provide a rationale for it.
   c) Explain your rationale for selecting your design (simple AB or elaborated design.)
      Discuss the strengths and weaknesses of the design.

5) **Analysis of Information**
   a) Explain the information contained the data in your graphs.
   b) Address the problems/strengths of the study and your data.
   c) Include a graph of your design and constructed data points.
Research Methods for Social Work Practice II

BSW program statement

Research is a learning domain in the BSW Program; therefore, two courses are offered: SW 450 Research Methods and SW 451 Data Analysis. This course is also listed as SW551 in the MSW Program. A guiding principle for the BSW Program is that you will be prepared for the Advanced Standing MSW Program; therefore, this course is similar to the one offered in the graduate program except geared toward undergraduate students.

Course description

Research Methods for Social Work Practice II focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. This course focuses on using and interpreting data to improve social work practice, including program evaluation and advocacy for client groups. It covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. It includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 450.

Student learning objectives

By the end of the course, students will be able to:

1. Understand the purpose of social work research and its importance for effective social work practice (P.O. 9).
2. Understand and apply principles of empirically informed practice as a foundation for accountable and ethical social work practice (P.O. 1, 2, 8).
3. Understand key ethical issues in social work research and identify methods for protecting human subjects (P.O. 1, 2, 8).
4. Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of qualitative and quantitative approaches (P.O. 9).
5. Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research (P.O. 9).
6. Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, and society) (P.O. 9).
7. Be able to use data to inform and evaluate practice (P.O. 9).
8. Understand and apply the process of evaluating practice through a single subject design (P.O. 9).
9. Understand and apply descriptive and inferential analysis methods to quantitative data (P.O. 9).
10. Understand and apply methods for analyzing qualitative data (P.O. 9).
11. Be able to present research findings with an emphasis on relating findings to practice (P.O. 9).

Students with (Dis)abilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at risk

Readings, lectures, class discussions and assignments will address the conceptual and utilization issues of research with vulnerable and oppressed populations, including women, racial, ethnic and sexual minorities, persons in poverty, older adults, and persons with disabilities.

Academic honesty and integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to instructor

I am available for in-person meetings by appointment. After-class appointments are possible. My office hours will be on Wednesdays from 12-2, but it is still best to schedule in advance if possible. I can most easily be contacted through my email on Blackboard. My regular e-mail address is talbottm@pdx.edu and my phone number is 503-725-5008. Feel free to call whenever, but sometimes it will be best to schedule phone conversations in advance so I will be sure to be in my office.

Instructional methods
A variety of instructional methods will be used in this course, including lecture, discussion, small
groups and group projects, media resources, in-class article critiques, and presentations. Many
of the course materials and on-line discussions will be made on Blackboard. Announcements to
students will sometimes also be made on Blackboard. If any of the groups or students doing
projects experience notable difficulties, the instructor should be apprised immediately.

**Required texts and readings**

$95.

We will also review and read parts of the textbook used for SW 450: Royse, D. *Research

Additional readings are also required (See below). The readings will be made accessible to the
class.

**Evaluation of Instructor/Course**

There will be a formal evaluation of the instructor/course at the end of the course. The instructor
is interested in feedback about the course throughout the term.

**Grades**

The final grade will be determined as follows:
1. Class attendance as described below (variable)
2. First report  10%
3. Mid-term quiz  25%
4. Final report (taking into account Assignment III)  30%
5. Final exam  30%
6. End-of-class questions and online participation in cases of excused absences (and class
participation if noteworthy)  5%
**Course Outline**

**Jan. 7**  
Topic: Univariate statistics, charts, and graphs, and level of measurement  
Group project: Initial formation of groups for group project (maximum of 4 members per group); decide on general area to investigate.

**Jan. 14**  
Topic: Review of questionnaires, measurement and hypotheses  
Group project: Completion of group formation, decisions about hypotheses, measures, and decide on focus of qualitative aspect of study; begin work on data collection instrument.  
**Readings** for Jan. 14: Weinbach & Grinnell, Ch. 1, 2, 3;  
Review Royse chapters on research instruments, developing data collection instruments, sampling, and survey research (Ch. 6, 7, 8, and 9), and other sections as needed

**Jan. 21**  
Topic: Cross-tabulated tables  
Group project: Formulate draft of questionnaire  
**Readings:** Weinbach & Grinnell, Ch. 5, 8, and pp. 124-134;  
Royse, Ch. 13 on data analysis

**Jan 28**  
Topic: Chi-square  
Group project: Pretest of group questionnaire: each group to bring copies of questionnaire drafts to class. **First report due.**

**Feb. 4**  
Topic: Analysis of qualitative data  
Group project: Finalize questionnaire  
**Readings** for Feb. 4: Review Royse, Ch. 11 on qualitative research;  
Richardson, B. (2008.) Comparative analysis of two community-based efforts designed to impact disproportionality. **Child Welfare 87** (2): 297-317. (available on course contents page on Blackboard)

**Feb. 11**  
Topic: T-tests and analysis of variance  
Group project: Data collection in class; Bring blank copies of questionnaire to class for rest of class to complete.  
**Readings** for Feb. 11: Weinbach & Grinnell, Ch. 4, 7;  
Royse section on t-tests in chapter on data analysis chapter;  
Feb. 18
Topic: Mid-term quiz
Group project: computer lab: Input data; univariate analyses

Feb. 25
Topic: Correlation and regression
Group project: Bivariate and multivariate analysis, and qualitative analysis
Readings for Feb. 25: Weinbach & Grinnell, Ch. 9, 10; Royse section on correlation in chapter on data analysis;

March 4
Topic: Research with underrepresented and vulnerable groups and populations
Group project: Bivariate and multivariate analysis, and qualitative analysis; prepare final reports.
Readings for March 4: Weinbach & Grinnell, Ch. 11;
Royse section on “Writing Research Reports” in Chapter 14 on professional writing;

March 11
Topic: Interpretation, presentation and dissemination of findings
Group project: Oral reports to class, Final Written Report and Assignment III due

March 18
Final exam

Course Requirements

1. Class attendance and participation, end-of-class questions, and online participation (described below)

2. Assigned readings, listed above.

3. Three written reports (described below)

4. Two tests (described below)

5. A brief oral presentation to the class (described below)

Class Attendance and Participation, Including On-line Participation

Students are expected to attend all classes on time and in their entirety. Attendance will be taken
during every class session. Students are responsible for signing the list. Excused absences must be reported to the instructor by e-mail or phone at least one hour before the class meeting, except in cases of unforeseen emergencies. Students who have an excused absence (e.g., illness) for up to two classes will not be penalized. If you aren’t sure if your absence will be excused or not, please discuss it with the instructor. Attendance is required, but will only directly affect the grade if the student has any unexcused absences or has more than two absences.

Students are responsible for any changes in class activities or assignments that may be announced when they are absent. If you must miss a class, it is advisable to contact a class member prior to the next scheduled class.

**Participation**

Students are expected to take part in discussions. Class and on-line participation should demonstrate: 1) evidence of having read the required materials, 2) raising relevant issues, 3) evidence of reflecting on one’s own and other’s ideas, 4) evidence of ability to relate course materials to multiple social work practice situations, and 5) thoughtfulness, originality, and/or creativity. Of course, while disagreeing is fine, both in-class and on-line discussions should be respectful and constructive. In-class participation will only be taken into account in grading in cases of very little participation or exemplary participation.

**End-of-class questions**

Once per session, students will be given a question in class (usually at the end of class) and asked to write a response and submit the answer. The question will deal with the content addressed that week. Students will be given feedback about their answers, and they will be given one point per week if they make a credible attempt to answer the question. Unexcused absences will result in 0 points for that day’s question, as will answers that are not serious attempts to answer the question. If a student has an excused absence, she or he should post onto the discussion topics on Blackboard their comments and questions about the readings and topics for that week. These comments should be posted within 2 weeks of the absence.

**Tests**

There will be two in-class, open-book tests. The tests will be based on information covered in class readings and class meetings. The first quiz will occur on Feb. 18. The final exam will take place March 18. The final exam will cover the entire course. Students should bring a calculator to these tests. If a student does not have a calculator, please notify the instructor before that date.

**Papers**

Papers are to be typewritten and double-spaced. Pages should be numbered.

All the papers describe research projects (n > 20) which the student will conduct. The research projects may be conducted by small groups of students, and some time will be allowed in class for such groups to meet to work on their projects. Each group will write the First Report and the
Final Report jointly: each group will submit one First Report and one Final Report. Assignment III is to be done and submitted individually.

**Grading criteria for papers**

The grading criteria for papers are thoroughness, depth, clarity, organization, and creativity in covering the following points and in demonstrating an understanding of research. Methods for citing and listing references should be consistent, thorough, and clear.

For assignments, page numbers provided are approximate. Some variation is acceptable.

**First Report.** Due Jan. 28. Approximately 3 pages. One paper per group.
Students will submit a summary of their research projects:

- The study is described. The kind of study is identified.
- The hypothesis (hypotheses) is (are) presented. At least one hypothesis must contain (at least) two variables: one independent variable and one dependent variable. Independent and dependent variables are identified.
- The rationale for the hypothesis is presented: Why is the hypothesis reasonable? What in the literature or your experience led you to suggest this hypothesis?
- A description of the qualitative component of the study is made.
- An argument is made for the value and/or significance of conducting this study (i.e. why is this topic worth investigating?)
- How the variables are operationalized is described, and a rationale is presented for the choice of measures used. The qualitative data to be collected are described. Strengths and weaknesses of the measures and methods of data collection should be discussed, including reliability and validity issues. Level of measurement should be identified.
- The type of sample is identified.
- The major strengths and weaknesses of the study as described in this paper are mentioned.
- Appendix with a copy of the draft of the data collection instrument

If the student is experiencing any difficulties with their projects, these should be mentioned in this summary.

**Final Report.** Due March 11. Approximately 11 pages long, plus appendix of print-out. Data analysis. One paper per group.
The final paper should briefly cover the following points (This part should be an amended version of the First Report. It should be amended to include any changes suggested by the instructor, and wording and content should be changed to reflect the fact that the study has been completed, and to cover any issues that were raised by the processes of data collection and analysis.):

- The study is described. The kind of study is identified.

- The hypothesis (hypotheses) is (are) presented. At least one hypothesis must contain (at least) two variables: one independent variable and one dependent variable. Independent and dependent variables are identified.

- The rationale for the hypothesis is presented: Why is the hypothesis reasonable? What in the literature or your experience led you to suggest this hypothesis?

- A description of the qualitative component of the study is made.

- An argument is made for the value and/or significance of conducting this study (i.e. why is this topic worth investigating?)

- How the variables are operationalized is described, and a rationale is presented for the choice of measures used. How the qualitative data were collected, and how the qualitative questions were asked is described. Strengths and weaknesses of the measures and methods of data collection should be discussed, including reliability and validity issues. Level of measurement should be identified.

- The type of sample is identified.

The final paper should focus on the following points:

- Report of findings, including a description of the sample, and univariate statistics describing the sample (some charts are expected here, clearly labeled).

- Report of findings from bivariate or multivariate analysis of the data. Students should present at least three bivariate or multivariate analyses. These findings should be described, apart from their statistical significance or lack thereof. Numerical findings should be easy to find, and clearly presented.

- Statistical analysis of the bivariate and/or multivariate findings. At least three statistical tests should be conducted. All three may use the same statistic. Using more than one kind of statistic is encouraged. The statistical findings should be presented clearly and fully explained. Tables should be clearly labeled and easy to find.

- A description of how the qualitative data were analyzed.
- The qualitative findings.

- Discussion of implications (practical and/or theoretical) of the findings.

- Ethical issues, especially those related to findings and the data analysis.

- Issues of diversity and oppression: ethnicity, gender, sexual orientation, age, etc., issues relevant to the research study, especially those related to the findings and the data analysis.

- Critique of the strengths and weaknesses or limitations of the study (This should be expanded from the first report to include relevant issues in data collection and analysis.)

- Reference list

- Appendix with a copy of data collection instrument and the statistical computer output for the quantitative findings

The goal is not to prove your hypothesis but to investigate it systematically; and the goal is not to conduct a perfect study but to understand and explain the limitations of the study you do conduct. Throughout, the student should explain the reasons for doing the things she or he does.

**Assignment III.** Due March 11. Approximately one page. One paper per person.

Each individual class member will also submit individually a statement of exactly what s/he did on the group project, and a list of the names of their group members with a notation of how much each member contributed to the successful completion of the project. Each group member should be listed and rated as follows:
1. Went above and beyond expectations, contributed a great deal to the success of the group project
2. Did what was asked and expected, did her or his share of the work
3. Did less than was expected, less than her or his share, but still contributed
4. Did much less than expected, or made the group project harder by their participation or non-participation.

Notes explaining the ratings should be provided. Students should write a few sentences about how well or poorly their group worked as a group doing the project.

This paper is submitted separately by each individual.

**Class Presentations**

All students will make a brief oral presentation to the class about their projects. These presentations are required but ungraded. The presentations will take place March 11. A very brief description of the study’s findings is to be presented. There will be maximum time limits
for the presentations. Students who are doing group projects will coordinate so that each student will present a part of the study, and so that all group members will be present when their project is presented. These presentations are required but ungraded.
Human Behavior in the Social Environment: Micro

BSW Program Statement

This course is one of three courses in the Human Behavior in the Social Environment sequence in the BSW curriculum. The other two courses are SW439 Social Justice and Social Work and SW440 Human Behavior in the Social Environment (Macro).

Catalogue Course Description

Theoretical and conceptual foundations of working with children, youth, and families in professional settings. Historical, socio-political contexts of significant theories and their relevance for professional application.

Course Description

This course is part of the Human Behavior and Social Environment (HBSE) sequence in the undergraduate social work curriculum and fulfills one of four courses in this domain. HBSE introduces students to an array of theoretical and conceptual models that guide professional social work understanding and intervention with children, youth, and families. Students will be encouraged to use critical thinking skills to appraise and evaluate theories and their relevance to generalist social work practice. The course situates these theories and models within their historical and socio-political context with an appreciation of anti-oppressive social work practice.

Learning Objectives

At the completion of the class, students will be able to:

1. Understand the role of theory in Child and Family Studies and Social Work (P.O. 7);
2. Utilize the knowledge base of theoretical perspectives from which various beliefs and practices of development and family studies have evolved (P.O. 7);
3. Expand skills to evaluate, compare, contrast, and integrate theories (P.O. 7);
4. Develop an appreciation of the role of theory in Child and Family Studies and Social Work research (P.O. 7); and
5. Apply theory to current practices within the field of Child and Family Studies and Social Work (P.O. 7).

Students with (Dis)abilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located
in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Instructor: Wayne Scott, MA, LCSW T 5:30 – 9:10 PM
Teaching Assistant: Kevin Jones, MA

Emails are welcome and often the best way to reach either of us. Email Wayne at: wayne_j_scott@msn.com. Office hours: by appointment. Email Kevin at: joneskr@pdx.edu.

**Instructional Methods**

This class blends lecture, panel discussion, DVDs, role plays, and group process. Small online groups may accomplish tasks such as discussion, assignment preparation, skill building, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation is crucial to your learning, the learning of others, and the maximization of all methods used.

**Attendance**
Due to the variety of methods utilized to teach this course, your attendance and participation is crucial to your learning, the learning of others, and the maximization of all methods used. *You cannot receive a passing grade if you miss more than two class periods.* It is your responsibility to let me know what is going on in your situation. Adult learning principles are assumed in this learning environment.

**Classroom Environment**

No cell phone use or texting is permitted in the classroom.

**Required Readings**


On electronic reserve:

**Topics and Assigned Readings—WORKING SYLLABUS**

**Week One: January 4**

**Overview and purpose of this course**

**Week Two: January 12**

**What is a Normal Family?**
Walsh, chapters 1, “Changing families in a changing world” and 2 “Clinical views of family normality, health, and dysfunction: From deficit to strengths perspective”

**Week Three: January 19**

**Same-sex marriages**
Walsh, chapters 7 “Lesbian and gay families” and 23 “Family policy: Dilemmas, controversies, and opportunities”

**Week Four: January 26—SHORT ESSAY DUE**

**Culture and Social Group Membership, part 1**
Walsh, chapters 9 “Culture: A Challenge to concepts of normality” and 13 “Spiritual dimensions of family life”

**Week Five: February 2**

**Culture and Social Group Membership, part 2**
Walsh, chapters 10 “Race, class, and poverty” and 11 “Immigrant family processes”

**Week Six: February 9—FIRST QUIZ**

**Gender and the Family**
Walsh, chapters 3 “Contemporary two parent families,” 5 “The diversity, strengths, and challenges of single-parent households,” and 12 “Changing gender norms”

**Week Seven: February 16**
**Divorce**
Walsh, chapters 4 “Risk and resilience after divorce” and 18 “Interactional patterns in marital success and failure” and 6 “Remarriage families and stepparenting”

Week Eight: February 23

**Adoption**
Walsh, chapters 4 “Adoptive families”

Week Nine: March 2

**Development and the Life Cycle**
Walsh, chapters 14 “Family life cycle,” 15, “Family resilience,” and 16 “Normative family transitions”

Week Ten: March 9

**Psychobiology of Family Life**
Walsh, chapters 17 “Mastering family challenges in illness and disability” and 22 “Unraveling the complexity of genetic and environmental influences on family relationships”

Finals Week: March 16—FINAL QUIZ

**Assignments**

**Self-Reflective essay (20 points)**
All people have beliefs, conscious or unconscious, that influence how they answer the question: “What is a normal family?” Those beliefs influence the ongoing construction of one’s relationship to family of origin, the stories one tells about growing up, and the seeking out and building of a new family.

The short self-reflective essay, no more than five pages, invites you to surface some of your beliefs and subject them to critical appraisal. In no more than five pages, respond to the following questions:

1. What messages did you receive as a child, adolescent, or young adult about the characteristics of a “normal” family? From your parents? From members of your neighborhood or community? From your social or cultural group? From your faith community, if you had one? From the dominant culture as you perceived it (e.g. television, media, newspapers, teachers)?
2. What were the messages that made the strongest impression? What positive messages have helped you in responding to challenges? What messages complicated or interfered with your ability to be healthy, happy, to feel strong and in control of your life?
3. How do you imagine those messages will influence, help, or hurt you in a professional helping relationship with clients from different family backgrounds?

**Requirements for written assignments**
As a professional social worker you will write papers and reports frequently, so it is important that your writing is clear and comprehensible. At this stage in your development it is expected that you seek out writing tutors, peer consultation, and other resources to ensure you turn in a thoughtful, well-written paper. Even though this is a self-reflective essay, you should begin with a thesis statement, present information that responds to the questions, and share some overall
conclusions. All written assignments should be typed and double-spaced using a 12-point font. Style and organization, such as grammar, punctuation, spelling, and editing, are important and will count toward the grade. Please email your essay to me in a Word document by 5 PM on January 26, 2010.

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<thead>
<tr>
<th>English Style and Usage</th>
<th>Points</th>
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<tr>
<td>Clarity of your thinking, including correct English usage, i.e. <em>I understood your sentences.</em></td>
<td></td>
</tr>
<tr>
<td>Coherent organization, includes thesis &amp; conclusion, i.e. <em>I could follow the line of your thinking.</em></td>
<td></td>
</tr>
<tr>
<td>No more than two mistakes per page (grammatical and punctuation errors, misspellings, word misuse, etc.), i.e. <em>I wasn’t distracted by sloppy editing.</em></td>
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</tbody>
</table>

**Content**

| All three questions were answered, i.e. *You read and understood the assignment.* |        |
| Creative, insightful engagement with the topic, i.e. *I learned something by reading this essay.* |        |

**Scoring grid:**

- 4 = Excellent
- 3 = Good
- 2 = Average
- 1 = Poor

**TOTAL**

20

**Quizzes (2) (30 points each)**

There will be two quizzes. They will include significant information covered in lectures and readings prior to the quiz date. Quizzes will include a mix of multiple choice questions and true/false statements.

**Online dialogue project (20 points)**

Each week you will engage in small group dialogue using the Blackboard discussion forum in response to questions generated in class after hearing the week’s lecture, panel, or viewing DVD material. We will create these questions in class each Tuesday night and post them by noon Wednesday.

Everyone must send a minimum of three messages per week. By the end of the day Friday you should compose one original message for your group. By the end of the day Sunday you should have posted two replies to other students’ messages. These messages should be at least 150 words long and contain direct references to class materials and to the messages of the others. You are welcome to send more messages as you are stimulated to think by your classmates and by your own reading and reflection.

Your participation in the online discussion project will be evaluated weekly as follows:

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<tr>
<th>0</th>
<th>Didn’t do it.</th>
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<tbody>
<tr>
<td>1</td>
<td>Did minimum entries.</td>
</tr>
<tr>
<td>2</td>
<td>Furthered group discussion with messages of exceptional thoughtfulness and clarity.</td>
</tr>
</tbody>
</table>

For week one, we’ll keep it simple: Introduce yourself to your group. What motivates you to either explore or commit to the social work profession? Reply to at least two colleagues.
Extra credit (1 point per question)
Prior to any of the guest panel discussions, you can submit questions to ask the panel. These questions can emerge from your own curiosity or they can be questions that came up for you during the reading for that week. You will get one extra point for each question selected to be used for the panel discussion. Questions likely to be selected will be clearly written, provocative, understandable to a lay person, informed by what we’ve read, and reflect sincere curiosity.

Evaluation of Assignments

Grades
The course grade is based on your regular attendance, participation in course activities, and the completion of assignments, including:

✓ On-line discussion project: 20 points
✓ Quizzes (2): 60 points total
✓ Essay: 20 points
✓ Extra credit questions for panels

An explanation of the grading system is provided in the PSU Bulletin (p. 45).

Grades are assigned based on a 100 point system as follows:
A  94-100  A-  91-93  B+  88-90
B  84-87  B-  81-83  C+  78-80
C  74-77  C-  71-73

There is no Pass/No Pass evaluation for this course since it is a required course in the BSW Program. See the PSU Bulletin for information on Incompletes (page 46).
BSW Program Statement

This course is one of two social welfare courses in the policy domain. The other one is SW410 Social Welfare Policy Practice.

Course Description

Study of policies and laws related to children and families, emphasizing current social, cultural and political forces affecting the establishment and maintenance of laws and public policies. An exploration of policies and laws related to children and families. The impact on families will be addressed from varied academic disciplines, including history, sociology, psychology, education and social work. The role of social work in public welfare policies will be emphasized.

As a required course for both social work and child and family studies majors, this course will examine the establishment and maintenance of public policies within the context of family and communities. Students will engage in critical thinking through the reading, analysis, and discussion of relevant readings. They will examine the ways in which families’ minority, marginalized, or societally subordinate status is impacted or remediated by laws and public policies. The role of social workers and professional human services workers as agents of individual and societal change is integrated throughout the course.

Students will be involved in small group discussion, written analysis and reflections as they consider and analyze policies related to family life. Students will engage with others through a community based learning experience to complete an analysis of a relevant policy or law.

Learning Objectives:

At the completion of the term, students will be able to:

1. Demonstrate an understanding of the impact of public policies and laws relating to children and adults and families through critical thinking and analysis. Students will become familiar with public policies and analyze them as to social context, power dynamics, values and ideologies (P.O. 2, 8).
2. Increase awareness of the diversity of children, youth and families and understanding of oppressive forces that impact families and children. Examine the impact of policies and laws on at-risk populations (P.O. 4).
3. Increase knowledge of policies and laws impacting all children and families. Students will conduct interviews and examine public records to increase understanding of how marginalized, and societally subordinated groups are affected by laws and policies (P.O. 8).
4. Access and apply theoretical knowledge to complete a written analysis of the beneficial and detrimental effects of laws and policies and demonstrate an ability to communicate with others in a group environment (P.O. 8).

5. Demonstrate civic responsibility through participation in community-based learning experiences to increase an understanding of community needs of children, youth, and families and develop knowledge and skills to assume leadership roles in systems-assessment and systems-change (P.O. 8).

**Students with (Dis)abilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**
Instructional Methods

This class blends lecture, discussion, DVDs, role plays, and small group process. Small groups will accomplish tasks such as discussion, assignment preparation, skill building, role play, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation is crucial to your learning, the learning of others, and the maximization of all methods used.

Assignments

History and Context of Family Laws and Public Policies
- Family support and state policies
- Child protection and Parental rights
- The impact of social work on public policy

Public policy as it affects the Family
- Income maintenance
- Public welfare
- Civil rights
- Social security
- Marriage, divorce and child custody

Programs for Family Intervention and Support
- Family and Juvenile courts
- Social Services and family preservation
- Education
- Mental Health
- Public Health
- Juvenile probation and corrections system
- Adult corrections system

General Course Information:
A. Students with disabilities that may require accommodations are encouraged to contact PSU Disability Resource Center and the Instructor at the beginning of the term.
B. Attendance and participation in the class and community-based learning groups is required and will be evaluated.
C. Written assignments and due dates are listed in the class schedule below. Requirements for each assignment will be provided in class.

Evaluation
All written assignments shall be submitted typed or word-processed in 12 pt font and one inch margins. All papers will be turned in on due date in class, stapled with no cover or folder, or submitted via WebCT as an attachment in .doc or .txt file. Class participation includes discussion, writing, research and other individual and group activities. Completing reading prior to class is an essential part of class participation and must be done prior to class. Regular attendance and participation is a requirement for this course and will be

Evaluation of your written work is based upon the following general criteria: 1) an expression of significant idea or theme supported by the reading. (2) a progression of ideas with skillfully constructed sentences using correct grammar and consistent use of standard punctuation and spelling. (3) citations and references in APA format.

Following is an outline of written and oral assignments required for the course. Assignments are due as noted in syllabus, there will be a significant deduction of credit for each day late. Grading is based on completion of assignments as described above and final grades awarded are based on the grading system for undergraduates as described in the PSU Bulletin.

The learning objectives are achieved through reading, research, reflection and community-based learning. Active participation will enhance your learning and that of others. Your instructor is available to facilitate your learning process both in class, on line and during scheduled and arranged office hours.

Activities & applications ---4 assignments at 25pts each (100)
25%

Midterms – 2 Online quizzes based on assigned readings (100pts)
25%
Multiple choice and short answer tests based on required readings and lectures.

Community-Based Learning, documented by each student (40pts)
10%
The policy analysis project requires a minimum of eight hours of interviews, observations and community-based learning related to student chosen issue of public policy or law affecting families.

Class Attendance and Participation (60pts)
15%
Class attendance and participation is evaluated by the instructor and includes attendance, engagement in class discussion, communication with group and peer review of group project contribution.
The topic for the Policy Analysis and CBL will be based on student interest, expertise, and resources - assignment to groups will be made by the instructor.

Policy Analysis Paper and Presentation (100pts)
25%
Policy Analysis term paper and class presentation of research and community-based learning related to a chosen public policy issue. The written project and presentation will be completed in collaboration with a group of students, some in-class time will be dedicated to the group project, additional communication with group members outside of scheduled class time is expected.

**Required Texts and Readings**

Segal and Karger, et. al. are the course texts:


**Additional References:** (selected content to be presented in lectures and handouts)


Internet Access and a PSU Odin account for access to Blackboard is required for this course.

**Topics and Assigned Readings**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1/5/09</td>
<td>Introduction and class requirements Context for study of Family Policies and Laws</td>
<td>Purchase Segal and Karger texts</td>
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<tr>
<td>1/7/09</td>
<td>History of social welfare and family policies</td>
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<tr>
<td></td>
<td>♦ Segal Chap 1</td>
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<td></td>
<td>♦ Karger #12</td>
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<tr>
<td>1/12</td>
<td>Social and political context for policy choices</td>
<td>Interest card due on Blackboard</td>
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<td>♦ Segal Chap 2</td>
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<td>Date</td>
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<td>Notes</td>
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<tr>
<td>1/14</td>
<td>Orphan Trains video and discussion</td>
<td>Summary of current policy article posted on Blackboard - Appl #1</td>
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<td>1/19</td>
<td>Martin Luther King Holiday</td>
<td>Reflection and service</td>
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<td>1/21</td>
<td>Dimensions of Policy choices</td>
<td>Form CBL/Policy Analysis Groups Group report (1)</td>
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<td>♦ Segal Chap 3 &amp; 4</td>
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<td>Civil Rights and Social Justice</td>
<td>Quiz I (on BB) Group Report (2)</td>
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<td>♦ Segal Chaps 5 &amp; 8</td>
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<td>♦ Karger #7 &amp; #8</td>
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<td>1/28</td>
<td>Poverty Outlaws video and discussion</td>
<td>Reflection on videos - Appl #2 Group Report (3)</td>
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<td>Policy Analysis Framework</td>
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<td>♦ Segal Chap 6</td>
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<td>♦ Karger #3</td>
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<td>2/4</td>
<td>Guest Lecture Reading on Web*</td>
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<td>2/9</td>
<td>Income Maintenance &amp; Social Security</td>
<td>Policy Debates post to WebCT – Application - #3 Group Report (4)</td>
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<td>US Economy and income distribution</td>
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<td>♦ Segal Chap 7 &amp; 9</td>
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<td>♦ Karger #6 &amp; #14</td>
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<tr>
<td>2/11</td>
<td>Child Welfare</td>
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<td>Segal Chap 10</td>
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<td>Karger #15</td>
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<td>2/16</td>
<td>Health Care</td>
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<td>Segal Chap 11</td>
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<td>Karger #4</td>
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<td>2/18</td>
<td>International/Global perspectives</td>
<td>Quiz II (webCT) Group Report (5)</td>
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<td>Segal Chap 13</td>
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<td>Karger #2</td>
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<td>2/23</td>
<td>Juvenile Justice and Adult corrections</td>
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<td>Reading on Web*</td>
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<td>2/25</td>
<td>Legislation and Advocacy</td>
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<td>♦ Mandell &amp; Schram Chap 12 on Web*</td>
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<td>♦ Karger #13</td>
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<td>3/2</td>
<td>Required group meeting</td>
<td>Group Draft Paper to BB (6)</td>
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<td>3/4</td>
<td>Group Presentations</td>
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<td>3/9</td>
<td>Group Presentations</td>
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<tr>
<td>3/11</td>
<td>Group Presentations</td>
<td>Application #4 – due 3/14</td>
</tr>
<tr>
<td>3/18- Final</td>
<td>Required class meeting - Evaluation</td>
<td>Policy Analysis Paper Due in class</td>
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</table>
SCHOOL OF SOCIAL WORK

Position Description

BSW Program Director
.50 FTE

The BSW Program Director reports to the Associate Dean for Academic and Community Affairs of the School and is responsible for providing educational and administrative leadership of the BSW Program. The BSW Program Director is primarily responsible for:

Program Liaison and Coordination

- Member of the Administrative Group
- Member of the Workload Group
- Convenes and chairs the BSW Program Committee
- Convenes the BSW Administrative Committee
- Coordinates with the Associate Dean for Academic Affairs re accreditation related activities
- Chairs the BSW Advisory Board meeting

Planning Activities

- Plans faculty workload (with Associate Dean for Academic Affairs and others);
- Plans BSW Welcoming and Orientation meetings
- Plans BSW Advisory Board meetings
- Works with Associate Dean re Unit Planning

Personnel

- The Program Director assists with recruitment of new faculty members and recommends appointments and reappointments of fixed term and adjunct faculty members teaching in the BSW Program to the Associate Dean
- The Program Director signs off on all personnel changes, including salary, tenure, promotion, and rank
- The Program Director is responsible for BSW teaching assignments and teaching schedules in coordination with other Program Directors and the Associate Dean for Academic Affairs
- Supervision of support staff and other program personnel

Accreditation

- Coordinates, prepares, and edits documents for accreditation reports and assessment of Program
• Coordinates site visits with accreditation representatives

BSW Educational Field Program
• Coordinates with the BSW Field Assistant Director regarding the BSW field program
• Coordinates with SSW Field Education Director and field team regarding field issues

BSW Student Advising
• Supervises the BSW Student Advisors regarding advising for all BSW students
• Coordinates with BSW student organization
• Coordinates awarding of BSW scholarships and undergraduate assistantships
• Provides student advising for special circumstances, special events, incoming students
• Coordinates with the PSU advising system in conjunction with BSW Student Advisor

Curriculum
• Coordinates curriculum implementation and evaluation
• Recommends course and curricular proposals developed within the program for approval by the BSW Program Committee
• Monitors review of new and revised courses by the BSW Program Committee and reviews elective course outlines
• Conducts assessment of student progress in meeting BSW program goals and objectives
• Coordinates the offering of SW capstones with the Capstone Coordinator of University Studies

External Relations
• Recruitment of students in community
• Coordination with community colleges regarding student
• Coordinates with PSU Student Affairs office related to students

Publications
• Prepares and edits PSU Bulletin copy for BSW program (with Associate Dean for Academic Affairs)
• Prepares and edits the BSW Program Handbook in coordination with the BSW Assistant Field Director
• Prepares and edits the content for BSW SSW Web site
• Coordinates the publication of the accreditation materials
• Prepares and edits BSW related handouts for recruitment purposes
• Prepares articles for the SSW electronic newsletter

Financial and Resource Management
• Consults with Associate Dean on the development of the budget
• Monitors enrollment and to meet enrollment goals
• Manages financial resources and supplies within allotment for program
Other Duties as Assigned by the Associate Dean and Dean

Compensation

For academic programs, the Program Director assignment is normally a .5 FTE on a 9 month basis with FTE and any stipend pro-rated to cover necessary duties in the summer months.
SCHOOL OF SOCIAL WORK

Position Description

Assistant Director of Field Education/Assistant Professor

The Assistant Director of Field Education reports to the Director of Field Education within the School of Social Work (SSW) at Portland State University.

RESPONSIBILITIES:

This is a .50 FTE position in Field Education, with .25 FTE dedicated to administrative responsibilities for the BSW Program and .25 FTE to Field Instructor Training and Orientation. Given the nature of this position, the time spent between these two primary roles fluctuates throughout the year.

BSW Field Program responsibilities involve working with the Field Director and Field Team to coordinate administrative aspects of the BSW field program, including:

- Recruitment of placement sites and field instructors.
- Coordination of BSW student field placements assignments.
- Maintenance of positive relationships between the School of Social Work and partnering community organizations.
- Coordinate with the SSW Field Team in the development of the policies and procedures for BSW field placements.
- Participation on the SSW Field Team
- Participation on the BSW Program Committee
- Participation in planning and implementing field education events for students and field instructors, and maintaining consistent and high quality communications through dedicated web centers and electronic mail.
- Consultation to resolve conflicts with Field Instructors, Faculty Liaisons, and other Field Team Members as needed.
- Design curriculum and teach BSW Practicum seminars
- Utilize and further develop the technology that supports the work of the field team in coordination with the Field Director and Technology Specialist.
- Write all BSW practicum materials for Web pages and other public information venues.
- Participate in faculty governance and service on School and University committees.
- Advise students regarding career and field issues.
- Other duties as assigned.
Orientation and Training responsibilities involves coordinating the Field Instructor Orientations and Trainings throughout the year including:

- Assessing the needs for field instructor training.
- Development of the content of field instructor trainings.
- Coordinate and publicize the field instructor trainings.
- Present 3 field instructor trainings per year.
- Development and maintenance of web based field instructor training and support materials.
- Coordinate and deliver the yearly field instructor orientations with the field team.

REQUIRED SKILLS, KNOWLEDGE, AND ABILITIES

- Practices social work values and ethics
- Practices competently across difference and without discrimination
- Able to understand and teach regarding mechanisms of oppression and discrimination
- Understand history, research, and current issues of social work profession
- Skilled at interviewing, contracting, and evaluating with individuals and groups
- Able to analyze, formulate, and influence the creation of organizational policy
- Demonstrated self-awareness and excellent interpersonal skills
- Able to use supervision and consultation for guidance, learning, and professional growth
- Capable of planning events for 15 to 250 participants.
- The Assistant Director of Field Education is expected to operate within the policies and goals established and approved by the faculty of the SSW in all matters related to the curriculum of field instruction.

PREFERRED SKILLS, KNOWLEDGE, AND ABILITIES

- Experience as a Field Instructor for MSW and/or BSW Students
- Ability to develop and maintain website content
- Proficient with Microsoft Word, Excel and Access, including the creation of spreadsheets for budgets, promotional materials, and various reports.
- Ability to creatively consider problems and identify possible solutions through the use of technology, data management, and research.

This position requires an earned Master’s in Social Work and at least 2 years of post Master’s experience.
This report is used to evaluate the program’s compliance with Accreditation Standard (AS) 3.1.3.

**AS 3.1.3**
The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

**Narrative Prepared by:** Kimberly Pendell, Social Sciences Librarian and Assistant Professor
Portland State University Library

1. *Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research.*

**General description of library collection:**
1,381,754 volumes
18,252 journal subscriptions
62,108 accessible electronic journals
21,593 accessible electronic books
2,577,280 microforms
66,536 maps
406,893 government documents
59,594 audio-visual materials (cds, videotapes, phonodiscs, cassette tapes)

**Monographs pertinent to social work study and research:**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Title</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>BF 1-940</td>
<td>Psychology</td>
<td>11,577</td>
</tr>
<tr>
<td>GN 502-517</td>
<td>Cross-Cultural Psychology</td>
<td>107</td>
</tr>
<tr>
<td>HA 29-32</td>
<td>Social Science Research Methods &amp; Statistics</td>
<td>505</td>
</tr>
<tr>
<td>HB 846-846.8</td>
<td>Welfare Theory</td>
<td>98</td>
</tr>
<tr>
<td>HM 1-299</td>
<td>Sociology</td>
<td>4,534</td>
</tr>
<tr>
<td>HN 1-995</td>
<td>Social history &amp; conditions. Social problems. Social reform.</td>
<td>4,372</td>
</tr>
<tr>
<td>HQ 1-2044</td>
<td>The Family, Populations (adolescents, aged, women, etc)</td>
<td>12,689</td>
</tr>
<tr>
<td>HT 601-1595</td>
<td>Classes. Races.</td>
<td>1,016</td>
</tr>
<tr>
<td>HV 1-5840, 7428, 9051-9920.5</td>
<td>Social Work, At-Risk Groups, Substance Abuse, Offenders</td>
<td>11,136</td>
</tr>
<tr>
<td>RA 418, RA 790-790.5, RC 435-571, RJ 499-507</td>
<td>Community Mental Health, Psychotherapies.</td>
<td>7,239</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>53,273</td>
</tr>
</tbody>
</table>
Journals:
The following analysis is based on access to the current issue of journals in Social Work pertinent Library of Congress subject heading fields (social work, social service, child welfare, community health, family, substance abuse) As an interdisciplinary field, Social Work faculty and students make heavy use of journals in other areas of the Library collection (Psychology, Sociology, Political Science, Criminology, etc) which are not represented below. Please also note that 15 Social Work related journal titles will be added to the collection beginning January 2011.

Administration in social work
Advances in social work
Affilia
American journal of community psychology
American journal of family therapy
Australian and New Zealand journal of family therapy
Child & adolescent social work journal
Child abuse & neglect
Child welfare
Children and youth services review
Children's voice
Clinical social work journal
Community mental health journal
Contemporary family therapy
Critical social work
CrossCurrents
Families in society
Families systems & health
Family journal
Family process
Family relations
Family therapy
Future of children
Health & social work
International social work
Journal of addiction and mental health
Journal of child and family studies
Journal of community practice
Journal of community psychology
Journal of ethnic & cultural diversity in social work
Journal of evidence-based social work
Journal of family psychology
Journal of family violence
Journal of gay & lesbian social services  
Journal of gerontological social work  
Journal of global social work practice  
Journal of marital and family therapy  
Journal of progressive human services  
Journal of social service research  
Journal of social work (JSW)  
Journal of social work education  
Journal of sociology and social welfare  
Journal of substance abuse treatment  
Journal of systemic therapies  
Journal of teaching in social work  
Open addiction journal  
Policy & practice  
Psychoanalytic social work  
Qualitative social work (QSW)  
Relational child & youth care practice  
Research on social work practice  
Scientific review of mental health practice  
Social forces  
Social service review  
Social work  
Social work research  
Social work with groups  
Substance abuse: research and treatment  

Total current and historic Social Work subscriptions (print & electronic): 680

Access via online full-text database subscriptions: Portland State University Library subscribes to a large number of full text databases which contain Social Work content. However, counting the individual titles/journals in this array of resources is not currently feasible.

Government Documents:
Portland State Library has been a U.S. Federal Depository Library since 1965 and the Regional Depository for Oregon since 1973. Portland State’s entire collection comprises over 2 million governmental materials available in various formats (paper, microfiche, microfilm, electronic). In 2008 the State of Oregon created a shared regional depository comprising the large public universities and the Oregon State Library, thus Portland State Library is no longer the designated regional depository. The Library will continue to collect at the full depository level for all areas in the Dept. of Health and Human Services, Dept. of Housing and Urban Development, Social Security Administration, and other departments/subunits of interest to social workers. The Library also participates in the State of Oregon depository library program, receiving the state’s governmental publications.

The tables below detail specific holdings by department of particular interest to social workers:
## United States Federal

<table>
<thead>
<tr>
<th>Agency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health &amp; Human Services</td>
<td>19,186</td>
</tr>
<tr>
<td>Department of Housing &amp; Urban Development</td>
<td>1,824</td>
</tr>
<tr>
<td>Social Security Administration</td>
<td>1,266</td>
</tr>
<tr>
<td>Other Federal Agencies, Bureaus, etc</td>
<td></td>
</tr>
<tr>
<td>Food and Nutrition Service (Food Stamps)</td>
<td>28,299</td>
</tr>
<tr>
<td>Interagency Council on the Homeless</td>
<td></td>
</tr>
<tr>
<td>Juvenile Justice and Delinquency Prevention Office</td>
<td></td>
</tr>
</tbody>
</table>

## State of Oregon

<table>
<thead>
<tr>
<th>Department of Human Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult &amp; Family Services Division</td>
<td></td>
</tr>
<tr>
<td>Board of Clinical Social Workers</td>
<td></td>
</tr>
<tr>
<td>Council on Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>Mental Health Division</td>
<td></td>
</tr>
<tr>
<td>Senior &amp; Disabled Services Division</td>
<td></td>
</tr>
<tr>
<td>Services to Children and Families</td>
<td></td>
</tr>
<tr>
<td>Vocational Rehabilitation Division</td>
<td>439</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission for the Blind</td>
<td></td>
</tr>
<tr>
<td>Commission on Asian Affairs</td>
<td></td>
</tr>
<tr>
<td>Commission on Black Affairs</td>
<td></td>
</tr>
<tr>
<td>Commission on Children and Families</td>
<td></td>
</tr>
<tr>
<td>Commission on Hispanic Affairs</td>
<td></td>
</tr>
<tr>
<td>Commission on Indian Services</td>
<td></td>
</tr>
<tr>
<td>Commission on Women</td>
<td></td>
</tr>
<tr>
<td>Counselors &amp; Therapists, State Board of Licensed Professional</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Commission</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Council</td>
<td></td>
</tr>
<tr>
<td>Department of Corrections</td>
<td></td>
</tr>
<tr>
<td>Department of Housing &amp; Community Services</td>
<td></td>
</tr>
<tr>
<td>Disabilities Commission</td>
<td></td>
</tr>
<tr>
<td>Oregon State Hospital</td>
<td></td>
</tr>
<tr>
<td>Parole &amp; Post-Prison Supervision</td>
<td></td>
</tr>
<tr>
<td>Youth Authority</td>
<td>354</td>
</tr>
</tbody>
</table>

### Videos/DVDs:

Videos and DVDs were identified as having Social Work content. These were chosen from the following Library of Congress class areas:

<table>
<thead>
<tr>
<th>Class Areas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BF-- Psychology</td>
<td></td>
</tr>
<tr>
<td>HM – Sociology</td>
<td></td>
</tr>
<tr>
<td>HN – Social Issues</td>
<td></td>
</tr>
<tr>
<td>HQ – Family, Women, Children, the Aged</td>
<td></td>
</tr>
<tr>
<td>HT – Classes, Races</td>
<td>576</td>
</tr>
</tbody>
</table>
2. **Staffing pertinent to the provision of library services to social work students.**

**Social Work Librarian:**
Kimberly Pendell, Social Sciences Librarian and Assistant Professor
Subject Librarian for Social Work, Child & Family Studies, Psychology, and Sociology

**Library Faculty & Staff Profile:**
- 20 Librarians (including three Socials Sciences Librarians, a Government Documents Librarian, and a Distance Education Librarian)
- 4 Unclassified employees
- 34 Classified Staff
- 74 student hourly workers

3. **Budget for social work library resources for the last, current and upcoming academic years.**

**Social Work Serials and Monographs Acquisition Budget:**

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>Serials</th>
<th>Monographs/Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>$27,649</td>
<td>$4,753</td>
<td>$32,402</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$21,310</td>
<td>$14,927</td>
<td>$36,237</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$24,552</td>
<td>$10,643</td>
<td>$35,195</td>
</tr>
<tr>
<td>2011-2012</td>
<td>--</td>
<td>--</td>
<td>Not available</td>
</tr>
</tbody>
</table>

The above budgetary figures do not include the Social Science Cluster fund and General/Core fund. These other fund lines support database, serial, and monograph purchases that are useful to social work students and faculty. The actual fiscal resources spent on social work resources by these funds varies annually and is not delineated by subject area.

The University Press Approvals Fund is another avenue through which Social Work materials are acquired for the collection. The Social Work Librarian and Acquisitions staff set up a profile to automatically purchase scholarly publications from US and international university presses.

<table>
<thead>
<tr>
<th>University Press Approvals Fund for Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>$2,028</td>
</tr>
</tbody>
</table>

4. **Circulation or utilization data for items relevant to social work.**

**Online Journals:**
Statistical information is not available to construct a reliable portrait of online journal use for individual or package titles.
**Print Monographs:**
There are approximately 9,000 circulating items in the Portland State Library’s range of HV1-6000. Recent circulation counts of this range are listed below. Social Work students have access to many other resources in related subject ranges, but the HV range serves as a convenient example.

<table>
<thead>
<tr>
<th>Circulation count of items LC range HV 1-6000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
</tbody>
</table>

**Databases:**
The following are example search statistics for a selected group of available databases. The library provides access to other Social Work relevant databases (for reference see: http://library.pdx.edu/dofd/resources.php?category=45)

<table>
<thead>
<tr>
<th>Example Database Search Statistics</th>
<th>2008*</th>
<th>2009</th>
<th>2010**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ageline</td>
<td>47,731</td>
<td>34,128</td>
<td>Not available</td>
</tr>
<tr>
<td>Criminal Justice Abstracts</td>
<td>50,233</td>
<td>3,997</td>
<td>Not available</td>
</tr>
<tr>
<td>LGBT Life</td>
<td>Not available</td>
<td>61,903</td>
<td>21,809</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>149,899</td>
<td>127,857</td>
<td>Not available</td>
</tr>
<tr>
<td>PAIS International</td>
<td>63,782</td>
<td>6,936</td>
<td>3,539</td>
</tr>
<tr>
<td>Social Services Abstracts</td>
<td>61,840</td>
<td>15,032</td>
<td>11,572</td>
</tr>
<tr>
<td>Sociological Abstracts</td>
<td>54,668</td>
<td>9,205</td>
<td>5,324</td>
</tr>
<tr>
<td>Web of Science</td>
<td>75,926</td>
<td>73,904</td>
<td>46,124</td>
</tr>
</tbody>
</table>

* The wide variation in number during 2008 is attributed to the use of a federated search, which was subsequently discontinued.
** As of October 1, 2010

Many other databases of interest are also available via the library database list and the Social Work Research Guide.

5. *Equipment and technology available to social work (computers, copiers and printers).*

**Library Computing:**

<table>
<thead>
<tr>
<th>Student Lab Computers</th>
<th>Kiosks</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>117 workstations with access to:</td>
<td>50 workstations with access to:</td>
<td>Wireless network</td>
</tr>
<tr>
<td>all electronic library resources (databases, ejournals, ebooks)</td>
<td>all electronic library resources (databases, ejournals, ebooks)</td>
<td>3 video/dvd viewing rooms</td>
</tr>
<tr>
<td>Internet</td>
<td>Internet access to .edu, .gov, and .mil sites</td>
<td>3 scanners</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>5 high speed printers</td>
<td></td>
</tr>
<tr>
<td>Endnote</td>
<td>4 photocopiers</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>4 microfiche/film readers &amp; printers</td>
<td></td>
</tr>
<tr>
<td>Other applications</td>
<td>Proxy server for off-campus access to</td>
<td></td>
</tr>
</tbody>
</table>
Assistive Technology:

| Learning Impairment | Dragon Naturally Speaking - speech recognition program  
| Kurzweil 1000 - scanning/reading program  
| Zoom Text - screen magnification with speech program  
| Orthopedic | Dragon Naturally Speaking - speech recognition program  
| Devices: track balls, alternate keyboards, ergonomic keyboards, and others provided on request  
| Visual | CCTV - magnifies books, papers, etc  
| Zoom Text - screen magnification with speech program  
| Jaws - screen reader program  
| Kurzweil 1000 - scanning/reading program  
| Duxbury - braile translating program  
| Juliette Brailler - produces embossed Braille |

Instruction Related Technology:

| Classroom 160 | 25 student laptop workstations, instructor workstation, digital projector  
| Classroom 170 | 20 student laptop workstations, instructor workstation, digital projector  
| Conference Room 220 | Seminar style classroom, 10 student laptop workstations, instructor workstation, digital projector |

6. 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).

Circulation Policy Overview:

<table>
<thead>
<tr>
<th>Patron Group</th>
<th>Books</th>
<th>Journals</th>
<th>Videos/DVDs</th>
<th>Government Documents</th>
</tr>
</thead>
</table>
| Undergraduate | 3 weeks  
| 3 renewals | No | Period varies | 3 weeks  
| 1 renewal |  
| Graduate Students | 3 weeks  
| 3 renewals | Bound 3 days  
| Unbound 1 day | Period varies | 3 weeks  
| 1 renewal |  
| Faculty | 1 year  
| 1 renewal | Bound 3 days  
| Unbound 1 day | Period varies | 3 weeks  
| 1 renewal |  
| Staff | 3 weeks  
| 3 renewals | No | Period varies | 3 weeks  
| 1 renewal |  

Course Reserves/Electronic Reserves:

Course reserves ensure access to high-demand resources. School of Social Work Faculty utilizes the print and online course reserves library service fairly heavily. Since 2002, on average there have been 12-15 Social Work courses per term using this service (roughly 1/4 to 1/3 of offered courses in the School).
7. 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).

**Library Catalog (Vikat):**
Students may search for PSU holdings only via the online library catalog Vikat. Portland State University Library uses the Innovative Interfaces Inc (III) software for its online catalog.

**Consortium Catalog (Summit):**
Orbis Cascade Alliance is a library consortium composed of 35 public and private colleges, community colleges, and universities in Oregon and Washington. Created in 2003 through the merger of two strong regional consortia (Orbis and Cascade), the Alliance demonstrates the power, influence, and extraordinary benefit to our constituents of innovative collaboration among private and public academic libraries. The merger’s effect on the consortium’s capacity for service was clear from the beginning and continues to expand. These benefits include a shared union catalog (Summit), patron-initiated borrowing via Summit, fast and reliable delivery services, electronic resource purchasing, professional development of staff, and participation in new service initiatives.

A key value of membership in the Alliance is to make available to the students and faculty of Portland State University a union catalog of books, periodicals, and other formats. The Summit Union Catalog (Summit) is comprised of 28+ million titles. Sixty-seven percent of those titles are unique in that they are owned by only one member library. Portland State’s students may borrow materials directly from this vast collection with an average delivery time of two days. Portland State’s membership in the Alliance represents our commitment to providing resources that would otherwise be difficult or impossible to obtain for our students and faculty in a timely and cost-effective manner. In addition to Summit borrowing, consortial purchases of electronic resources enable Portland State to provide collections and resources directly to our faculty and students. These electronic resources include bibliographic databases, full-text journals and monographs.

The School of Social Work faculty and students benefit from the Library’s Summit membership because it provides access to the University of Washington’s voluminous collection of Social Work materials, as well as to the University of Oregon’s psychology collection. Distance education students order materials from any Summit library, including Portland State, and have it delivered to an academic library near them throughout Oregon and Washington.

**WorldCat:**
SSW faculty and students have access to millions of materials not available locally or via Summit via WorldCat (patrons make requests directly via WorldCat). Below please find a description derived from the WorldCat database itself. Average Interlibrary Loan delivery times vary depending on where the material is coming from, as well check-out times vary per lending library’s loan schedule.

<table>
<thead>
<tr>
<th>Material format</th>
<th>WorldCat</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
<td></td>
</tr>
<tr>
<td>websites and internet resources</td>
<td></td>
</tr>
<tr>
<td>manuscripts</td>
<td></td>
</tr>
<tr>
<td>maps</td>
<td></td>
</tr>
<tr>
<td>Computer programs</td>
<td>Musical scores</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Films and slides</td>
<td>Newspapers</td>
</tr>
<tr>
<td>Journals and magazines</td>
<td>Sound recordings</td>
</tr>
<tr>
<td>Articles, chapters, papers</td>
<td>Videos/DVDs</td>
</tr>
</tbody>
</table>

**Number of items**

1.5 billion items available from 10,000 libraries worldwide

In mid-December 2009 PSU Library switched its primary catalog interface from its PSU Library Catalog (Vikat) to Portland State WorldCat. Portland State WorldCat encompasses all three catalogs (Vikat, Summit, and WorldCat) in one searchable interface, making it easier to search and request items not locally held. Researchers who want to search only Vikat have a link on the Library’s homepage that takes them directly into it.

**Interlibrary Loan Requests:**

<table>
<thead>
<tr>
<th>School of Social Work Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009*</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
</tbody>
</table>

ILLiad Interlibrary Loan software does not keep track of fee/no-fee supplied requests. However, in consulting other library records, there are approximately 25 requests/year across the whole university for which patrons agree to pay.

<table>
<thead>
<tr>
<th>Book Requests (PSU Totals) via Summit (Consortia Catalog) and WorldCat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009*</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
</tbody>
</table>

8. Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).

**Reference Desk:**
Librarians staff the library reference desk, answer phone, email, and chat reference questions. The reference desk is open throughout the week and weekend, and is frequently double staffed.

<table>
<thead>
<tr>
<th>Reference Desk Hours during Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>9:00am-9:00pm</td>
</tr>
</tbody>
</table>
Chat reference is available to students 24 hours a day, 7 days a weeks, staffed by Portland State Librarians and consortia librarians.

As needed or requested, students, faculty, and community members are referred to the Social Work Librarian for an individual reference consultation.

<table>
<thead>
<tr>
<th>Social Work Research Consultations Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010*</td>
</tr>
</tbody>
</table>

*As of May 2010.

Reference and instruction librarians also create subject research guides and tutorials that increase student access to research help. There is an extensive Social Work Research Guide available via the library website (http://library.pdx.edu/guides/resources.php?category=49&item_id=872). Government Information, Sociology, Psychology and other related research guides are also available.

Workshops, Tours, and Classes:
Tours: New Student week (Fall term), and on demand

Drop-In Workshops:
- Catalog Searching – average 1 session/per week during term
- Database Searching – average 1 session/per week during term
- Basic PsycINFO – 2 sessions/per term
- Advanced PsycINFO – 2 sessions/per term
- Social Services Abstracts – 2 sessions/per term

Credit Class: LIB 410/510 Basic Library Skills, offered Fall, Winter, Spring terms

Online Tutorials: The Library provides many online tutorials via the Library website (http://www.library.pdx.edu/tutorials.html), including the recently developed, comprehensive Library Research Tutorial.

9. 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.)

Subject Librarian for Social Work:
Kimberly Pendell, M.S.I.S., is the subject librarian for Social Work who was hired fairly recently. The Social Work Librarian communicates regularly with library liaison Pauline Jivanjee, Associate Dean of Academic Affairs, School of Social Work. The librarian also communicates with the BSW Program Director, Charlotte Goodluck and social work faculty via the faculty listserv and attends Social Work faculty meetings as needed.

The liaison program facilitates communication about library instruction, collection development, and other library services. Collaboration with Social Work faculty is very important to develop effective curriculum-integrated instruction and other library related support for students.
10. 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?

Subject Librarian Responsibilities and Activities:
(a) The librarian works collaboratively with social work faculty to provide curriculum-integrated instruction, either via in person classroom instruction or via online tools such as Blackboard and Desire2Learn. The new librarian will be working more closely with the BSW Program Director to implement plans to meet with BSW students in the SW301 Introduction to Social Work course on a regular basis. The Social Work Librarian provides instruction to distance education students either online or via travelling to cohort locations. Increased development and assessment of online instruction is a goal of the new Social Work Librarian, who will be working closely with the Distance Education Librarian.

(b) Library services such as reference and individual consultations are available to alumni and community members. The Social Work Librarian is available for research help on a flexible schedule. In addition, all PSU Library resources may be accessed from public use kiosks within the library. Printing and scanning services are also provided.

(c) The librarian has not historically participated in the SSW Strategic Planning process. The former Social Work Librarian worked extensively on an innovative project to tie research guides to the presentation of available databases so that researchers have a clearer idea of the kinds of resources available for their research (article, data, conference papers, etc), how to use these resources in their research process, and are introduced to a number of other tools to advance their scholarship. The current Social Work Librarian is involved in developing a course guide creation system that will enhance course-specific guides for students. The Social Work Librarian is a member of the School’s Curriculum Committee and continues to write library collection analyses for new course proposals.

(d) The Social Work Librarian is a Member of the American Library Association and the Association of College and Research Libraries. Portland State University Library provides yearly professional development funds for conference attendance and other development opportunities.

11. 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.

Purchase Requests:
Faculty members send requests directly to the Social Work Librarian via email, telephone, or campus mail. The Librarian processes these requests as the budget allows. If there is any difficulty regarding requests for items and the collection development budget, the Librarian discusses these issues with faculty in order to prioritize purchases.

12. How often are new acquisitions in social work listed and reported to program faculty?
**New Acquisitions:**
The Social work librarian updates Social Work faculty regarding monograph and serial acquisitions via email and at faculty meetings.

Faculty may look at new lists via the Library’s online catalog system Vikat. Available consolidated lists based on the following Library of Congress classification areas that would be of interest to faculty include Social Work, Psychology, Social Sciences, and Sociology.

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>BF 1-940</td>
<td>Psychology</td>
</tr>
<tr>
<td>GN 502-517</td>
<td>Cross-Cultural Psychology</td>
</tr>
<tr>
<td>HA 29-32</td>
<td>Theory &amp; Method, Social Science Statistics</td>
</tr>
<tr>
<td>HB 846-846.8</td>
<td>Welfare Theory</td>
</tr>
<tr>
<td>HM 251-291</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>HN 1-991</td>
<td>Social History, Social Problems, Social Reform</td>
</tr>
<tr>
<td>HQ 1-2044</td>
<td>The Family, Marriage, Children, Women, etc</td>
</tr>
<tr>
<td>HT 601-1595</td>
<td>Classes, Races</td>
</tr>
<tr>
<td>HV 1-5840</td>
<td>Social Work, At-Risk Groups, Substance Abuse</td>
</tr>
<tr>
<td>HV 7428</td>
<td>Social Work in Criminal Justice System</td>
</tr>
<tr>
<td>HV 9051-9920.5</td>
<td>Juvenile Offenders, Delinquency</td>
</tr>
<tr>
<td>RA 418-418.5</td>
<td>Medical Sociology, Inequality of Access to Medical help</td>
</tr>
<tr>
<td>RA 790-790.95</td>
<td>Community Mental Health</td>
</tr>
<tr>
<td>RC 321-571</td>
<td>Psychiatry (Clinical Therapies)</td>
</tr>
<tr>
<td>RJ 499-507</td>
<td>Child Psychiatry</td>
</tr>
</tbody>
</table>

13. Traffic or other counts of users of social work collection or social work resources.

**Social Work Collection and Resource Use:**
There has been enormous growth in the use of the Social Work Research Guide. It is the most frequently visited research guide on the library website. Many students are beginning their database searches and resource finding from this guide.

<table>
<thead>
<tr>
<th>Year</th>
<th>Page Views</th>
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<tbody>
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<td>2008-2009</td>
<td>18,687</td>
</tr>
<tr>
<td>2009-2010</td>
<td>127,664</td>
</tr>
</tbody>
</table>

In addition to the School of Social Work faculty, students, and Regional Research Institute staff there are a number of other disciplines across campus that make use of the collections, including:

- Child & Family Studies, School of Social Work
- Counseling Psychology, Graduate School of Education
- Criminology, College of Urban and Public Affairs
- Gerontology/Institute on Aging, College of Urban and Public Affairs
- Psychology, College of Liberal Arts & Sciences
- Sociology, College of Liberal Arts & Sciences
- Special and Counselor Education, Graduate School of Education
Social service professionals both locally and across the state have made use of Portland State Library’s collections and services. Historically, the Social Work Librarian has worked on multiple research projects with Multnomah County Human Services staff.

14. Instructional sessions (number and type of presentations, number of participants, evaluation data).

Instruction Statistics:

<table>
<thead>
<tr>
<th>Instruction Sessions 2006-2007</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Type</td>
<td>Number of sessions</td>
<td>Total number of participants</td>
</tr>
<tr>
<td>MSW Orientation</td>
<td>3</td>
<td>197</td>
</tr>
<tr>
<td>Doctoral Student Orientation</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>MSW In-Class Sessions</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>MSW Distance Education Sessions</td>
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<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction Sessions 2007-2008</th>
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</thead>
<tbody>
<tr>
<td>Session Type</td>
<td>Number of sessions</td>
<td>Total number of participants</td>
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<td>150</td>
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<tr>
<td>Doctoral Student Orientation</td>
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<td>5</td>
</tr>
<tr>
<td>MSW In-Class Sessions</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>MSW Distance Education Sessions</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction Sessions 2008-2009</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Type</td>
<td>Number of sessions</td>
<td>Total number of participants</td>
</tr>
<tr>
<td>MSW Orientation</td>
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<td>150</td>
</tr>
<tr>
<td>Doctoral Student Orientation</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MSW In-Class Sessions</td>
<td>8</td>
<td>200</td>
</tr>
<tr>
<td>MSW Distance Education Sessions</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction Sessions 2009-2010</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Type</td>
<td>Number of sessions</td>
<td>Total number of participants</td>
</tr>
<tr>
<td>MSW Orientation</td>
<td>4</td>
<td>150</td>
</tr>
<tr>
<td>Doctoral Student Orientation</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MSW In-Class Sessions</td>
<td>8</td>
<td>200</td>
</tr>
<tr>
<td>MSW Distance Education Sessions</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Evaluation Data:
In 2006-2007, the Social Work Librarian evaluated student learning with a pre and post test of online search skills and strategies in the Social Work Research Methods course.

Similar evaluation of library instruction will be pursued by the new Social Work Librarian, Kimberly Pendell, starting Winter term 2011.
15. Location of library/social work collection relative to classroom and other social work student services.

Library Location:
Portland State Library is located slightly less than 1/4 mile away from the School of Social Work.

16. 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).

<table>
<thead>
<tr>
<th>Library Open Hours</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer*</th>
<th>Intercessions</th>
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</thead>
<tbody>
<tr>
<td>Mon - Thu:</td>
<td>7:30am–11:00pm</td>
<td>7:30am–11:00pm</td>
<td>7:30am–11:00pm</td>
<td>Mon – Thu:</td>
<td>Mon - Fri:</td>
</tr>
<tr>
<td>Friday:</td>
<td>7:30am–7:00pm</td>
<td>7:30am–7:00pm</td>
<td>7:30am–7:00pm</td>
<td>8:00am -- 9:00pm</td>
<td>8:00am--6:00pm</td>
</tr>
<tr>
<td>Saturday:</td>
<td>10:00am–7:00pm</td>
<td>10:00am–7:00pm</td>
<td>10:00am–7:00pm</td>
<td>Saturday:</td>
<td>Sat - Sun:</td>
</tr>
<tr>
<td>Sunday:</td>
<td>12:00pm-11:00pm</td>
<td>12:00pm-11:00pm</td>
<td>12:00pm-11:00pm</td>
<td>Closed</td>
<td>Closed</td>
</tr>
</tbody>
</table>

*Extended summer hours are supported by supplemental funding from External Education*

During finals week of fall, winter, and spring quarters the library has extended open hours: Sunday - Thursday 7:30am - 1:00am, and Friday and Saturday 7:30am - 10:00pm.

17. Samples and results of assessment/evaluation surveys of library services.

Assessment of Library Services:
LibQUAL+ is a standardized survey of user satisfaction with library service levels. Portland State Library has implemented the survey in fall of 2003, 2006, and 2008. The 2008 survey found that:

- Library has improved in the estimation of undergraduate and graduate students since 2006.
- Faculty and staff are not satisfied with the number of Library resources and collections.
- Survey results accurately reflect Library buying trends. Due to increasing publishing costs and budget restraints, the Library will not be able to satisfy faculty desires and focuses first on fulfilling undergraduate needs.
- Over time (2003-2008) expectations regarding electronic and print collections, ease of access, and a well-designed website have increased.

LibQUAL+ survey results regarding librarians and library services are generally positive. Qualitative data regarding services for Social Work included the following:

- “People are very willing to help me learn how to use my resources in the masters of social work distance option!”
“....I'd also like to say that staff, especially librarians, at the PSU library are helpful and are good listeners and teachers. When I was a student, on a couple of occasions a librarian came to my classes to talk with us about how to effectively use the library's electronic resources, and I can't even begin to tell you how useful that was. Those databases can be really tricky to navigate sometimes.”

“As a distance student, I appreciate the electronic resources, ILL, and other ways to get materials without leaving Medford. I also appreciate the friendly and very helpful staff who have helped me with little glitches and have answered my questions.”

18. Strengths, areas of concern, projections for and assessment plans of the social work collection.

Strengths of the Social Work Collection:

- The Library’s social work collection has great historical depth due to the School of Social Work being one of the longest standing disciplines at Portland State.
- The Library’s rich historical and contemporary collections of Federal and State documents are an important source of information, especially for those in the field of Social Work working for Federal or State funded agencies.
- Portland State has been a partner in many successful library consortia over the years. These agreements have expanded access to online and print materials. For example, Portland State students and scholars can request materials from the University of Washington’s Social Work collection and receive them within 2-3 working days.
- Interlibrary Loan (ILL) staff has made significant strides in efficiencies, including more agreements with other libraries nationwide. ILL can now offer quick turnaround times for requests with a 90+% fulfillment rate.

Areas of Concern for the Social Work Collection:
As with most publicly supported institutions of higher education nationwide, Portland State University has seen a decrease in state funding. The Library’s budget has decreased or remained flat for a number of years, with only small intermittent increases. These budget cuts have occurred in an era of accelerated inflation for scholarly journals and books, thus putting even more strain on an already challenging budget.

In Spring 2008, the Library published the following table to graphically illustrate the impact of materials inflation in relation to its budget.
Projections for the Social Work Collection and Assessment Plans:
- 15 social work related journal titles will be added to the collection in January 2011, reflecting the library’s responsiveness to faculty requests and ILL usage data
- More sophisticated assessment tools will allow the Library get the ‘biggest bang for its buck’ by targeting funding toward highest use areas
- Participation in future Orbis/Cascade Alliance and Greater Western Library Alliance consortial purchases of databases, online journal packages, etc to expand access to online resources most economically
- Active Library staff participation in the shaping of important national initiatives, such as open access journals, digital repositories, WorldCat.org, etc that reduce dependence on high cost/high inflation publishers and vendors.

Assessment:
In 2006-2007, the Social Work Librarian performed a comparative analysis of monographic and serial holdings with the University of Wisconsin-Milwaukee collection. A comparative analysis of journal holdings with ISI, Social Services Abstracts, and Social Work Abstracts was also performed.

The new Social Work Librarian will also regularly assess the social work collection to ensure the collection meets the scholarly needs of students and research faculty.
Faculty Summary Form C2 Section 1

Faculty Summary
Council on Social Work Education
Commission on Accreditation

Section 1
This section of the form is used to evaluate the program’s compliance with Accreditation Standard (AS) 4.0.

AS 4.0
The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.
# Faculty Summary Section 1 for 2010-2011 as of 11-29-2010

<table>
<thead>
<tr>
<th>Initials and Surname of Faculty Member</th>
<th>Current Rank or Title</th>
<th>(Check One)</th>
<th>Tenure-Track (Check One)</th>
<th>Tenure</th>
<th>Years Practice Experience</th>
<th>Years Employed in Full-time Education Positions</th>
<th>Previous Position(s)</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials and Surname of Faculty Member</td>
<td>Current Rank or Title</td>
<td>Part-Time</td>
<td>Full-Time</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No/NA</td>
<td>BSW</td>
</tr>
<tr>
<td>Nelson, K.</td>
<td>Professor/Dean</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td>Yes</td>
<td>DNA</td>
<td>2</td>
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<tr>
<td>Goodluck, C.</td>
<td>Professor</td>
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<td>Bradley, S.</td>
<td>Senior Instructor</td>
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<td>Dalton, B.</td>
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<td>Mike, P.</td>
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<td>Quest, D.*</td>
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<td>Shireman, J. F.</td>
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<tr>
<td>Sieverin, D.</td>
<td>Field Education Consultant</td>
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<td>0</td>
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<td>0</td>
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<td>Williamson, D.</td>
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<td>Wolfe, J.</td>
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<td><strong>Other Academic Positions</strong></td>
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<tr>
<td>Overton, B. *</td>
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<td>X</td>
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<tr>
<td>Davis, M. *</td>
<td>Senior Research Assistant</td>
<td>X</td>
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<td>NA</td>
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<td>2</td>
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</table>

*PhD Students appointed as Adjunct Faculty.
Section 2

This section of the form is used to evaluate the program’s compliance with Accreditation Standard (AS) B4.2.1 and M4.2.1

AS B4.2.1

The baccalaureate social work program has a minimum of two full-time faculty, with master’s social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
## Faculty Summary Section 2 for 2010-2011 as of 11-29-2010

<table>
<thead>
<tr>
<th>Initials and Surname of Faculty Member</th>
<th>Date of Appointment</th>
<th>Degree</th>
<th>Percentage of Time Assigned to Program</th>
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<tbody>
<tr>
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<td>BSW</td>
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<tr>
<td>BSW Faculty</td>
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<tr>
<td>Nelson, K.</td>
<td>1993</td>
<td>NO</td>
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<tr>
<td>Goodluck, C.</td>
<td>2008</td>
<td>NO</td>
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<tr>
<td>Allen, H.</td>
<td>2010</td>
<td>NO</td>
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<tr>
<td>Bradley, S.</td>
<td>1998</td>
<td>NO</td>
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<tr>
<td>Briggs, H. E.</td>
<td>1990</td>
<td>NO</td>
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<td>Dalton, B.</td>
<td>2007</td>
<td>NO</td>
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<td>Davis, K.</td>
<td>2008</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>Gioia, S.</td>
<td>2001</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>Grant, D.</td>
<td>2009</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>Jivanjee, P.</td>
<td>1990</td>
<td>NO</td>
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<tr>
<td>Masterson, E. M.</td>
<td>1987</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>Meinhold, J. L.</td>
<td>2004</td>
<td>NO</td>
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<tr>
<td>Nissen, L. B.</td>
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<td>Pewewardy, N.</td>
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<tr>
<td>Shireman, J. F.</td>
<td>1985</td>
<td>NO</td>
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<tr>
<td>Talbott, M. M.</td>
<td>1984</td>
<td>NO</td>
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<tr>
<td>Taylor, M. O.</td>
<td>2002</td>
<td>NO</td>
<td>YES</td>
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<td>Williamson, D.</td>
<td>2008</td>
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<td>Wolfe, J.</td>
<td>2008</td>
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</table>

| Other Academic Positions               |                     |        |     |     |       |       |     |     |       |
| Overton, B.*                           | 2008                | NO     | YES | NO  | 0     | 25    | 25  | 0    |

<table>
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<th>Research Faculty with Teaching Responsibilities</th>
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<tr>
<td>Davis, M.*</td>
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<td>2004</td>
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</table>

*PhD Students appointed as Adjunct Faculty.

Please note: adjunct faculty equivalencies are 75% of full-time faculty FTE, due to contract adjustments.
## CURRICULUM VITAE

### NAME OF FACULTY MEMBER  
Kristine Nelson  
**Position Title**  
Professor,  
Dean of Social Work  
---

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tr>
<td>B.A.</td>
<td>Stanford University</td>
<td>History</td>
<td>1965</td>
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<tr>
<td>M.S.W.</td>
<td>Sacramento State University</td>
<td>Social Work</td>
<td>1970</td>
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<tr>
<td>D.S.W.</td>
<td>University of California at Berkeley</td>
<td>Social Work</td>
<td>1980</td>
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### ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Dean</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
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<td>Interim Dean</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>2004-2005</td>
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<tr>
<td>Associate Dean</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>2001-2004</td>
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<tr>
<td>Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>1993-Present</td>
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<tr>
<td>Associate Professor</td>
<td>The University of Iowa, School of Social Work</td>
<td>Iowa City, IA</td>
<td>1985-1993</td>
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<tr>
<td>Director of Research</td>
<td>University of Iowa, School of Social Work, National Resource Center on Family-Based Services</td>
<td>Iowa City, IA</td>
<td>1984-1992</td>
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<tr>
<td>Acting Director</td>
<td>University of Iowa, School of Social Work, National Resource Center on Family Based Services</td>
<td>Iowa City, IA</td>
<td>1989</td>
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<tr>
<td>Assistant Professor</td>
<td>The University of Iowa, School of Social Work</td>
<td>Iowa City, IA</td>
<td>1979-1985</td>
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<tr>
<td>Specialist in Child Welfare</td>
<td>University of Texas, Austin, School of Social Work</td>
<td>Austin, TX</td>
<td>1978</td>
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<tr>
<td>Instructor</td>
<td>Southwest Texas State University, Institute of Social Work</td>
<td>San Marcos, TX</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<th>POSITION</th>
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<tr>
<td>Assistant Planner and Evaluator</td>
<td>Community Education Program Austin Independent School District</td>
<td>Austin, TX</td>
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<tr>
<td>Social Service Practitioner I</td>
<td>Marin County Department of Public Social Services</td>
<td>San Rafael, CA</td>
<td>1970 – 71</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Society for Social Work and Research
- Council on Social Work Education
- National Association of Social Workers

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)**

- 2009 Oregon NASW Communications Committee
- 2006-2009 Stanford Association of Oregon Board Member
- 2006-2010 Steering Committee, National Conference on Child Abuse and Neglect
- 2006-2007 Behavioral Heath Workforce Development Committee
- 2005-2007 Service Committee, Portland Insight Mediation Community

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

- 2007-2008 Author, Migrant Farmworker Health Outreach Project, Oregon Community Foundation, $60,000. Bring 5 students and 1 faculty from Mexico to work with 5 MSW students in health education and data collection in migrant camps.

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

- 2008 Barth, R., Briar-Lawson, K., Nelson, K., & Springer, C. Strengthening the linkage between SW education, child welfare policy, service delivery, and practice. 54th Annual Program Meeting of the Council on Social Work Education, October, Philadelphia
<table>
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<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title and Details</th>
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**PROFESSIONAL PUBLICATIONS (during last 5 years)**

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<tr>
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<th>Author(s)</th>
<th>Title and Details</th>
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# CURRICULUM VITAE

**NAME OF FACULTY MEMBER:** Charlotte Goodluck  
**Position Title:** Professor, BSW Program Director

## DEGREE INFORMATION

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<tbody>
<tr>
<td>B.A.</td>
<td>Prescott College</td>
<td>Anthropology</td>
<td>1970</td>
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<td>M.S.W.</td>
<td>Smith College</td>
<td>Social Work</td>
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<td>Ph.D.</td>
<td>University of Denver</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>7/2008-Present</td>
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<td>Director of the BSW Program</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>7/2008-Present</td>
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<td>Professor</td>
<td>Northern Arizona University</td>
<td>Flagstaff, AZ</td>
<td>1/2002-2008</td>
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<tr>
<td>BSW Program Coordinator</td>
<td>Northern Arizona University</td>
<td>Flagstaff, AZ</td>
<td>7/1998-6/2003</td>
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<td>Associate Professor</td>
<td>Northern Arizona University</td>
<td>Flagstaff, AZ</td>
<td>5/1994-12/2001</td>
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<td>Assistant Professor</td>
<td>Northern Arizona University</td>
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<td>8/1987-5/1993</td>
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<td>Assistant Professor</td>
<td>New Mexico Highlands University</td>
<td>Las Vegas, NM</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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Indian Child Welfare Specialist | American Indian Law Center, University of New Mexico | Albuquerque, NM | 1984-1985
---|---|---|---
Project Specialist | Graduate School of Social Work, University of Denver | Denver, CO | 1981-1984
Social Worker | Indian Adoption Project, Jewish Family and Children’s Service | Phoenix, AZ | 1973-1980

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

National Association of Social Workers
Council on Social Work Education
Association of Baccalaureate Social Work Program Directors

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES** *(during last 3 years)*

Previous Board Member Native Americans for Community Action, Inc.
Previous Consultant/Northern Arizona United Way

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION** *(during last 3 years)*

N/A

**PROFESSIONAL PRESENTATIONS** *(during last 5 years)*


10/2009  “Welcoming” from Portland State University, School of Social Work, Annual Liberation-Based Healing Conference, Portland, Oregon.


11/2008  Native American Strengths Perspective, Class Presentation, Native Studies, Portland State University, Portland, Oregon

PROFESSIONAL PUBLICATIONS (during last 5 years)

# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**

Ellen Magaziner Masterson

**Position Title**

Assistant Professor, Director of Field Education

## DEGREE INFORMATION

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<td>B.A.</td>
<td>Pennsylvania State University</td>
<td>Psychology</td>
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<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Director, Field Education</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE</th>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Council on Social Work Education Member
- Northwest Field Education Consortium Member
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Board Member, Russell Street Counseling Center

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Northwest Regional Field Consortium 2008 Annual Meeting, Chair, Coordinator

Current Service to University

MSW Curriculum Committee Member
MSW Program Team Member
School of Social Work Administration Group Member
School of Social Work Field Education Team Supervisor
MSW Scholarship and Award Selection Committees Member
School of Social Work Workload Committee Member
School of Social Work Assessment Team
University Faculty Grievance Panel
# CURRICULUM VITAE

## NAME OF FACULTY MEMBER
Sarah Bradley

## Position Title
Senior Instructor

## DEGREE INFORMATION

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<tr>
<td>BA</td>
<td>University of California, Santa Cruz</td>
<td>Psychology</td>
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<tr>
<td>BA</td>
<td>Columbia University School of Social Work</td>
<td>Biology</td>
<td>June 1977</td>
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<tr>
<td>MSSW</td>
<td>NY School for Psychoanalytic Psychotherapy</td>
<td>Social Work</td>
<td>May 1979</td>
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<td>Advanced Certificate</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE</th>
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<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
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<tr>
<td>Instructor</td>
<td>Virginia Commonwealth University</td>
<td>Fairfax, Virginia</td>
<td>5/87-12/88</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE</th>
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</thead>
<tbody>
<tr>
<td>Licensing Supervisor</td>
<td>CODA</td>
<td>Portland, OR</td>
<td>9/07-present</td>
</tr>
<tr>
<td>Therapist/Branch Director</td>
<td>Family Services</td>
<td>Seattle, WA</td>
<td>1/90-7/97</td>
</tr>
<tr>
<td>Coordinator, SW Services Inpatient Psychiatry</td>
<td>George Washington University Medical Center</td>
<td>Washington, DC</td>
<td>5/86-12/88</td>
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<tr>
<td>Private Psychotherapy Practice</td>
<td>Self</td>
<td>New York, NY</td>
<td>1982-88</td>
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<td></td>
<td>Portland, OR</td>
<td>1998-2000</td>
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<tr>
<td>Social Worker/Coordinator of SW Services Inpatient Psychiatry</td>
<td>Columbia Presbyterian Medical Center</td>
<td>New York, NY</td>
<td>11/80-5/86</td>
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<tr>
<td>Assistant Director</td>
<td>Family Counseling Services</td>
<td>Eugene, OR</td>
<td>10/79-7/80</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- National Association of Social Workers
- Academy of Certified Social Workers
- Oregon State Licensed Clinical Social Worker

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES

- Oregon Board of Social Work, Rules Advisory Committee (2009-10)
- Oregon Chapter, NASW Legislative Committee 2006 - present
- School Board, Riverdale School District 11/2002 - present
  Expert Panelist on Psychopharmacology for Psychotherapists

PROFESSIONAL PRESENTATIONS (during last 5 years)

- PSU School of Social Work Field Instructor Supervision Training Series – 3 sessions presented yearly

PROFESSIONAL PUBLICATIONS (during last 5 years)

# CURRICULUM VITAE

<table>
<thead>
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<th>POSITION TITLE</th>
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<tr>
<td>Heidi Allen</td>
<td>Adjunct Instructor</td>
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## DEGREE INFORMATION

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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>Boise State University, Boise, ID</td>
<td>Psychology</td>
<td>1997</td>
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<td>M.S.W.</td>
<td>Portland State University, Portland, OR</td>
<td>Social Work</td>
<td>2000</td>
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<tr>
<td>Ph.D. (In Progress)</td>
<td>Portland State University, Portland, OR</td>
<td>Social Work</td>
<td>2003-Present</td>
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## ACADEMIC APPOINTMENTS

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<td>Portland, OR</td>
<td>2004-Present</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>University of Portland</td>
<td>Portland, OR</td>
<td>2007</td>
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<tr>
<td>Co-Investigator</td>
<td>Oregon Health &amp; Science University</td>
<td>Portland, OR</td>
<td>2004-2007</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Director, Oregon Health Research &amp; Evaluation Collaborative</td>
<td>Office for Oregon Health Policy &amp; Research, State of Oregon</td>
<td>Salem, OR</td>
<td>2006-Present</td>
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<tr>
<td>Director, Medicaid Advisory Committee</td>
<td>Office for Oregon Health Policy &amp; Research, State of Oregon</td>
<td>Salem, OR</td>
<td>2006-Present</td>
</tr>
<tr>
<td>Medical Social Worker</td>
<td>Oregon Health Sciences University</td>
<td>Portland, OR</td>
<td>2006-Present</td>
</tr>
<tr>
<td>Medical Social Worker</td>
<td>Oregon Health Sciences University</td>
<td>Portland, OR</td>
<td>2001-2006</td>
</tr>
<tr>
<td>Ph.D. Intern</td>
<td>Providence Health Systems Center for Outcomes Research and Evaluation</td>
<td>Portland, OR</td>
<td>2004 – 2005</td>
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<tr>
<td>CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS</td>
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<td></td>
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<tr>
<td>---------------------------------------------------------------------------</td>
<td></td>
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<tr>
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<table>
<thead>
<tr>
<th>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)</th>
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<tbody>
<tr>
<td>Immunization Policy Advisory Team, Portland, OR, 2006 – Present</td>
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<table>
<thead>
<tr>
<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
</tr>
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</table>

<table>
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<tr>
<th>PROFESSIONAL PUBLICATIONS (during last 5 years)</th>
</tr>
</thead>
</table>
# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**

HAROLD E. BRIGGS

**Position Title**

Professor

## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.A</td>
<td>Morehouse College Atlanta, Georgia</td>
<td>Sociology</td>
<td>1977</td>
</tr>
<tr>
<td></td>
<td>The University of Chicago The School of Social Service Administration Chicago, Illinois</td>
<td>Social Treatment</td>
<td>1980</td>
</tr>
<tr>
<td>M.A.</td>
<td>University of Pittsburgh Pittsburgh, Pennsylvania</td>
<td>Sociology</td>
<td>1978</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>The University of Chicago The School of Social Service Administration Chicago, Illinois</td>
<td>Social Development/Social</td>
<td>1988</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
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<th>CITY AND STATE</th>
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<tbody>
<tr>
<td>Professor</td>
<td>Portland State University Graduate School of Social Work</td>
<td>Portland, Oregon</td>
<td>2004 - Present</td>
</tr>
<tr>
<td>Associate Professor (Tenured 1996)</td>
<td>Portland State University Graduate School of Social Work</td>
<td>Portland, Oregon</td>
<td>1996-2004</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Portland State University Graduate School of Social Work</td>
<td>Portland, Oregon</td>
<td>1990-1996</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<th>POSITION</th>
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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Associate Executive Director</td>
<td>Habilitative Systems, Inc.</td>
<td>Chicago, Illinois</td>
<td>1984-1990</td>
</tr>
<tr>
<td>Administrator</td>
<td>South Central Community Services</td>
<td>Chicago, Illinois</td>
<td>1983-1984</td>
</tr>
<tr>
<td>Psychiatric Social Worker</td>
<td>Wyman Gordon Pavilion Ingalls Memorial Hospital</td>
<td>Harvey, Illinois</td>
<td>1982-1983</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

October 2007  Council On Social Work Education.
1991-present  Association for Behavioral Analysis.
2007-present  Society for Social Work Research

School of Social Work:
2006  Faculty Search Committee
2006-present  Bachelors of Social Work Committee

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2009-present  Technical assistance and consultation with federal Center for Substance Abuse Grantees on Designing Innovative Effective Stigma Reduction and Service Engagement Models

Selecting Empirically Supported Interventions that are culturally sensitive and validated

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)


Development of Infrastructure for African American Mental Health System of Care with Oregon Health Sciences University and African American Mental Health Commission

2007–present  Grant Award, African American Mental Health Commission Behavioral Health System of Care for African Americans $750,000 annually from State of Oregon and Multnomah County, Oregon to fund Avel Gordly Center for Healing at Oregon Health Sciences University, Portland, Oregon.

PROFESSIONAL PRESENTATIONS (during last 5 years)

1. Refereed Presentations


Organizer, National research symposium on white privilege, social injustices, and racial inequalities of African Americans: Building a social justice agenda for a plurastic society, African American Mental Health Commission, Portland, Oregon November 17, 2009 Portland State University.
Presenter, The African American Experience, National research symposium on white privilege, social injustices, and racial inequalities of African Americans: Building a social justice research agenda for a plurastic society.

Presenter, Racial disproportionality and racial disparities for African Americans: Governor's summit on disproportionality in child welfare and juvenile justice. November 16, 2009, Red Lion Double Tree, Jantzen Beach.

Luncheon Keynote Speaker: Diffusing evidence-based practice/empirically supported interventions to community National Summer Institute on Youth Mentoring at Portland State University, School of Social Work, July 2009.

Co-chair and Closing Remarks Speaker, Alumni Symposium, SSA's Centennial Celebration From task-centered practice to evidence-based and integrated practice in social work, June 5, 2009.

Panel Member, Adoption and diffusion of evidence-based practice in larger systems, Alumni Symposium, SSA's Centennial Celebration, June 5, 2009.

Presenter, Risk and resiliency in African Americans. Grantee Meeting, Center for Substance Abuse Treatment, Substance Abuse Mental Health Services Administration, February 2009.


Co-Chair and Planner, Evidence-based practice in a cultural context with Susan Wells, Ph.D. University of Minnesota, School Of Social Work, June 11, 2007.

PROFESSIONAL PUBLICATIONS  (during last 5 years)

1.  Refereed Books

   In Press


   In Preparation


Smith, Xavier, Briggs, A.C., Briggs, H.E. (in preparation). De-conditioning the Negro Psyche: Removing the Shackles From Your Brain

2. Journal Editorships

Published


In press


In preparation


3. Book Contracts Awarded


4. Refereed Book Chapters

In Press


5. Refereed Articles


### OTHER RELEVANT INFORMATION (Research)

<table>
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<tr>
<th>Year</th>
<th>Project Description</th>
<th>Role</th>
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<tr>
<td>2008</td>
<td>R01 Predicting High Risk Behaviors Among Young African American Women. Principal Investigator. Submission Date. Not Scored.</td>
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<tr>
<td>2007</td>
<td>R01 Reducing Corrections Involvement, Substance Abuse, Risky Sexual Behavior, and HIV Exposure Among Young African American Women through Parent Management Training and Project Light, Principal Investigator; With Lew Bank, Co-Principal Investigator of Subcontract with Oregon Social Learning Center. National Institute on Drug Abuse. Not Scored</td>
<td></td>
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<tr>
<td>2006</td>
<td>R01 Causes, Correlates, and Consequences of Drug Abuse among High Risk African American Females, Co-investigator with Lew Bank, Oregon social Learning Center. Not Scored</td>
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## CURRICULUM VITAE

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
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<tbody>
<tr>
<td>Bonnie S. Dalton</td>
<td>Instructor</td>
</tr>
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</table>

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B. A.</td>
<td>Oregon State University</td>
<td>English</td>
<td>1968</td>
</tr>
<tr>
<td>M.A.</td>
<td>Portland State University</td>
<td>English Literature</td>
<td>1971</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>2002</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Instructor, Campus Coordinator, Center for Improvement of Child and Family Services (Partnership Students)</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>2007-Present</td>
</tr>
<tr>
<td>Liberal Arts Teacher</td>
<td>Sheridan High School</td>
<td>Sheridan, OR</td>
<td>1988-1990</td>
</tr>
<tr>
<td>Liberal Arts Teacher</td>
<td>Tigard High School</td>
<td>Tigard, OR</td>
<td>1986-1987</td>
</tr>
<tr>
<td>Interim Dean/Assistant Dean/Faculty Member</td>
<td>Linfield College</td>
<td>Portland, OR</td>
<td>1980-1986</td>
</tr>
<tr>
<td>English Instructor</td>
<td>Oregon State University</td>
<td>Eugene, OR</td>
<td>1974-1983</td>
</tr>
<tr>
<td>English Instructor</td>
<td>Chemeketa Community College</td>
<td>Salem, OR</td>
<td>1973-1983</td>
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### POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td></td>
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</tr>
<tr>
<td>Regional Teen Transition Specialist</td>
<td>State of Oregon, Dept. of Human Services</td>
<td>Portland, OR</td>
<td>1998-2007</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Addictions and Substance Abuse Clinician</td>
<td>Oregon Health and Sciences University</td>
<td>Portland, OR</td>
<td>1993-1994</td>
</tr>
</tbody>
</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- CSWA
- CADC
- OSPIRG
- Sierra Club
- Con Cibo String Quartet (play benefits for non-profits and conferences)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

- Advisory Board: Powerhouse Mentor Program
- Advisory Board: Dress for Success Program

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

- N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

- Multnomah County Circuit Court Judges
- Juvenile Rights Project
- Metropolitan Public Defenders
- New Avenues for Youth
- Outside In
- Greater Metro Area Public School Counselors
- Various Conferences
- Shoulder to Shoulder
- Intensive Family Services (now part of VOA)
- Cascadia Mental Health Services
PROFESSIONAL PUBLICATIONS  (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Teaching Certificate: K through 12,
Western Oregon University (1985)

Certificate in Psychiatry and Addictions
Oregon Health & Sciences University (1994)

Certified Alcohol and Drug Counselor (CADC)
National Certification Commission and ACCBO (1994 to present)

Clinical Social Work Associate (CSWA)
One year completed (07/11/06 to present)
CURRICULUM VITAE

NAME OF FACULTY MEMBER
Katherine Grace Davis

Position Title: Adjunct Faculty Instructor, Field Liaison
Your Rank Here: Instructor

DEGREE INFORMATION (Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>University of Oregon</td>
<td>Human Services</td>
<td>6/89</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>6/2000</td>
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ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct instructor and faculty liaison for Graduate School of Social Work.</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>3/08-present</td>
</tr>
<tr>
<td>Graduate Education Program Coordinator/GSSW Faculty Instructor and Field Liaison</td>
<td>Portland State University Child Welfare Partnership/Graduate School of Social Work</td>
<td>Portland, Oregon</td>
<td>1/01-3/05</td>
</tr>
<tr>
<td>Development Program Distance Graduate Education Option</td>
<td>Portland State University Child Welfare Partnership/Graduate School of Social Work</td>
<td>Portland, Oregon</td>
<td>7/00-1/01</td>
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POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</table>
Private practice therapist

Family Therapist, Parenting Consultant, Program Coordinator

Medical Social Worker (on-call)

Research Assistant- Client Engagement Study

Intake Screener and Child Protective Services worker

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<tr>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Self</td>
<td>Volunteers of America, Oregon</td>
<td>Portland, Oregon</td>
<td>10/04-4/08</td>
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<tr>
<td>Family Therapist, Parenting Consultant, Program Coordinator</td>
<td>Providence Portland Home Services</td>
<td>Portland, Oregon</td>
<td>11/02-11/03</td>
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<tr>
<td>Medical Social Worker (on-call)</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>9/99-9/00</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

American Association for Human-Animal Bond Veterinarians-allied member

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

 Volunteer Field Instructor for P.S.U. Graduate School of Social Work interns:
Current students are placed at William Temple House as clinical therapists
Previous student was placed at Community Energy Project

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Received Niles Foundation funding for completing research on Project Pooch qualitative evaluation (2007) for Humane Society United States.

PROFESSIONAL PRESENTATIONS (during last 5 years)

“Perspectives of Youth in an Animal-Centered Correctional Vocational Program: A Qualitative Evaluation of Project Pooch.”
Presented research findings to: National Technology Assessment Workshop on Animal-Assisted Programs for Youth at Risk. Humane Society of the United States and Johns Hopkins Center for
Prevention of Youth Violence. (December 6-7, 2007, Baltimore, Maryland)

“Voices from the Inside: Project Pooch”. Presented anecdotal research findings for 1st and 2nd annual Pooch 101 conferences. (June 2007 and June 2006)

**PROFESSIONAL PUBLICATIONS**

(during last 5 years)

none

**OTHER RELEVANT INFORMATION**
**CURRICULUM VITAE**

**NAME OF FACULTY MEMBER**

Mildred (Mandy) Davis

**Position Title**

Instructor

---

**DEGREE INFORMATION**

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tr>
<td>B.S.S.W.</td>
<td>University of North Carolina, Greensboro, NC</td>
<td>Social Work</td>
<td>1996</td>
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<tr>
<td>M.S.W.</td>
<td>University of South Carolina, Columbia, SC</td>
<td>Social Work</td>
<td>1997</td>
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**ACADEMIC APPOINTMENTS**

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Senior Research Assistant/Project Manager</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2007-present</td>
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<tr>
<td>Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2004-present</td>
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<tr>
<td>Project Manager, Child Welfare Partnership</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2002-2008</td>
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<tr>
<td>Instructor</td>
<td>Clatsop Community College</td>
<td>Astoria, OR</td>
<td>2004-2005</td>
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<tr>
<td>Research Assistant</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, OR</td>
<td>2001-2002</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<th>POSITION</th>
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<tr>
<td>Consultant</td>
<td>Clatsop County Women’s Resource Center</td>
<td>Astoria, OR</td>
<td>2006-2008</td>
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<tr>
<td>Consultant</td>
<td>Oregon Sexual Assault Task Force</td>
<td>Portland, OR</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Tri-County Sexual Assault Task Force</td>
<td>Portland, OR</td>
<td>2003</td>
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<tr>
<td>Interviewer</td>
<td>Youth and Transition Research Project</td>
<td>Vancouver, WA</td>
<td>2003</td>
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<tr>
<td>Clinical Social Worker</td>
<td>Family Services, Inc.</td>
<td>Winston-Salem, NC</td>
<td>1998-2001</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Hospice of Winston-Salem</td>
<td>Winston-Salem, NC</td>
<td>1997-1998</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member, Board Chair, Sexual Assault Resource Center, 2004-pres.
Member, Oregon Sexual Assault Task Force, Data Collection Subcommittee.
Grant Reviewer, Oregon Department of Justice, 2003-2004.
Member, Oregon SATG, Mental Health Committee, 2004.

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

Presentations/Trainings:
“Providing Trauma Sensitive Services”, OCADVSA Conference 2007
“SATF Survey Data Presentation”, SATF 2007
“Evaluating Process and Outcome”, Oregon DHS Domestic Violence Committee 2005
“Process Evaluation”, Oregon Rape Prevention Fund recipients, 2005
“The State of the Data”, Oregon SATF, 2004
“Crisis Intervention and Vicarious Trauma”, SARC Volunteer Training, 2002-ongoing
“Responding to Childhood Sexual Abuse”, PWCL volunteer training, 2002-ongoing
“Traumatic Grief & Children”, Dougy Center, 2002

National Conference Papers and Presentations:

PROFESSIONAL PUBLICATIONS (during last 5 years)

Chapters:


**Reports:**


# CURRICULUM VITAE

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Gioia</td>
<td>Instructor</td>
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## DEGREE INFORMATION

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<tr>
<th>DEGREE</th>
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<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Portland State University</td>
<td>English, University Scholars</td>
<td>June, 1982</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>June, 1987</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>Washington Theological Union</td>
<td>Pastoral Studies</td>
<td>June, 1997</td>
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## ACADEMIC APPOINTMENTS

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<th>EMPLOYING ACADEMIC INSTITUTION</th>
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<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Senior Instructor of Social Work</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>Sept. 2001 - Current</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
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<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Research Assistant</td>
<td>State of Oregon</td>
<td>Portland, Oregon</td>
<td>June 1986 - August 1986</td>
</tr>
<tr>
<td>Staff Counselor</td>
<td>Men’s Resource Center</td>
<td>Portland, Oregon</td>
<td>June 1986 - November 1988</td>
</tr>
<tr>
<td>Crisis Intervention Specialist</td>
<td>Janis Youth Programs</td>
<td>Portland, Oregon</td>
<td>June 1987 - November 1988</td>
</tr>
<tr>
<td>Family Therapist</td>
<td>St. Mary’s Home for Boys</td>
<td>Beaverton, Oregon</td>
<td>November 1988 - December 2000</td>
</tr>
<tr>
<td>Therapy Supervisor</td>
<td>Oregon State Hospital</td>
<td>Salem, Oregon</td>
<td>December 2000 - July 19922</td>
</tr>
<tr>
<td>Staff Therapist</td>
<td>Pastoral Counseling Center of the Mid- Willamette Valley</td>
<td>Corvallis, Oregon</td>
<td>July 1992 - December 2000</td>
</tr>
<tr>
<td>Staff Therapist</td>
<td>Samaritan Counseling Center</td>
<td>Portland, Oregon</td>
<td>September 2000 - November 2001</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Licensed Social Worker, 1992-Current
Member of NASW, 1987-Current
Fellow, American Association of Pastoral Counselors, 1997-2007

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Board Member of Center for Intercultural Organizing 2004-2008
Vice President, Center for Intercultural Organizing, 2004-2008

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

Spring 2001, NW Regional Conference of AAPC
Spring 2002, National Conference of AAPC
Spring 2005, PSU, Building Community Partnerships
Spring 2006, PSU, Service Learning Throughout University Studies Curriculum
Fall, 2006, Combined National Conference of Cultures and Languages Across the Curriculum & International Service Learning

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

2000-Current: Designed and taught elective course on Social Work and Spirituality for MSW program.
2001-Current: Built community partnerships with immigrant and refugee leadership and relevant agencies for undergraduate service learning courses. My courses have engaged PSU students with Hmong children, Somali children, Bantu children, immigrant students at an alternative high school, and newly arrived refugees at resettlement agency. I have engaged PSU students in community organizing and advocacy for immigrant communities with city government. I am currently starting partnerships for a summer school for migrant children and a resource center for multiracial families. I have collaborated with immigrant community leaders, nonprofit agencies, and public schools.
2005-Current: Program assessment and mentorship of new faculty for PSU's senior capstone/service-learning program.
Spanish, Intermediate fluency

2005-Current: Assist and Support development of BSW program. Serve as academic advisor to all students currently enrolled or interested in BSW program. Currently .29 FTE BSW Program.

PSU Committees and Boards:
- Multicultural Center
- Capstone Committee
- PSU Curriculum Committee
- MSW Admissions Committee
- BSW Program Committee
- Search committee (Chair) for Asst. Coordinator for Multicultural Center
- Search committee (Chair) for Fixed Term Capstone Instructor
NAME OF FACULTY MEMBER | Position Title
--- | ---
Denise N. Grant | Field Specialist

DEGREE INFORMATION  (*Begin with baccalaureate or other initial professional education, and include postdoctoral training*)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Columbia College Chicago, Illinois</td>
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ACADEMIC APPOINTMENTS

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<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>9/2010-present</td>
</tr>
<tr>
<td>Field Specialist</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>9/2009 - present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Case Manager</td>
<td>PIVOT Job Corps</td>
<td>Portland, Oregon</td>
<td>01/03-06/04</td>
</tr>
<tr>
<td>Asthma Counselor</td>
<td>CareOregon</td>
<td>Portland, Oregon</td>
<td>04/01-02/02</td>
</tr>
<tr>
<td>Advocate</td>
<td>Portland YouthBuilders</td>
<td>Portland, Oregon</td>
<td>11/99-03/01</td>
</tr>
<tr>
<td>Case Manager</td>
<td>Clark County Public Health Department</td>
<td>Vancouver, WA</td>
<td>03/97-11/99</td>
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</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Portland State University, School of Social Work

- 2009-10 BSW Program Committee
- 2009-present SSW Field Team
<table>
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<tr>
<th>Section</th>
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<tbody>
<tr>
<td>Community Service Responsibilities and Activities (during last three years)</td>
<td>N/A</td>
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<tr>
<td>Special Awards, Fellowships, Grants, and Recognition (during last 3 years)</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Presentations (during last 5 years)</td>
<td>N/A</td>
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<tr>
<td>Professional Publications (during last 5 years)</td>
<td>N/A</td>
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<td>Other Relevant Information</td>
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</table>
# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**  
Pauline Jivanjee

**POSITION TITLE**  
Associate Professor of Social Work/ Associate Dean for Academic Affairs

## EDUCATION/TRAINING

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc. Econ. (Hons.)</td>
<td>University of Wales, U.K.</td>
<td>Psychology/ Social Admin.</td>
<td>June, 1971</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Kansas, Lawrence, KS</td>
<td>Social Welfare</td>
<td>October 1992</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
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<th>TITLE</th>
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<th>START DATE-END DATE</th>
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</thead>
<tbody>
<tr>
<td>Associate Dean for Academic Affairs</td>
<td>School of Social Work, Portland State University Portland State University</td>
<td>Portland, OR</td>
<td>8/09-present</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, OR</td>
<td>10/09-present</td>
</tr>
<tr>
<td>Research Associate</td>
<td>Research and Training Center on Pathways to a Better Future/ Regional Research Institute on Human Services</td>
<td>Portland, OR</td>
<td>9/99-present</td>
</tr>
<tr>
<td>Research Associate</td>
<td>Research and Training Center on Family Support and Children’s Mental Health/ Regional Research Institute on Human Services</td>
<td>Portland, OR</td>
<td>1/92-present</td>
</tr>
<tr>
<td>MSW Program Director</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, OR</td>
<td>7/06-7/09</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Research and Training Center on Family Support and Children’s Mental Health</td>
<td>Portland, OR</td>
<td>9/2002-6/2004</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Graduate School of Social Work, Portland State University</td>
<td>Portland, OR</td>
<td>9/92-8/99</td>
</tr>
<tr>
<td>Adjunct Assistant Professor</td>
<td>Graduate School of Social Work, Portland State University</td>
<td>Portland, OR</td>
<td>9/91-9/92</td>
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</tbody>
</table>
Assistant Professor
Portland State University
Graduate School of Social Work, Portland State University 8/90-6/91

Graduate Teaching/Research Assistant
University of Kansas Lawrence, KS 8/84-8/90

POST BACCALAUREATE AND POST-MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE-END DATE</th>
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<tbody>
<tr>
<td>Social Worker/Counselor</td>
<td>Catholic Social Services</td>
<td>Lawrence, KS</td>
<td>8/83-8/85</td>
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<tr>
<td>Social Worker</td>
<td>Brunswick Beech School, Newcastle upon Tyne Social Services</td>
<td>Newcastle upon Tyne, England</td>
<td>4/80-12/81</td>
</tr>
<tr>
<td>Senior Social Worker (Management/Admin)</td>
<td>Newcastle upon Tyne Social Services Department</td>
<td>Newcastle upon Tyne, England</td>
<td>9/76-8/78</td>
</tr>
<tr>
<td>Senior Social Worker (Clinical)</td>
<td>Newcastle upon Tyne Social Services Department</td>
<td>Newcastle upon Tyne, England</td>
<td>9/75-9/76</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Newcastle upon Tyne Social Services Department</td>
<td>Newcastle upon Tyne, England</td>
<td>9/73-9/75</td>
</tr>
<tr>
<td>Trainee Social Worker</td>
<td>Newcastle upon Tyne Social Services Department</td>
<td>Newcastle upon Tyne, England</td>
<td>9/71-9/72</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- National Association of Social Workers
- Council on Social Work Education
- Social Welfare Action Alliance (formerly Bertha Capen Reynolds Society)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- **2010-present**
  NASW Social Work Reinvestment Initiative Chair
  NASW Oregon Chapter SSW Liaison
  NASW Oregon Chapter Events Committee Member
  Social Work Reinvestment Initiative Member
  Stakeholder Engagement Sub-committee Chair
  Research Sub-committee Member

- **2006-present**
  Al Forthan Memorial Scholarship Committee Member
  For Prevention of Substance Abuse

- **2003-present**
  University of Portland Social Work Program Advisory Group Member

- **1998-2009**
  JOIN: A Center for Involvement Board Member
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2009 – present  Co-Principal Investigator, Pathways Transition Training Collaborative, Research and Training Center for Pathways to Positive Futures (funded by NIDRR, USDoE, and CMHS, SAMHSA NIDRR grant number H133B990025).

2009 – present  Research team member, Finding Our Way, Research and Training Center for Pathways to Positive Futures (funded by NIDRR, USDoE, and CMHS, SAMHSA NIDRR grant number H133B990025).

2006 – 2010  Co-Principal Investigator, Transition to Independence Project: Outcomes of School-Based Support for Youth with Mental Health and Developmental Disabilities Research and Training Center on Family Support and Children’s Mental Health, (funded by NIDRR, USDoE, and CMHS, SAMHSA NIDRR grant number H133B040038, $4,006,990, Barbara Friesen, Center PI, 10/1/2004-9/30/09).

2004-2010  Team member, Research and Training Center on Family Support and Children’s Mental Health, Practice-Based Evidence Project (funded by NIDRR, USDoE, and CMHS, SAMHSA NIDRR grant number H133B040038, $4,006,990, Barbara Friesen, Center PI, 10/1/2004-9/30/09).

2004 – 2009  Co-Principal Investigator, Voices of Youth and Families Project, Research and Training Center on Family Support and Children’s Mental Health, (funded by NIDRR, USDoE, and CMHS, SAMHSA NIDRR grant number H133B040038, $4,006,990, Barbara Friesen, Center PI, 10/1/2004-9/30/09).

2008  PSU President’s Diversity Award (with Bahia Overton) to support and evaluate ongoing work to improve the SSW’s climate of responsiveness to diverse students, faculty, staff, and other stakeholders, $2,000.

PROFESSIONAL PRESENTATIONS  (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

**Journal Articles**


**Book Chapters**


**Monographs and Short Articles**


Abstracts and Proceedings


OTHER RELEVANT INFORMATION


Jivanjee, P. (2009). Catch me before I fall: Supporting young people with mental illness as they become adults. Podcast, Central Queensland University, Australia International Program for Psychosocial Health Research.

Scholarship in Progress:


**CURRICULUM VITAE**

**NAME OF FACULTY MEMBER**
Kevin R. Jones, MSW, MA

**Doctoral Research Fellow and Graduate Research Assistant**

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>University of South Carolina</td>
<td>English</td>
<td>6/2000</td>
</tr>
<tr>
<td>M.A.</td>
<td>Pacific Lutheran University</td>
<td>Education</td>
<td>12/2003</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>6/2010</td>
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**ACADEMIC APPOINTMENTS**

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<tr>
<td>Adjunct Instructor</td>
<td>Pacific University</td>
<td>Forest Grove, OR</td>
<td>9/2010-present</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2010-present</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<tbody>
<tr>
<td>Program Coordinator and Education Programs Specialist</td>
<td>Treehouse</td>
<td>Seattle, WA</td>
<td>8/2002-8/2006</td>
</tr>
<tr>
<td>Consultant and Program Evaluator</td>
<td>Portland State University, Center for Academic Excellence—EDG:E Program</td>
<td>Portland, OR</td>
<td>10/2007-8/2010</td>
</tr>
<tr>
<td>Research and Performance Management Coordinator</td>
<td>Big Brothers Big Sisters Columbia Northwest</td>
<td>Portland, OR</td>
<td>9/2010-present</td>
</tr>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- National Association of Social Workers (NASW)
- Council on Social Work Education (CSWE)
- Oregon Program Evaluators Network (OPEN)
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2007 – 2009  
*Student Representative*, Ph.D. Program Committee, Portland State University School of Social Work, Portland, OR.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2010-2011  
*Doctoral Research Fellowship*—Big Brothers Big Sisters Columbia Northwest and the Center for Interdisciplinary Mentoring Research at Portland State University

2008  
*Partnership Initiative Research Grant*, with Dr. Thomas Keller—Portland State University, Center for Academic Excellence: "A Qualitative Analysis of the PSU Summer Institute on Youth Mentoring as a Researcher-Practitioner Collaborative Partnership."

2003  
*Graduate Studies Achievement Award*—Pacific Lutheran University Graduate School of Education

PROFESSIONAL PRESENTATIONS (during last 5 years)

2010  

2010  

2010  

2009  

2009  

2009  

2008  

PROFESSIONAL PUBLICATIONS (during last 5 years)


## CURRICULUM VITAE

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<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
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<tbody>
<tr>
<td>Brianne H. Kothari</td>
<td>Research Associate</td>
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### DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<tr>
<td>B.A.</td>
<td>Gonzaga University</td>
<td>Biology, Minor Psychology</td>
<td>2003</td>
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<td></td>
<td>Spokane, WA</td>
<td></td>
<td></td>
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<tr>
<td>M.A.</td>
<td>Washington State University</td>
<td>Human Development</td>
<td>2005</td>
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<tr>
<td></td>
<td>Pullman, WA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
<td>in progress, expected 2010</td>
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<tr>
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<td>Portland, OR</td>
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### ACADEMIC APPOINTMENTS

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<tr>
<td>Research Associate</td>
<td>Regional Research Institute Portland State University</td>
<td>Portland, OR</td>
<td>9/10-present</td>
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<tr>
<td>Research Assistant</td>
<td>Regional Research Institute Portland State University</td>
<td>Portland, OR</td>
<td>9/09-8/10</td>
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<tr>
<td>Adjunct Instructor</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>9/08-present</td>
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<tr>
<td>Research Assistant</td>
<td>Research and Training Center on Family Support and Children’s Mental Health Center for Improvement on Child and Family Services</td>
<td>Portland, OR</td>
<td>09/06 – 09/09</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Consultant</td>
<td>Oregon Social Learning Center (OSLC)</td>
<td>Portland, OR</td>
<td>06/09 – 09/09</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

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<td><strong>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION</strong></td>
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<td><strong>PROFESSIONAL PRESENTATIONS</strong></td>
<td>(during last 5 years)</td>
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<tr>
<td></td>
<td>Annual Conference at the National Council on Family Relations. Minneapolis, MN</td>
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<tr>
<td></td>
<td>for research and practice. Annual Conference at the Society for Social Work Research. San</td>
</tr>
<tr>
<td></td>
<td>Francisco, CA.</td>
</tr>
<tr>
<td></td>
<td>outcomes of an organizational-level intervention. 21st Annual Research Conference. A System of</td>
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<tr>
<td></td>
<td>Care for Children’s Mental Health: Expanding the Research Base, Tampa, FL.</td>
</tr>
<tr>
<td>Green, B.L., Malsch, A.M., Hood, B.K., &amp; Green-Busse, J.</td>
<td>(2007, May). Supporting successful transition to kindergarten: Research based strategies for</td>
</tr>
<tr>
<td></td>
<td>bridging early childhood programs and elementary school. Building Family Strengths (BFS):</td>
</tr>
<tr>
<td></td>
<td>State of the Science Conference. Portland, OR.</td>
</tr>
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<td><strong>Poster Presentations:</strong></td>
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<tr>
<td>Malsch, A. M., Green, B. L., &amp; Hood, B. K.</td>
<td>(2009, February). Supporting positive transitions to kindergarten: Parent perspectives on</td>
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<td></td>
<td>early childhood education systems. 22nd Annual Research Conference. A System of Care for</td>
</tr>
<tr>
<td></td>
<td>Children’s Mental Health: Expanding the Research Base, Tampa, FL.</td>
</tr>
<tr>
<td>Sage, M., Hood, B. K., &amp; Green, J.</td>
<td>(2007, May). Communication is key: Exploring best practice and barriers to communication</td>
</tr>
<tr>
<td></td>
<td>between Head Start and kindergarten teachers. BFS, Research and Training Center on Family</td>
</tr>
<tr>
<td></td>
<td>Support and Children’s Mental Health, Portland, OR.</td>
</tr>
<tr>
<td><strong>Hood, B. K., &amp; Hill, L.G.</strong></td>
<td>(2006, June). Determinants of program delivery after standardized training for evidence-based</td>
</tr>
<tr>
<td></td>
<td>programs. Biennial Meeting of the Society for Prevention Research (SPR), San Antonio, TX.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL PUBLICATIONS</strong></td>
<td>(during last 5 years)</td>
</tr>
<tr>
<td>Kothari, B. H., &amp; Bank, L.</td>
<td>(in preparation). Parental Differential Treatment (PDT) Embedded in a clinical trial:</td>
</tr>
<tr>
<td></td>
<td>Predicting sibling outcomes by parent, youth, and observer PDT reports.</td>
</tr>
<tr>
<td></td>
<td>and administrative records of youth aging out of foster care.</td>
</tr>
<tr>
<td>Green, B. L., Malsch, A. M., Kothari, B. H., Busse, J. &amp;</td>
<td>Brennan, E. (under review) Development, implementation and evaluation of an intervention to</td>
</tr>
<tr>
<td></td>
<td>increase capacity for promoting children’s social-emotional development in preschool settings.</td>
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<td></td>
<td><em>Infant Mental Health.</em></td>
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<td></td>
<td><em>Administration in Social Work</em>, 35 (5).</td>
</tr>
</tbody>
</table>


 OTHER RELEVANT INFORMATION

**TEACHING EXPERIENCE**

**Portland State University, Portland, OR:**
- **09/10-present**  Instructor of Research Methods in Social Work Practice, Social Work (Fall, 2010)
- **09/08 – 03/09**  Instructor of Child and Family Studies, University Studies (Fall 2008 & Winter 2009)
- **07/07 – 08/07**  English Teacher in South Korea, Jeollanam-do Office of Education, South Korea.
- **09/07 – 06/08**  Teaching Practicum and In-Class Experience, Graduate School of Social Work and Social Research & Child and Family Studies.

**Washington State University, Pullman, WA:**
- **09/03 – 05/05**  Teaching Assistant, Provided mentorship and assistance to undergraduate students; graded assignments, exams, and papers; managed grading sheets and taught some classes
CURRICULUM VITAE

Jana L. Meinhold
Assistant Professor

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>Washington State University, Pullman, WA</td>
<td>Human Development</td>
<td>December 1997</td>
</tr>
<tr>
<td>M.A.</td>
<td>Washington State University, Pullman, WA</td>
<td>Human Development</td>
<td>May 2000</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Oregon State University, Corvallis, OR</td>
<td>Human Development and Family Studies</td>
<td>December 2005</td>
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ACADEMIC APPOINTMENTS

<table>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>12/07 – present</td>
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<tr>
<td>Fixed Term Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/04 – 12/07</td>
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<tr>
<td>Research Assistant</td>
<td>Oregon State University</td>
<td>Corvallis, OR</td>
<td>9/03 – 8/04</td>
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<tr>
<td>Teaching Assistant</td>
<td>Oregon State University</td>
<td>Corvallis, OR</td>
<td>1/04 – 6/04</td>
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<tr>
<td>Editorial Assistant</td>
<td>Oregon State University</td>
<td>Corvallis, OR</td>
<td>1/01 – 9/03</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Professional Organization Membership

- National Council on Family Relations
  - Member Research and Theory Section
  - Member Feminism and Family Studies Section
- North American Association of Environmental Education
- Society for the Study of Human Development

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)
Community Service Activities

Board Member, Listen to Kids (Oct 08 – present)

Evaluation Specialist, Healthy Waters Institute, The Freshwater Trust (Oct 2007 – present)

Evaluation and Developmental Specialist, Camp Tanglewood, Valarie Smith, Director (Jan. 2007-Aug. 2007)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tr>
<td>Spring 2008</td>
<td>Faculty Enhancement Grant, Office of Research and Sponsored Projects, Portland State University, $1662</td>
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<tr>
<td>June 2006</td>
<td>College of Liberal Arts and Sciences, John Elliot Allen Outstanding Teacher Award, Portland State University, $500</td>
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<tr>
<td>November 2005</td>
<td>Office of Graduate Studies and Research, Professional Travel Grant Program, Portland State University, $400</td>
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<td>November 2005</td>
<td>Center for Academic Excellence, The Scholarship of Teaching Committee, STRT Program Grant, Portland State University, $500</td>
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<tr>
<td>January 2005</td>
<td>Co-Principal Investigator, Diversity Grant, Center for Academic Excellence, Portland State University, $3,000</td>
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<tr>
<td>November 2004</td>
<td>Office of Graduate Studies and Research, Professional Travel Grant Program, Portland State University, $500</td>
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PROFESSIONAL PRESENTATIONS (during last 5 years)

National Presentations


Regional and State Presentations


PROFESSIONAL PUBLICATIONS


Works in Progress


Meinhold, J. L., Malkus, A. J. (manuscript submitted for review). West coast youth and the environment: A tale of three cities.


OTHER RELEVANT INFORMATION

TEACHING EXPERIENCE (last five years)

Portland State University, Masters of Social Work Program (Mar. 2007-present)
- SW 551-Data Analysis in Social Work Research, Spring 2008, 28 students
- SW 551-Data Analysis in Social Work Research, Spring 2007, 22 students

Portland State University, Child and Family Studies Program (Sept. 2004-present)
- CFS 481-Family Health Issues, Fall 2004-Winter 2010 (taught twice a year) approx. 45-60 students per term
- CFS 491-Conceptual Foundations in CFS, Fall 2004-Winter 2010 (taught 2 or 3 times a year) approx. 20 - 40 students per term
- CFS 494-Prof Development in CFS I, Spring 2007- Winter 2010 (20-36 students)
- CFS 495-Prof Development in CFS II, Summer 2005-Winter 2008 (taught once a year), approx. 7-16 students
- CFS 496-Prof Development in CFS III, Summer 2005 - Winter 2010 (taught once a year), approx. 6-20 students per term
- CFS 409-Practicum Seminar, Fall 2004-Spring 2006 (one section each term, and Summer 2005), approx. 11-30 students per term
- CFS 498-Advanced Practicum, Summer 2005, 7 students
- CFS 591-Conceptual Foundations, Fall 2005, 1 student

Portland State University, University Studies Program (Sept. 2004-present)
- UNST 228-Family Studies, Winter 2005 (2 sec), Spring 2005 (2
sec), Fall 2005 (2 sec), Winter 2006, Spring 2006, Fall 2006, approx. 35-42 students per section

RESEARCH INTERESTS

Lifespan development
    Environmental behaviors, knowledge, and attitudes
    Environmental Stewardship
    Positive youth development
    Self-efficacy across the lifespan

Family relationships
    Sibling relationships across the lifespan
    Normative and nonnormative life transitions
    Sibling relationships and well-being

Research Methods
    Interpretive
    Data collection using the WWW
    Program evaluation and development

Referee for Academic Journals

Journal of Marriage and Family
Family Relations
Journal of Family Issues
Public Opinion Quarterly

Conference Participation

National Council on Family Relations
    Annual Conference 2007 Referee for Feminism Family Studies Section
    Annual Conference 2007 Referee for Research and Theory Section, Philadelphia,
    Annual Conference 2006 Referee for Research and Theory Section, Minneapolis,
    Annual Conference 2005 Referee for Research and Theory Section, Phoenix, AZ
    Annual Conference 2004 Referee for Research and Theory Section, Orlando, FL
    Annual Conference 2003 Volunteer, Vancouver BC, Canada
    Annual Conference 2002 Volunteer for Student New Professional Section, Texas
First Northwest Conference of Child and Family Development, Conference Chair, March 2000

University Service

Student Conduct Committee, Portland State University (Sept. 2008-present)
Moderator, Annual McNair Research Conference, Portland State University (May 2008)
Faculty Advisor, CFS Student Foster Care Project (Sept. 2007-present)
Committee on Committees, Portland State University (Sept. 2007-May 2009)
Senator, Faculty Senate, Portland State University (June 2007-June 2009)
Faculty Mentor, McNair Scholars Program, Portland State University (April 2007-present)
Co-Faculty Mentor, McNair Scholar, Portland State University (May-Aug. 2005)
Volunteer, Feminism Conference, Portland State University (April 2005)

College and Departmental Service

Ad Hoc Advising Committee, SSW, Portland State University (Oct. 2008-Fall 2009)
Technology Task Force, SSW, Portland State University (Feb. 2008-May 2009)
Member, PhD Committee, SSW, Portland State University (Oct. 2008-present)
BSW Program Committee, School of Social Work, Portland State University (Oct. 2007-present)
PhD Committee, School of Social Work, Portland State University (Sept. 2007-May 2009)
Undergraduate Committee, School of Social Work, Portland State University (Sept. 2007-March 2009)
Community Task Force Committee, School of Social Work, Portland State University (Feb. 2007-present)
CFS Program Committee, School of Social Work, Portland State University (Sept. 2004-present)
Graduate Committee, Department of Human Development & Family Sciences, Oregon State University (Sept. 2002-Oct. 2003)
Graduate Representative, Department of Human Development & Family Sciences, Oregon State University (Sept. 2002-Oct. 2003)
Graduate Faculty Representative, Department of Human Development, Washington State University (Aug. 1999-May 2000)
## CURRICULUM VITAE

### NAME OF FACULTY MEMBER
Paula Bates Mike

### Position Title
Assistant Professor

### DEGREE INFORMATION

<table>
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<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tr>
<td>B.S.</td>
<td>Southern Connecticut State College</td>
<td>French/Psychology</td>
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<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<td>Assistant Professor</td>
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<td>Portland, OR</td>
<td>9/1988-Present</td>
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<tr>
<td>Adjunct Assistant Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>9/1984-6/1988</td>
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<td>Field Instructor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>1977-1986</td>
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<tr>
<td>Lecturer</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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<td>Clinical Social Worker</td>
<td>Private Practice</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS
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<th>National Association of Social Workers</th>
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<tr>
<td>Oregon Clinical Social Work Registry</td>
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<td>Academy of Certified Social Workers</td>
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<td>Oregon Psychoanalytic Association</td>
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**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)**

- Co-chair, Oregon to Washington Conference Planning Committee
- Board Member, United Cerebral Palsy Association of NW Oregon
- Board Member, Domestic Violence Surrogate Dialogue Program

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

N/A

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

N/A

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

N/A

**OTHER RELEVANT INFORMATION**

Service to University

- School of Social Work Alumni Association Board Member 1999-Present
- Chair, Membership Committee
- Chair, Task Force on Reorganization
# CURRICULUM VITAE

<table>
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<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
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<tbody>
<tr>
<td>James K. Nash</td>
<td>Associate Professor and MSW Program Director</td>
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## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>University of North Carolina at Greensboro</td>
<td>History and Mathematics</td>
<td>1978</td>
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<tr>
<td>M.S.W.</td>
<td>University of North Carolina at Chapel Hill</td>
<td>Social Work</td>
<td>1990</td>
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<tr>
<td>Ph.D.</td>
<td>University of North Carolina at Chapel Hill</td>
<td>Social Work, Minor Biostatistics</td>
<td>1999</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>MSW Program Director</td>
<td>School of Social Work</td>
<td>Portland, OR</td>
<td>8/2009–present</td>
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<td>Portland State University</td>
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<td>Associate Professor</td>
<td>School of Social Work</td>
<td>Portland, OR</td>
<td>9/2005–present</td>
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<td>Portland State University</td>
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<tr>
<td>Assistant Professor</td>
<td>School of Social Work</td>
<td>Portland, OR</td>
<td>9/1999-6/2005</td>
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<td></td>
<td>Portland State University</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Social Worker III</td>
<td>Wake County Mental Health Department</td>
<td>Raleigh, NC</td>
<td>1/1994-7/1995</td>
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<tr>
<td>Social Worker II</td>
<td>Durham County Mental Health Department</td>
<td>Durham, NC</td>
<td>9/1991-10/1993</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

PROFESSIONAL AFFILIATIONS
Society for Social Work and Research
American Association of University Professors
National Association of Social Workers

SERVICE AND GOVERNANCE AT THE SCHOOL OF SOCIAL WORK
Sexual Harassment Officer (2002 – present)
Member, Ph.D. Exam Committee (2000 – 2001; 2005 – present)
Member, Committee to Promote Cultural Diversity and Social Justice (2004 – present)
Member, Campbell Endowed Chair Search Committee (2005 – present)
Chair, Research Sequence (2006 – present)
Member, MSW Curriculum Committee (2006 – present)

SERVICE AND GOVERNANCE AT PORTLAND STATE UNIVERSITY
Member, Internationalization Council (2008 – present)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
Manuscript review for *American Journal of Orthopsychiatry*, March 2007
Organizer, Ad hoc work group to secure Oregon state certification for MSW practitioners working in public schools, Spring 2006 to present.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

**NATIONAL CONFERENCE PAPERS AND PRESENTATIONS**


**LOCAL CONFERENCE OR MEETING PRESENTATIONS**
PROFESSIONAL PUBLICATIONS  (during last 5 years)

**REFEREEED JOURNAL ARTICLES**


**FUNDED GRANTS AND CONTRACTS**
Nash J. K. Portland State University Faculty Enhancement Award. *Examining the development of a juvenile justice system in Bosnia and Herzegovina (Second phase: Youth interviews)*. $5,000. Begin Date: July 15, 2010.

Nash J. K. Portland State University Faculty Development Award. *Examining the development of a juvenile justice system in Bosnia and Herzegovina (Phase 1: Provider interviews)*. $4,000. Begin Date: July 15, 2009.

Nash, J. K. Fulbright Lecture Award (2007-2008 Academic Year). Faculty of Criminal Justice Sciences, University of Sarajevo, Bosnia and Herzegovina.

**BOOK CHAPTERS**

**BOOK REVIEWS**

**WORKS IN PROGRESS**
Articles


**OTHER RELEVANT INFORMATION**

N/A
# CURRICULUM VITAE

## NAME OF FACULTY MEMBER
Laura Burney Nissen

## Position Title
Associate Professor

## DEGREE INFORMATION

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<th>DATE AWARDED</th>
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<tr>
<td>B.A.</td>
<td>Metropolitan State College of Denver</td>
<td>Psychology</td>
<td>1985 (month/year)</td>
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<td>M.S.W</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>1989 (month/year)</td>
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<td>Ph.D.</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>1997 (month/year)</td>
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## ACADEMIC APPOINTMENTS

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<td>Associate Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>05/00 - Present</td>
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<tr>
<td>National Program Director</td>
<td>Robert Wood Johnson Foundation National Reclaiming Futures Initiative</td>
<td>Portland, OR</td>
<td>05/00 - Present</td>
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<tr>
<td>Assistant Professor</td>
<td>Metropolitan State College of Denver</td>
<td>Denver, CO</td>
<td>1/92 – 4/00</td>
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<tr>
<td>Director</td>
<td>Center for High Risk Youth Studies</td>
<td>Denver, CO</td>
<td>1/92 – 4/00</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Founder and Senior Consultant</td>
<td>Human Service Innovations</td>
<td>Denver, CO</td>
<td>08/95 - Present</td>
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<tr>
<td>Consultant and Clinical Supervisor</td>
<td>Court House, Inc.</td>
<td>Denver, CO</td>
<td>01/97 – 08/98</td>
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<tr>
<td>Credentialing and Training Supervisor</td>
<td>Alcohol and Drug Abuse Division, Colorado Department of Human Services</td>
<td>Denver, CO</td>
<td>07/94 – 08/95</td>
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<td>Senior Program Services Specialist</td>
<td>Alcohol and Drug Abuse Division, Colorado Department of Human Services</td>
<td>Denver, CO</td>
<td>06/91 – 07/94</td>
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<tr>
<td>Trainer</td>
<td>National Multicultural Associates</td>
<td>Denver, CO</td>
<td>11/93</td>
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<tr>
<td>Adjunct Faculty</td>
<td>University of Denver, Graduate School of Social Work</td>
<td>Denver, CO</td>
<td>02/91 – 08/95</td>
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<tr>
<td>Program Manager</td>
<td>Adolescent and Family Services, Arapahoe House</td>
<td>Denver, CO</td>
<td>06/91 – 07/94</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers

Council on Social Work Education

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Delivered invited testimony to the Oregon State Legislature, Ways and Means Committee on May 10, 2005 regarding the benefits of investing in alcohol and drug intervention and treatment services, especially when compared with rising corrections costs.

Cultivating potential evaluation and field placement relationship with Grantmakers of Oregon and Southwest Washington, Portland, Oregon with the Graduate School of Social Work and the Regional Research Institute. Fall, 2005 - Present.


Strength-Based Approaches to Increase Justice System Effectiveness. Marion County, OR Sheriff's Department Strengths Training, June 16-17, 2003.

Led planning effort for multi-state leadership retreat for the Northwest Frontier Addiction Technology Transfer Center membership during spring of 2003.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Grants

Reclaiming Futures, National Program Office Training and Development Grant #10, May 2009, $1,030,035.00 from the Robert Wood Johnson Foundation.

Reclaiming Futures, North Carolina Assessment/Technical Assistance Grant, October 2008, $916,792, from the Kate B. Reynolds Charitable Trust.


Reclaiming Futures, Oregon Groundwork Grant, July 2007, $150,000 from the Robert Wood Johnson Foundation.

Reclaiming Futures, National Program Office Training and Development Grant #8, May 2007, $1,144,817 from the Robert Wood Johnson Foundation.


Honors

2009 – Oregon Social Worker of the Year, Oregon Chapter, National Association of Social Workers

2006 - 2008 Appointed to Oregon Governor’s Advisory Committee for Alcohol and Drug Abuse Programs.

2006 – President’s Award, New England Association of Drug Court Professionals.

PROFESSIONAL PRESENTATIONS (during last 5 years)

2009


“Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers.” May 23, 2009. Fifth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (Peer-reviewed presentation of research paper.)


2008


“Reclaiming Futures: Changing Communities One Teen at a Time.” Charles Shireman Lecture, Portland State University, February 18, 2008. Presentation with Dr. Jeff Butts.

2007


2006


2005


“Targeting Treatment to Young Adults.” Panel Chair. March 22, 2005. 2005 Joint Meeting on Adolescent Treatment Effectiveness, SAMHSA. Washington, DC. (Peer-reviewed.)


“Strength-Based Treatment – Multicultural Approaches to Treatment.” Panelist. March 22, 2005. 2005 Meeting on Adolescent Treatment Effectiveness, SAMHSA. Washington, DC. (Peer-reviewed.)

PROFESSIONAL PUBLICATIONS (during last 5 years)

Articles


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OTHER RELEVANT INFORMATION

Professional Certifications

Certified Alcohol and Drug Counselor CADC III – Certification Number 03-R-10, Renewal Date: July 1, 2011

Consultation

Faculty Member and Consultant, Center for Juvenile Justice Reform, Georgetown University – 2008 – Present.


Other Research and Other Creative Achievements

Secured NIAAA Substance Abuse Training for Social Work Faculty Project for GSSW at PSU. Training scheduled for spring of 2006.

Participated in “Globalization of Knowledge” Program conducted through Provost Reardon's Office, May, 2005 representing the Graduate School of Social Work.

Conducted GSSW student survey to assess satisfaction with alcohol and drug content coverage in MSW curriculum and presented results to Faculty Curriculum Committee.

Winter, 2005.

Created GSSW Web-based resource on state of the art substance abuse policy, research and practice resources. Spring, 2005.

Featured in MTV “Choose or Lose” series in an election special produced to cover the topic of “mandatory sentencing laws.” Dr. Nissen featured as an expert speaker on the topic of drug abuse in the juvenile justice system and Reclaiming Futures featured as a national model. October 2004.

Founding of “PSU/GSSW Writing Circle” to develop community and synergy among interested social work academic writers in the school, April 2001 – Present.

Ongoing development and liaison with Reclaiming Futures project evaluation, June 2000-Present.

Strengths in Non-reoffending Delinquent Populations - Understanding the Phenomenon of Success: A Qualitative Study. Funded by Colorado Division of Youth Corrections. Start Date February 1998.

Other Community Outreach Achievements

Co-Sponsored and organized Adolescent Substance Abuse Treatment Summit in


Delivered invited testimony to the Oregon State Legislature, Ways and Means Committee on May 10, 2005 regarding the benefits of investing in alcohol and drug intervention and treatment services, especially when compared with rising corrections costs.

Cultivating potential evaluation and field placement relationship with Grantmakers of Oregon and Southwest Washington, Portland, Oregon with the Graduate School of Social Work and the Regional Research Institute. Fall, 2005 - Present.

**Significant Professional Development Activities**


Attendance at the 3rd International Congress of Qualitative Inquiry, University of Illinois, Champaign-Urbana, May 2-5, 2006.

Completed two executive leadership training programs:


**Governance and Service Activities for the University, College, Department**

Summer, 2005 – Founded a GSSW Scholarship Fund.

Portland State University, Graduate School of Social Work Committees Elected/Appointed to or significant service efforts between 2000 and 2005 include:

- Faculty Affairs Committee
- Doctoral Comprehensive Examination Committee
- Faculty Senate
- Human Behavior in the Social Environment Curriculum Subcommittee
- MacDonald Scholarship Committee for GSSW
- MSW Admissions Committee
- Promotion and Tenure Committee
**CURRICULUM VITAE**

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
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<td>Bahia Anise Overton</td>
<td>Recruitment and Retention Specialist</td>
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<td>M.S.W.</td>
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<td>Recruitment and Retention Specialist</td>
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<tbody>
<tr>
<td><strong>POSITION</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Director of Child and Family Therapy</td>
</tr>
<tr>
<td>Booking Agent and Race and Social Justice Consultant, part-time</td>
</tr>
<tr>
<td>Dual-Diagnosis Mental Health Therapist and Cultural Integration Specialist, part-time</td>
</tr>
<tr>
<td>School and Community Partnership Specialist and Chair of the Diversity Committee</td>
</tr>
<tr>
<td>Corrections Counselor</td>
</tr>
<tr>
<td>Youth Investment Counselor</td>
</tr>
<tr>
<td>---------------------------</td>
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</tbody>
</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Community Facilitator for the Naime Group, a treatment group focused on African-American Identity Development in young girls.
- Member of community board for Lifeworks NW.
- Member of the Say Hey networking group.

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)**

- Volunteer Certified Nurse Assistant and Group Therapist, Meyer Court facility for Q.U.A.D (Quadriplegics United Against Dependency)
- Volunteer, Mt. St. Joseph’s total care facility.
- Director, youth theater and arts performance workshops where children and youth used the performing arts as a vehicle to promote, race unity and social justice, gender equality, religious unity and substance free living recreation.
- Dance Coordinator, High Steppers community sponsored dance/trill team
- Member, Sebe Kan African Dance Ensemble

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

N/A

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

- Presented on the School Age Policy Framework for Multnomah County’s Department of School and Community Partnerships, The SAPF is a set of policies informing the process by which we integrated social services with academic supports for school-age children and youth. (2005)
- Presented on Care Management Organizations and Overrepresentation of African American youth in the criminal justice system (2003)

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

N/A
## CURRICULUM VITAE

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nocona Louise Pewewardy</td>
<td>Assistant Professor</td>
</tr>
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</table>

### DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of Oklahoma</td>
<td>Social Work</td>
<td>1989</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Oklahoma</td>
<td>Social Work</td>
<td>1993</td>
</tr>
<tr>
<td>PhD</td>
<td>University of Kansas</td>
<td>Social Welfare</td>
<td>2003</td>
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### ACADEMIC APPOINTMENTS

<table>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>2008-present</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>California State University Fresno, Department of Social Work Education</td>
<td>Fresno, CA</td>
<td>2005-2008</td>
</tr>
<tr>
<td>Data Integration Specialist</td>
<td>Kansas Department of Social and Rehabilitation Services, Division of Health Care Policy, Mental Health</td>
<td>KA</td>
<td>2001-2005</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>University of Kansas, School of Social Work</td>
<td>KA</td>
<td>2003-2005</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>University of Kansas, School of Social Work</td>
<td>KA</td>
<td>1996-2001</td>
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<tr>
<td>Graduate Teaching Assistant</td>
<td>University of Kansas, School of Social Work</td>
<td>KA</td>
<td>1998-1999</td>
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<tr>
<td>Adjunct Faculty</td>
<td>Cameron University, Department of Sociology and Criminology</td>
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<td>1994-1995</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</table>

Family Advocacy Outreach Manager
Department of the Air Force 97th Medical Group, Family Advocacy Office, under Contract of Saratoga Medical Center
1995-1996

Social Worker II
Jim Taliaferro Community Mental Health Center
1994-1995

Children’s Mental Health Case Manager
Model Cities Family Development Center
1994

Chemical Health Specialist
Ain Dah Yung (Our Home) Shelter
1993-1994

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member, Council on Social Work Education
Member, National Association of Social Workers
Member, Social Work Action Alliance

Service to the School of Social Work
2009 – 2011 Chair, MSW Student Affairs Committee
2009 – 2011 Member, BSW Program Committee

Service to the University
2010 Member, Search Committee for a Chief Diversity Officer

Service to the Profession
November 5, 2009 Participant, Planning meeting for 2011 two-day national conference on “Transforming Feminisms, Undoing Oppressions”
May 2009 Reviewer, Traumatology, Sage Journals
2008 – 2011 Appointed member, CSWE Council on Racial, Ethnic, and Cultural Diversity

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

April – October 2009 Planning Committee for 4th Annual Liberation-Based Healing Conference & Pre-conference Workshop, Mallory Avenue Community Enrichment Center in Portland, OR
April 2009 Invited speaker at Southridge High School in Beaverton Oregon for the Hearing the Unheard Project
March 2009 Invited speaker at 2009 Oregon Indian Education Association Conference
2006 – 2007 Community Liaison, Gates Millennium Fellowship Application Lab for American Indian High School Students
California State University, Fresno
January 2007 Invited Speaker at American Indian Youth Against Violence Conference and Pow Wow

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2009, November Professional Travel Grant ($800; Principal), Office of Graduate Studies and Research, Portland State University
PROFESSIONAL PRESENTATIONS (during last 5 years)


Invited


New Brunswick, NJ.


Cockrell, K. S., Pewewardy, C., Pewewardy, N., & Mendoza, P (June 9, 2006). American Indian Students’ Perceptions of Campus Climate. Assessment and Research Institute for Tribal Colleges, Lawrence, KS.

PROFESSIONAL PUBLICATIONS (during last 5 years)

Books


OTHER RELEVANT INFORMATION

N/A
## CURRICULUM VITAE

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
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</thead>
<tbody>
<tr>
<td>Laurie E. Powers</td>
<td>Professor of Social Work, Associate Dean for Research, Director of the Regional Research Institute, Portland State University</td>
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### DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

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<tr>
<td>B.A.</td>
<td>University of Rochester</td>
<td>Psychology</td>
<td>1977</td>
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<tr>
<td>M.S.</td>
<td>University of New York at Buffalo</td>
<td>Rehabilitation Counseling</td>
<td>1980</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Oregon</td>
<td>Counseling Psychology</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Associate Dean for Research and Director of Regional Research Institute</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>2008-present</td>
</tr>
<tr>
<td>Interim Associate Dean for Research and Director of Regional Research Institute</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Professor and Principal Investigator</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>2004-present</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Oregon Health &amp; Science University</td>
<td>Portland, OR</td>
<td>1995-2004</td>
</tr>
<tr>
<td>Associate Professor, Pediatrics</td>
<td>Dartmouth Medical School</td>
<td>Lebanon, NH</td>
<td>1991-1995</td>
</tr>
<tr>
<td>Research Associate</td>
<td>Oregon Research Institute</td>
<td>Eugene, OR</td>
<td>1985-1991</td>
</tr>
<tr>
<td>Medical Psychology Intern</td>
<td>Oregon Health &amp; Science University</td>
<td>Portland, OR</td>
<td>1989-1990</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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---
**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

**Licensure/Certification**
- Licensed Psychologist, Oregon, #1019
- Certified Bereavement Counselor, National
- National Register of Health Providers in Psychology, #43739

**Professional Affiliations**
- Society for Social Work and Research
- American Psychological Association
- National Registry of Health Providers in Psychology
- Council for Exceptional Children
- The Association for Persons with Severe Disabilities
- Society for Disability Studies

**Community Service Responsibilities and Activities (during last three years)**

- Dissertation Consultant, Susan Maley, University of Queensland, Australia, 2006 - present.
- Dissertation Consultant, Peter Squire, George Mason University, 2007 - present.

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**


FosterClub All Stars – Portland State University Collaborative. FosterClub, Inc. (2007). Principal Investigator, $22,000.

PROFESSIONAL PRESENTATIONS (during last 5 years)


**PROFESSIONAL PUBLICATIONS (during last 5 years)**

*Journal Articles*


**Chapters in Books**


**Videotapes/CD/DVDs**


---

**OTHER RELEVANT INFORMATION**

2004 – present  **Doctoral and MSW Program Faculty**, School of Social Work, Portland State University. Instruction and advising of doctoral and masters students, participation on Comprehensive Exam Committee, PhD Committee, Promotion and Tenure Committee, Faculty Senate, specialization paper and dissertation committees.
**Curriculum Vitae**

<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Position Title</th>
</tr>
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<tbody>
<tr>
<td>A. Del Quest</td>
<td>Graduate Research Assistant</td>
</tr>
<tr>
<td></td>
<td>Adjunct Instructor</td>
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**Degree Information** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<th>Degree</th>
<th>Institution Granting Degree</th>
<th>Major</th>
<th>Date Awarded</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Colorado State University</td>
<td>Social Work</td>
<td>1987</td>
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<tr>
<td>M.S.W.</td>
<td>University of Denver</td>
<td>Social Work, Clinical track</td>
<td>2004</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>in process</td>
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**Academic Appointments**

<table>
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<th>Title</th>
<th>Employing Academic Institution</th>
<th>City and State</th>
<th>State Date – End Date</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>2010</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>School of Social Work Portland State University</td>
<td>Portland, OR</td>
<td>3/09-present</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>Regional Research Institute Portland State University</td>
<td>Portland, OR</td>
<td>2008-present</td>
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**Post Baccalaureate and Post Master’s Social Work Degree Practice Experience**

<table>
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<tr>
<th>Position</th>
<th>Employer</th>
<th>City and State</th>
<th>Start Date – End Date</th>
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</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Presbyterian Medical Services Adolescent Residential Treatment Center</td>
<td>Farmington, N.M.</td>
<td>2004-2008</td>
</tr>
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**Current Professional, Academic, Community-Related, and Scientific Memberships**

- LCSW in Oregon

**Community Service Responsibilities and Activities (during last three years)**

- Volunteer with DHS – Multnomah County 2008-2010
<table>
<thead>
<tr>
<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<tbody>
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<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
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</thead>
<tbody>
<tr>
<td>• GLS State and Tribal Grantees Annual Meeting 2010</td>
</tr>
<tr>
<td>• SSWR 2010</td>
</tr>
<tr>
<td>• Building Family Strengths 2009</td>
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<td>• Oregon Special Education Conference 2009</td>
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<table>
<thead>
<tr>
<th>PROFESSIONAL PUBLICATIONS  (during last 5 years)</th>
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<tbody>
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<td>N/A</td>
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<table>
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<tr>
<th>OTHER RELEVANT INFORMATION</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>
# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**
Joan F. Shireman

**Position Title**
Professor Emerita

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Radcliffe College</td>
<td>Social Relations</td>
<td>1956</td>
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<tr>
<td>M.A.</td>
<td>University of Chicago</td>
<td>Social Service Administration</td>
<td>1959</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Chicago</td>
<td>Social Service Administration</td>
<td>1968</td>
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**ACADEMIC APPOINTMENTS**

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<tr>
<td>Professor Emerita</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2003-Present</td>
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<tr>
<td>Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>1985-2003</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>University of Illinois</td>
<td>Chicago, IL</td>
<td>1974-1985</td>
</tr>
<tr>
<td>Visiting Scholar, Department of Social Administration</td>
<td>University of Edinburgh (sabbatical year)</td>
<td>Edinburgh, Scotland</td>
<td>1982-1983</td>
</tr>
<tr>
<td>Acting Associate Dean, Jane Addams College of Social Work</td>
<td>University of Illinois</td>
<td>Chicago, IL</td>
<td>1979-1980</td>
</tr>
<tr>
<td>Lecturer</td>
<td>University of Illinois</td>
<td>Chicago, IL</td>
<td>1972-1974</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Chicago Child Care Society</td>
<td>Chicago, IL</td>
<td>1968-1975</td>
</tr>
<tr>
<td>Lecturer</td>
<td>University of Chicago</td>
<td>Chicago, IL</td>
<td>1968-1972</td>
</tr>
<tr>
<td>Research Associate</td>
<td>University of Chicago</td>
<td>Chicago, IL</td>
<td>1963-1967</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
<th>START DATE – END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Research</td>
<td>Chicago Child Care Society</td>
<td>Chicago, IL</td>
<td>1968-1975</td>
</tr>
<tr>
<td>Caseworker</td>
<td>Chicago Child Care Society</td>
<td>Chicago, IL</td>
<td>1961-1963</td>
</tr>
<tr>
<td>Caseworker</td>
<td>Children’s Aid Society</td>
<td>Manchester, NH</td>
<td>1959-1961</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Phi Beta Kappa
Council on Social Work Education
American Association of University Professor
Academy of Certified Social Workers
National Association of Social Workers

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Multnomah County Citizen Review Board 2003 to 2007
Clackamas County Citizen Review Board, 2007 to present
Board of Directors, Camp Fire USA, Multnomah County, 2002-2004
City of Happy Valley Juvenile Court Diversion panel member, 2008 to present

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Distinguished Faculty Achievement Award, presented by Portland State University Alumni Association, 2006
Who’s Who in the World
Who’s Who in America
Editorial Board, Children and Youth Services Review

PROFESSIONAL PRESENTATIONS (during last 5 years)

PROFESSIONAL PUBLICATIONS  (during last 5 years)


OTHER RELEVANT INFORMATION

Chaired committee doing feasibility study and early planning for a Bachelor of Social Work program, 2006 and am served on committee dealing with beginning implementation, 2006-2007

Have developed web-supported course in child welfare at undergraduate level, and have taught the course annually since 2003.

Continue to serve on doctoral dissertation committees and to teach in the MSW program occasionally.
# CURRICULUM VITAE

Dana Sieverin  
Field Education Consultant  
Instructor of Social Work

## DEGREE INFORMATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
<th>Year</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of Oregon</td>
<td>English Literature</td>
<td>1990</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>1997</td>
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## ACADEMIC APPOINTMENTS

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<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Date</th>
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<tr>
<td>Field Education Consultant</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>November 2006 to present</td>
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</table>

## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child and Family Therapist</td>
<td>Mt. Hood Community Mental Health</td>
<td>Portland, Oregon</td>
<td>1997-1998</td>
</tr>
<tr>
<td>Family Preservation Worker</td>
<td>Options Counseling of Oregon</td>
<td>Portland, Oregon</td>
<td>1998-2000</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>GEARs of Metropolitan Family Services</td>
<td>Portland, Oregon</td>
<td>2000-2003</td>
</tr>
<tr>
<td>Social Work Program Consultant</td>
<td>Department of Human Services, District 2</td>
<td>Portland, Oregon</td>
<td>2003-2006</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

## NAME OF FACULTY MEMBER
Maria M. Talbott

## Position Title
Associate Professor

## DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
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<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Harvard University</td>
<td>Social Anthropology</td>
<td>1974</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>University of California, Berkeley</td>
<td>Social Welfare</td>
<td>1980</td>
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<tr>
<td>Ph.D.</td>
<td>University of California, Berkeley</td>
<td>Social Welfare: Aging</td>
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## ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Associate Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>1992-present</td>
</tr>
<tr>
<td>Director, Ph.D. Program</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>2005-2008</td>
</tr>
<tr>
<td>Faculty Advisor to President</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>1996-97</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>1993-95</td>
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<tr>
<td>Assistant Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, OR</td>
<td>1984-1992</td>
</tr>
<tr>
<td>Instructor</td>
<td>Solano Community College</td>
<td>Suisun City, CA</td>
<td>1984</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>University of California, Berkeley</td>
<td>Berkeley, CA</td>
<td>1980</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Position</td>
<td>Organization</td>
<td>Location</td>
<td>Years</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Scientific Analysis Corporation</td>
<td>Berkeley, CA</td>
<td>1983-1984</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>University of California, Berkeley</td>
<td>Berkeley, CA</td>
<td>1980-1983</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Multipurpose Senior Services</td>
<td>Berkeley, CA</td>
<td>1981-1982</td>
</tr>
<tr>
<td><strong>Researcher/Author</strong></td>
<td>Legal Assistance to the Elderly</td>
<td>San Francisco, CA</td>
<td>1979-1980</td>
</tr>
<tr>
<td>Director</td>
<td>Immaculate Conception Senior Services</td>
<td>Bronx, NY</td>
<td>1976-1978</td>
</tr>
<tr>
<td>Research Assistant/Field Supervisor</td>
<td>Chicago Needs Assessment Survey of Older People</td>
<td>Chicago, IL</td>
<td>1974-1975</td>
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</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tr>
<td>1992-present</td>
<td>Co-Liaison of Institute on Aging with Graduate School of Social Work (regarding combined Certificate in Gerontology and MSW programs)</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Member, Ph.D. Comprehensive Exam Committee</td>
</tr>
<tr>
<td>2009-present</td>
<td>Chair, Ph.D. Committee for Barbara Whitbeck</td>
</tr>
<tr>
<td>2009</td>
<td>Member, Ad Hoc Committee on Academic Advising at SSW</td>
</tr>
<tr>
<td>2008</td>
<td>Member, Ph.D. Committee for Diane Cole</td>
</tr>
<tr>
<td>2005-2008</td>
<td>Chair, Ph.D. Program Committee</td>
</tr>
<tr>
<td>2005-2008</td>
<td>Chair, Ph.D. Comprehensive Exams Committee</td>
</tr>
<tr>
<td>2006-2009</td>
<td>University Faculty Senate member</td>
</tr>
<tr>
<td>2000-03, 1992-95</td>
<td></td>
</tr>
<tr>
<td>2006, 1991-93</td>
<td>University Graduate Scholarship Committee member</td>
</tr>
<tr>
<td>2004-05 1999-2000;1992-95</td>
<td>Graduate School of Social Work PhD Program Committee member</td>
</tr>
<tr>
<td>2008-2010; 2004-06 2000-02</td>
<td>Graduate School of Social Work Promotion, Tenure, and Merit Committee member</td>
</tr>
<tr>
<td>2005</td>
<td>Member of Doctoral Committee for Nathalie Huguet, Ph.D. student in PSU School of Community Health</td>
</tr>
<tr>
<td>2005</td>
<td>Member of Planning Committee for Reception for new Dean of GSSW</td>
</tr>
<tr>
<td>2005</td>
<td>Co-coordinator (with Ellen Masterson) of focus groups for community members’ input into MSW Curriculum renewal</td>
</tr>
<tr>
<td>2005</td>
<td>Member of Master’s Thesis committee for Christy Tappan, Master’s candidate in Urban Studies</td>
</tr>
<tr>
<td>2001-’04</td>
<td>Co-Project Director, Hartford Geriatric Enrichment in Social Work Education Project at PSU GSSW</td>
</tr>
<tr>
<td>Ongoing</td>
<td>NASW Member</td>
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<tr>
<td>Ongoing</td>
<td>AAUP Member</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Families with Children from China Member</td>
</tr>
</tbody>
</table>
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

October 2008. "Hoarding” and Insights into Working with Older Adult Clients”- four presentations at Seniors and People with Disabilities Case Management Conference in Eugene, OR.

May 2008 (with Marcos Bote) "Hoarding: A Multidisciplinary Perspective” presented to Clackamas County Elder Abuse Response Team

March 2008  (with Marcos Bote) "Hoarding”- two presentations given to United Behavioral Health staff, Beaverton, OR.

2007  (with Marcos Bote.) "Hoarding among Older Adults: A Multidisciplinary Perspective” presented to Multnomah County Department of Human Services staff.

2006-present  Classroom assistant  Portland Public Schools
2004  Auction volunteer  Childpeace Montessori School

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2006-08  Hoarding among Older Adults, $1900  Portland State University

2001-04  (with Victoria Cotrell ), Co-Project Director of Hartford Foundation Geriatric Enrichment In Social Work Education award, $60,000. Portland State University

PROFESSIONAL PRESENTATIONS (during last 5 years)


Talbott, Maria, & Bote, Marcos. Hoarding among Older Adults. Presentation to Oregon Chapter Annual Meeting of the National Association of Social Workers, March 2008.


PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

2009: Reviewer for The Journal of Gerontological Social Work
2008: Reviewed book proposal for Oxford University Press
**CURRICULUM VITAE**

**NAME OF FACULTY MEMBER**  
Michael Taylor

**Position Title**  
Assistant Professor

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>B. A.</td>
<td>University of California at Los Angeles</td>
<td>Psychology</td>
<td>1971</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University, Portland, Oregon</td>
<td>Master's in Social Work (MSW)</td>
<td>1997</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work and Social Research</td>
<td>2002</td>
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**ACADEMIC APPOINTMENTS**

<table>
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<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>Portland State University, University Studies and Social Work.</td>
<td>Portland, Oregon</td>
<td>Sept 2002–present</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, Oregon</td>
<td>1999-2001</td>
</tr>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
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<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE</th>
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<tr>
<td>Position</td>
<td>Organization</td>
<td>Location</td>
<td>Years</td>
</tr>
<tr>
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<td>---------------------------------------------------</td>
<td>--------------</td>
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</tr>
<tr>
<td>Quality Assurance Coordinator</td>
<td>STATE OF OREGON OFFICE OF MENTAL HEALTH SERVICES</td>
<td>Salem, Oregon</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Mental Health Program Manager</td>
<td>CLACKAMAS COUNTY COMMUNITY MENTAL HEALTH CENTER</td>
<td>Oregon City, OR</td>
<td>1989-2002</td>
</tr>
<tr>
<td>Psychiatric Program Coordinator</td>
<td>SISTERS OF PROVIDENCE HOSPITALS St. VINCENT HOSPITAL</td>
<td>Portland, OR</td>
<td>1987-1989</td>
</tr>
<tr>
<td>Adolescent Day Treatment Program Director</td>
<td>CLACKAMAS COUNTY MENTAL HEALTH CENTER</td>
<td>Oregon City, OR</td>
<td>1980-1987</td>
</tr>
<tr>
<td>Social Worker</td>
<td>CEDAR HILLS HOSPITAL COMMUNITY PSYCHIATRIC CENTERS</td>
<td>Portland, OR</td>
<td>1978-80</td>
</tr>
<tr>
<td>Social Worker</td>
<td>STATE OF OREGON CHILDREN'S SERVICE DIVISION DEPT. OF HUMAN RESOURCES</td>
<td>Salem, OR</td>
<td>1974-1977</td>
</tr>
</tbody>
</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Licensed Clinical Social Worker, State of Oregon – (1979-current)
Certified Clinical Supervisor, Oregon Board of Clinical Social Work (1998-current)
Academy of Certified Social Workers (1979-2002)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

COMMUNITY SERVICE:
- Consultant to communities to develop comprehensive mental health services for children and their families through a contract with American Institutes for Research, Washington, D.C. (2002-4)
- Consultant to City of Fort Worth Texas, Children's Mental Health Services (2002-4)
- Consultant to State of Idaho, Department of Mental Health (2003-4)
- Consultant to Jefferson Behavioral Health, Medford, Oregon (2004-6)
- Clinical Supervisor and Consultant, Neighborhood House Portland, Oregon (2005-current)
- Board Member and Grants Coordinator, Military Families Speak Out Oregon (2004-current)

UNIVERSITY AND DEPARTMENTAL SERVICE:
- BSW Program Committee (2009-current)
- Faculty Senate (2009-current)
- University Studies Council (2008-current)
- Family Studies Cluster Coordinator, Portland State University Studies (2004-current)
- University Studies Cluster Coordinators Committee, University Studies (2004-7)
- Member, Multicultural Center Board, Portland State University (2004-7)
- BSW Planning Committee, Graduate School of Social Work (2004-6)
- Child and Family Studies Practicum Coordinator (2002-2006)
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

ACADEMIC HONORS AND AWARDS:

Center for Academic Excellence, Academic Innovation (AIM) Program Grant, $500, Community based research through assessment of learning objective in Family Studies, Portland State University (2006/7)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, $500, Engaged Pedagogy, Portland State University (2005/6)

Co-Principal Investigator, Diversity Grant, The Scholarship of Teaching Committee, STRT Program Grant, $5000, Portland State University (2004/5)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, $500, Narratives of Resilience, Portland State University (2004/5)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, $500, Enhancing Civic Outcomes, Portland State University (2003/4).

Faculty Award, Center for Academic Excellence, Portland State University, Excellence in Faculty/Community Engagement (2003).

Co-Principal investigator, Faculty Enhancement grant, Building community engagement of Child and Family Studies Program, Center for Academic Excellence, Engaged Departments (2002/3)

PROFESSIONAL PRESENTATIONS (during last 5 years)

Academic and Professional Conferences (Refereed Presentations)


Professional Conferences (Invited Presentations)


PROFESSIONAL PUBLICATIONS  (during last 5 years)


OTHER RELEVANT INFORMATION

CURRENT RESEARCH PROJECTS:


RESEARCH PROJECT PARTICIPATION:

Co-Principal Investigator-Assessment of Diversity within CFS Curriculum. (Jan 2005 – July 2005). Child & Family Studies Program, Portland State University, Center for Academic Excellence Diversity Grant $5,000. Primary responsibilities: Analyzed qualitative data from focus groups with students and community partners of Child & Family Studies Program. Worked with Graduate Assistant on focus group development and qualitative data analysis.

Co-Principal Investigator-Faculty Enhancement grant to increase student engagement in community-based learning. (Jan 2003 – July 2003). Child & Family Studies Program, Portland State University, Faculty Enhancement Program, $8,893. Primary responsibilities: Worked with colleague faculty and graduate assistant to augment community-based learning and practicum sites.
GRANT PROPOSALS FUNDED:

Principal Investigator and Project Director for Clackamas Partnership Child Mental Health Initiative 1998-2002. Funded by the Substance Abuse and Mental Health Services Administration, Center for Mental Health Services (SAMHSA). Six year 8.5 million dollar grant to Clackamas County, Oregon to create a coordinated system of care for children with serious emotional disorders.

Project Director for Clackamas County Mental Health and Addictions Services 1992-95. Funded by the Center for Substance Abuse Prevention, Women and Infants Pregnant and Postpartum treatment Services. Three year 1.5 million dollar grant to Clackamas County Mental Health to provide treatment services for women and their children.


COURSES TAUGHT:

Portland State University, Ph.d. Program in Social Work and Social Research
SW 650-History and Philosophy of Social Work, Fall 2006 and Fall 2007.

Portland State University, Child and Family Studies Program (Sept. 2002-present)
- CFS 492U – Family Law and Policy, Winter 2002 to current (proposed course and offer 2x per academic year to average of 42 students per course)
- CFS 399U/CFS 482U – Mental and Emotional Disorders: Issues for Children and Families (proposed course and offer 1x per academic year to average 48 students per course)
- CFS 409 – Practicum Seminar and advising (taught each quarter 2002-2006, average 24 students per quarter)
- CFS 498 – Advanced practicum seminar and advising (taught each quarter 2002-2006, 12 per quarter)

Portland State University, University Studies Program (Sept. 2002-present)
UNST 228-Family Studies, Fall 2002 to current. Teach course each quarter for 5 academic years (average 36 students each quarter, including advising graduate mentor)

OTHER CREATIVE ACHIEVEMENTS:

# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**  
Dawn J. Williamson  

**Position Title**  
Adjunct Instructor  

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
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<tr>
<td>B.A.</td>
<td>University of Montana</td>
<td>Social Work</td>
<td>1986</td>
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<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>1991</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2008-Present</td>
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<tr>
<td>Adjunct Instructor, Counselor</td>
<td>Linfield College</td>
<td>McMinnville, OR</td>
<td>2004-Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Therapist</td>
<td>Private Practice</td>
<td>Dundee, OR</td>
<td>1995-Present</td>
</tr>
<tr>
<td>Community Response Team Coordinator</td>
<td>Northwest Human Services</td>
<td>Salem, OR</td>
<td>1996-1998</td>
</tr>
<tr>
<td>Mental Health Specialist</td>
<td>Community Action Agency of Yamhill Co.</td>
<td>McMinnville, OR</td>
<td>1993-1999</td>
</tr>
<tr>
<td>Clinical Consultant and Trainer</td>
<td>Council for Prostitution Alternatives</td>
<td>Portland, OR</td>
<td>1995-1996</td>
</tr>
<tr>
<td>Child and Family Therapist</td>
<td>Lower Columbia Mental Health Center</td>
<td>Longview, WA</td>
<td>1991-1993</td>
</tr>
<tr>
<td>Child and Family Therapist Intern</td>
<td>Mental Health Services West Children’s Program</td>
<td>Portland, OR</td>
<td>1990-1991</td>
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<tr>
<td>Position</td>
<td>Organization</td>
<td>Location</td>
<td>Years</td>
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<tr>
<td>Treatment Specialist Intern</td>
<td>Volunteers of America Family Center</td>
<td>Portland, OR</td>
<td>1987-1991</td>
</tr>
<tr>
<td>Case Manager</td>
<td>YWCA Battered Women’s Shelter</td>
<td>Missoula, Montana</td>
<td>1986-1987</td>
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</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- National Association of Social Workers
- International Association of Play Therapists
- Oregon Association of Play Therapists

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)**

- Sexual Assault Task Force – Yamhill Co. (2003-present)
- Yamhill Co. Suicide Prevention Team (2005-present)

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

N/A

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

N/A

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

N/A
### CURRICULUM VITAE

**NAME OF FACULTY MEMBER**  
John Wolfe

**Position Title**  
Adjunct Instructor

### DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.S.</td>
<td>Oregon College of Education</td>
<td>Corrections</td>
<td>1979</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>1990</td>
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### ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2008-Present</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Individual and Couples Therapist</td>
<td>Private Practice</td>
<td>Portland, OR</td>
<td>2005-Present</td>
</tr>
<tr>
<td>Social Services Director</td>
<td>Sunrise Skilled Nursing Facility</td>
<td>Portland, OR</td>
<td>2001 to 2001:</td>
</tr>
<tr>
<td>Program Director</td>
<td>Friends of the Children</td>
<td>Portland, OR</td>
<td>1997 to 2001</td>
</tr>
<tr>
<td>Social Worker</td>
<td>The Casey Family Program</td>
<td>Portland, OR</td>
<td>1992 to 1997</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS
• Child Specialist – Edgefield Treatment Center
• Group Life Coordinator – MacLaren School for Boys
• Co-Chair of Youth Planning Network Advocacy Subcommittee Multnomah County/United Way of Columbia/Willamette, Portland Oregon
• Member, Girls Emancipation Program Advisory Board
• Chair, Committee to Advance Cultural Diversity & Promote Social Justice – Faculty Committee, Portland State University Graduate School of Social Work
• Member, Martin Luther King Jr. Scholarship Board
• Member, Teen Parent Consortium, Marion County
• Children’s Services Division Campaign Chairperson, Black United Fund of Oregon for CSD statewide employees
• Member, State Office for Services to Children & Families Adoption Screening committee for Minority Children
• Child Specialist - Christie School

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
NA

PROFESSIONAL PRESENTATIONS (during last 5 years)
NA

PROFESSIONAL PUBLICATIONS (during last 5 years)
NA

OTHER RELEVANT INFORMATION

Academy of Certified Social Workers 1993
Clinical Social Work Associate 2006.
Certified Imago Therapist 2007
Dr. and Mrs. Harold E. Briggs (Verlea), School of Social Work, Portland State University, Portland General Electric, the Oregon Department of Human Services, the Oregon Commission on Children and Families, Casey Family Programs and Black Parent Initiative Inc.

Invite you to attend an all-day invitation only conference

**Understanding Racial Disproportionality and Racial Disparities in the 21st Century**

Featuring **Dorothy Roberts**, J.D., Kirkland and Ellis Professor of Law, Northwestern University

Author of *Shattered Bonds: The Color of Child Welfare*

World Trade Center Portland
2 World Trade Center
121 Southwest Salmon St Portland, Oregon 97204
June 21, 2010
8am -5pm
Registration begins at 7:30am

This conference, for policymakers and practitioners involved in improving health, mental health, child welfare, adult and juvenile justice, education and inter-connected human service delivery systems will illuminate the complexities of understanding racial disproportionality – which essentially are *ratios of racial imbalance*. Participants will understand the contribution of structural racism to the issue of racial disproportionality and identify collaborative strategies to develop equity within and across these interconnected systems.

Admission to the event is FREE and by invitation only.
Parking & lunch will not be provided.
Understanding Racial Disproportionality and Racial Disparities in the 21st Century

Featuring Dorothy Roberts, J.D., Kirkland and Ellis Professor of Law, Northwestern University
Author of Shattered Bonds: The Color of Child Welfare

8:00 – 8:15am
Introduction

Hosts:
Dr. and Mrs. Harold E. Briggs (Verlea), Portland State University, School of Social Work Portland General Electric

Event Sponsors:
Portland General Electric
The Honorable Senator Margret Carter, Deputy Director, Department of Human Services
Erinn Kelley-Siel, Director of Children Adult and Families Division, DHS
Mickey Lansing, Director of Oregon Commission on Children and Families
Iris Bell, Deputy Director of Oregon Commission on Children and Families
Kory Murphy, Equity Coordinator, Department of Human Services
Anya Sekino, Juvenile Crime Prevention Manager, Oregon Commission on Children and Families
Melissa Sampson, Reconnecting Families Coordinator, Oregon Commission on Children and Families
Casey Family Programs
Charles McGee, Executive Director of Black Parent Initiative Inc.
Governor’s Child Welfare Equity Taskforce

8:15 - 9:15am
Northwest Film Premiere:

Donald L. Hollowell, JD Foot Soldier for Equal Justice
http://www.gatecitybar.org/holl.pdf

9:15 - 9:45am
Web of Urban Racism:
Multi-contingency Analysis and Structural Racism

Dr. Harold E. Briggs and Dr. Bowen Mc Beath
Portland State University, School of Social Work

Authors, Racial Disproportionality and Racial Disparities and African Americans: A Plan for Multilevel Practice
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9:45 – 9:55am</td>
<td>Break</td>
</tr>
<tr>
<td>9:55 – 10:00am</td>
<td>Introduction of Plenary and Guest Speaker</td>
</tr>
<tr>
<td>10:00 – 11:30 am</td>
<td><strong>Racial Disproportionality - Dorothy Roberts, JD</strong></td>
</tr>
<tr>
<td></td>
<td>Kirkland and Ellis Professor of Law</td>
</tr>
<tr>
<td></td>
<td>Northwestern University, Evanston, Illinois</td>
</tr>
<tr>
<td></td>
<td>Author, <em>Shattered Bonds: The Color of Child Welfare</em></td>
</tr>
<tr>
<td>11:30 – noon</td>
<td>Questions and Answers</td>
</tr>
<tr>
<td>Noon – 1:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 3:00 pm</td>
<td><strong>PASSINART: A Theatre Company - Staged Reading</strong></td>
</tr>
<tr>
<td></td>
<td><em>Bourbon at the Border, by Pearl Cleage</em></td>
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<tr>
<td>3:00 - 3:45 pm</td>
<td>Talkback and Discussion</td>
</tr>
<tr>
<td>4:00 - 5:00 pm</td>
<td>Team Debrief and Planning</td>
</tr>
<tr>
<td>5:00 - 5:30 pm</td>
<td>Next Steps</td>
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<tr>
<td></td>
<td>Adjournment</td>
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</tbody>
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Application Information for Portland State University’s
Baccalaureate Social Work (BSW) Program

We are glad that you are interested in the BSW Program at Portland State University. To pursue studies in P.S.U.’s BSW Program you must complete an application and be admitted.

**Purpose of the Profession of Social Work**

- Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- Enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- Formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- Pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- Develop and use research, knowledge, and skills that advance social work practice.
- Develop and apply practice in the context of diverse cultures.

The following is information to guide you in the application process:

- Prior to beginning the program, you must be admitted to Portland State University, [http://www.pdx.edu/admissions/](http://www.pdx.edu/admissions/)
- You must be of junior status (90 credits) by the term that you will start the program.
- You must submit your application postmarked or stamped to the SSW office by the due date posted.

**BSW PROGRAM GOALS**

1. To provide a statewide program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change.
2. To prepare social workers to practice with at-risk individuals and families through strengthening the capacities of family and community systems.
3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals and their families and to contribute to the knowledge base of the profession.
4. To prepare generalist social workers able to work with a diversity of populations, integrating empirically informed practice and consumer voice within an established ethical framework.
5. To provide a foundation for possible advanced graduate study in social work and prepare social workers to be life long learners.
To complete the Application Packet submit the following by the posted due date:

1) The BSW application form (available on the School of Social Work’s website http://www.ssw.pdx.edu/_basw/admissions.php);

2) Two references using the BSW reference form (available on the website above). Select two people who can serve as references for you. They should be people, other than family or friends, who know your academic work and/or your work with individuals, families and/or community services. Download the form from the website, complete the top part of the form, and give a copy to the people you have selected as references. Ask them to complete the form and place it in an envelope, sign the sealed envelope flap, and return it to you. You will submit these envelopes as part of your packet;

3) Your unofficial transcripts from any and all colleges that you have attended.

4) A 2-3 page double-spaced personal essay about yourself that demonstrates your commitment to, and interest in, social work, social justice and social change. Please address the following 4 questions in your essay and relate how the goals of the BSW Program meet your life and professional goal(s). (State each question and answer it.)

1. Why have you chosen social work as a major? How do your beliefs and life experiences reflect a commitment to social work as a profession? (Relate to statement of social work purpose and program goals on preceding page.)

2. Describe both personal and professional experiences you have had with people who are different from yourself. (Differences could include gender, race, religion, socio-economic class, age, sexual orientation, life choices, abilities, etc.)

3. What opportunities have you had to think about your own racial/ethnic identity and how race and culture can impact professional interactions?

4. What are your long range social work professional goals and what do you hope to learn from this program?

Please turn in a copy of all application materials as a single Application Packet to:

BSW Program - Admissions
Portland State University - SSW
PO Box 751
Portland, OR 97207-0751

You will be notified by the Admission Committee of our decision. This will be in time for you to register for the fall term. If you are admitted you are required to attend a PSU Orientation prior to your registration and another BSW Program Orientation before classes start. This meeting is mandatory and your admittance will be provisional until you attend the BSW Program Orientation. The BSW Program Orientation date will be provided once your application is processed. Thank you for your interest in our BSW Program. We look forward to working with you in the future.
APPLICATION FOR ADMISSION
BSW PROGRAM

Name ________________________________________________________________

Date ______________________________ PSU Student ID No. ____________________ (if available)

Address ________________________________________________________________

City __________________________ State _______ Zip code _________________________

Phone __________________ (Home) __________________ (Work) ______________ (Cell)

Preferred Email __________________________________________________________

THESE QUESTIONS ARE OPTIONAL

In compliance with a policy of the U. S. Department of Health and Human Services, the University must seek to identify the ethnic background of applicants for admission. The School of Social Work must also supply additional information to the Council on Social Work Education, its accrediting organization. You are encouraged to supply the following information but may decline without prejudicing your application.

Sex: Female_______ Male_________ Date of Birth: ________________________________

Ethnic Origin: (Please circle all that apply.)

1. Asian/Pacific Islander
2. Black, Non-Hispanic
3. Hispanic
4. Native American (Indian, Alaskan) Tribal Affiliation: ________________________
5. White, Non-Hispanic
6. Other (please specify) ____________________________________________________

Please attach a résumé in addition to responding to the items below.

Educational Experience: (Community college and/or university, degree completed, etc.)____________________

________________________________________________________________________

Experience in Human or Social Services: none minimal some extensive

Describe: ________________________________________________________________

________________________________________________________________________

Volunteer Experience (not paid): none minimal some extensive

Describe: ________________________________________________________________

________________________________________________________________________

Work Experience in general: none minimal some extensive

Describe: ________________________________________________________________

________________________________________________________________________
Educational/Career Goals: (3 yr and 5 yr)


Please list languages which you speak fluently: ________________________________

If you were admitted to the BSW Program, would you be attending school:
(check one)

☐ Full-time    ☐ Part-time

If part-time, approximate credit hours you plan to enroll in per year ________________

Do you plan on applying to an MSW Program after receiving your BSW? If so, where?

Your expected graduation date: ________________________________________________

Emergency Contact Person and phone number:____________________________________

How did you hear about our BSW Program? ______________________________________

Are you a transfer student? ☐ Yes    ☐ No    What college?______________________

Have you taken the following courses:

Introduction to Social Work (SW301) or an equivalent  ☐ Yes    ☐ No

PSY 200 level  ☐ Yes    ☐ No

SOC 200 level  ☐ Yes    ☐ No

Language requirement  ☐ none    ☐ started    ☐ completed

Are you working?

☐ Full time    ☐ Part-time    ☐ Not applicable

Have you met with a BSW Program Advisor to discuss the BSW Program or attended a group meeting?

☐ Yes    ☐ No
LETTER OF REFERENCE

To be completed by the applicant:

Name___________________________________________ Date___________________

This recommendation will become part of your admissions file. It will be used only for admissions considerations and will not be disclosed to any unauthorized individual without your consent. If you are enrolled in the B.S.W. Program at Portland State University, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the boxes and sign the statement below:

I have read the information above and I hereby: ☐ Waive ☐ Do not waive my right of access to this document.

Signature_________________________________________________ Date___________

To be completed by the reference: (Reminder: Application deadline)

Reference Name: ___________________________________________(Please print)

The above named is applying for admission to the Baccalaureate Social Work Program at Portland State University. Your assessment of the candidate will assist the Baccalaureate Social Work Admissions Committee in making admission decisions. Under the 1974 Family Education Rights and Privacy Act, the applicant named above will have access to this recommendation unless he or she has waived that right.

1. How long and in what context have you known the applicant?

2. Please rate the applicant relative to other students or employees whom you have known in the same field in recent years by placing an “x” on the point that best represents where the candidate lies on the continuum with 5 being ‘exceptional’ and 1 being ‘poor’. We are particularly interested in references who can speak to the applicant’s capacity and potential to work effectively with underrepresented groups.

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<tr>
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<th>Exceptional</th>
<th>Poor</th>
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<tr>
<td>Academic Performance</td>
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<td>4</td>
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<td>Commitment to Learning</td>
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<td>Initiative/Creativity</td>
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<td>Communication Skills: Oral</td>
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<td>Communication Skills: Written</td>
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<td>Commitment to Social Justice/</td>
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<td>Social Change</td>
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<td>Critical Thinking Ability</td>
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<td>Leadership Ability</td>
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<td>Teamwork Ability</td>
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3. We believe that such personal qualities as intelligence, maturity, emotional stability, sensitivity, resourcefulness, initiative, follow-through, sound judgment, and a respect for others’ diversity are important for successful professional practice. Please assess the applicant’s academic and/or professional promise within this context. Feel free to attach a separate letter with this reference form.

4. Summary Evaluation (please check only one)

__________ I strongly recommend this applicant for admission and believe that he/she has the capability to perform at a superior level.

__________ I recommend this applicant for admission and believe his/her performance will be comparable to that of most upper division students.

__________ I think that the applicant’s qualifications are marginal, but if admitted, the applicant would greatly benefit from study in this program.

__________ I do not recommend this applicant for admission to the Baccalaureate Social Work Program.

Signature_______________________________________ Date____________________________

Name__________________________________________ Degree__________________________

Position______________________ Employer_______________________________________

Business Address (Street & No.)
_____________________________________________________________________________
_____________________________________________________________________________

City_______________________ State___________ Zip Code____________________________

May we call you for additional information? ____Yes ____No

Phone ________________________________ Email address______________________________

Please return this form and your letter directly to the applicant in a sealed envelope.

Please sign the envelope on the back of the sealed flap.

Thank you for your cooperation.
BSW APPLICATION REVIEW SHEET

DATE:___________

Applicant Name: ___________________________________  
Reviewer: _____________________________________

Note: the following two items will be done before the review is done by faculty

GPA: _______ (up to 3)  
EXPERIENCE: ___ (0: None, 1: Minimal, 2: Some, 3: Extensive)

REFERENCES: (Circle which recommendation reference cited) (up to 4)

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<tr>
<th>Ref Initials</th>
<th>Ratings:</th>
<th>Value</th>
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<tr>
<td>_____</td>
<td>1: Do not Recommend; 2: Marginally Recommend; 3: Recommend; 4: Strongly Recommend</td>
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_____ Subtotal Score (Combined scores divided by 2)

PERSONAL ESSAY (up to 5)

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<tr>
<th></th>
<th>Values, beliefs and exp. reflect congruence with social work’s mission</th>
<th>Values, beliefs and life experiences absent or incongruent with social work</th>
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<tr>
<td>1.</td>
<td>5 4 3 2 1</td>
<td>Vague professional and educational direction</td>
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<th>Clarity of professional and educational goals</th>
<th>Vague professional and educational direction</th>
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<td>2.</td>
<td>5 4 3 2 1</td>
<td>Lack of commitment/interest in social justice/social change</td>
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<tr>
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<th>Demonstrates commitment to social justice/social change</th>
<th>No interest or understanding of working with diverse groups</th>
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<td>3.</td>
<td>5 4 3 2 1</td>
<td>Superficial or absent understanding of self identity and impact on others</td>
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<th>Clear understanding and strong interests in working with diverse groups</th>
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<td>4.</td>
<td>5 4 3 2 1</td>
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<th>Thoughtful, self aware statement of self identity and impact on others</th>
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<td>5.</td>
<td>5 4 3 2 1</td>
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<th></th>
<th>Well written (analytical, clarity of expression, technically skillful and powerful style)</th>
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<td>6.</td>
<td>5 4 3 2 1</td>
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_____ Subtotal Score (Combine scores divide by 6)

DIVERSITY (up to 5)

___ Please evaluate with regards to applicant’s potential to increase the diversity of the student body. Can assign up to 5 points – no more than 2 points per category. Please check category(s) used in assigning diversity points:

- Ethnicity/Race/Nationality/Culture
- Bilingual (language including ASL)
- Minority Status (underrepresented)
- Demonstrated commitment to disadvantaged/vulnerable/oppressed groups/social justice
- Other: __________________________

_____ Total Score (GPA Rating + Experience + References + Personal Essay + Diversity) (up to 20 points in total)

RECOMMENDATION REGARDING ADMISSION BY REVIEWER (select one – please do not leave blank)

- STRONGLY RECOMMENDED  
- RECOMMEND  
- *RECOMMENDED W/ADVISING  
- **DO NOT RECOMMEND

*Reason(s) based upon:  
- GPA  
- Writing Skills  
- Exp  
- Reference  
** If this is checked please include written comments.

ADDITIONAL COMMENTS ABOUT APPLICANT

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

SPECIAL CONSIDERATIONS

- Prerequisites to be met
- Other: ____________________________________________
SSW Faculty Action Plan for Social Justice, Inclusion and Diversity

Focus of Activities and Definitions
Adopted by the SSW Faculty January 14, 2009

Focus of Activities
The focus of our activities is to advance a culture of social justice, inclusion and diversity with all the stakeholders in the School of Social Work community, including students, alumni, researchers, teaching faculty and adjuncts, staff, administration and the broader social work community. Social justice, inclusion and diversity are to infuse all activities of the SSW: teaching, research, service and administration.

Diversity
Diversity refers to the broad range of human experience, emphasizing the following identities or group memberships: race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital/partner status, political belief, religion, class, disability, immigration status, language and linguistics.

Inclusion
Inclusion is the process of operationalizing a commitment to diversity. Inclusion reflects the authentic involvement of all stakeholders in decisions that affect them and the entire community.

Social Justice
Social justice is both a process and a goal that (1) seeks equitable(re)distribution of resources, opportunities and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to enhance self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

Faculty Action Plan Regarding Social Justice, Inclusion and Diversity
Approved by SSW Faculty on April 17, 2009

1. Continuing the work: The faculty wants to remain active and move towards our commitments to diversity, inclusion and social justice.
   a. Formalize the work through a new standing committee\(^1\) that will oversee the implementation and annual updating of the action plan.
   b. Those interested could pilot a personalized action plan that sets specific goals to enact commitments to Social Justice, Inclusion and Diversity.

2. Improving our culture of respect within the faculty
   a. Create a statement of values/principles that guides our interactions (similar to that created by the SSW staff).

\(^1\)The current ad hoc committee will continue until the standing committee has been established.
b. Create opportunities for faculty to share openly with one another about struggles, conflict and issues of equity in order to build understanding and respect for one another.

3. **Strengthening teaching:** Social Justice, Inclusion and Diversity theory, practice and research need to be further infused in our curriculum.
   
a. Provide faculty-wide learning opportunities in anti oppressive practice models and pedagogy.
   
b. Create opportunities to discuss what will be taught, how, and by whom
   
c. Identify and bridge gaps in Social Justice, Inclusion and Diversity content delivered in courses.
   
d. Create ongoing supports for instructors through mentoring, and discussion groups.
   
e. Explore models for teaching accountability regarding the integration and demonstration of student competence in anti-oppressive theory and practice.

4. **Being responsive, transparent and accountable:** Sharing our work with each other illustrates that we are taking this work seriously. Being transparent means we understand ourselves to be accountable to each other and our constituent groups. Being responsive means continually eliciting and responding to feedback.
   
a. Post our values, vision, definitions and action plan on the SSW website, with periodic updates on our progress and use the faculty web center to share our decisions and work plans.
   
b. Demonstrate responsiveness to feedback from students and other constituents.
   
c. Review our progress across the SSW in the Social Justice, Inclusion and Diversity arena, highlight and celebrate our successes.
   
d. Explore accountability mechanisms to ensure progress on our focus of activities.

5. **Advancing the work of the entire SSW community:** We as a faculty group are only one stakeholder in this initiative. We recognize the importance of the crucial stakeholders in our community, such as students, staff, field instructors, researchers, trainers, and others. We understand the need to build a holistic approach to the work, engaging as collaborators with all stakeholders.
   
f. The standing committee will explore strategies and timing for processes to include representation of all stakeholders in moving this work forward.

6. **Advancing social justice by acknowledging the inequities in status held by the full range of our teaching faculty** (adjunct, contract, tenure-stream, tenured).
   
a. Explore over the long term how our values for social justice, inclusion, and diversity can impact status differentials among our teaching faculty.
Proposal for the Creation of a Social Justice Committee
Approved by SSW Faculty on June 5, 2009

The faculty has agreed that social justice, inclusion, and diversity are to infuse all activities of the SSW: teaching, research, service, and administration. The Social Justice Committee is charged with promoting and overseeing the implementation and annual updating of the Faculty Action Plan for Social Justice, Inclusion, and Diversity.

This is a proposal to create a Social Justice, Inclusion, and Diversity Committee. The Social Justice, Inclusion, and Diversity Committee shall be composed of:

- 2 elected tenured or tenure stream faculty
- 1 elected fixed term Portland campus faculty member
- 1 elected fixed term MSW Distance Option faculty member
- 1 elected Field Education faculty member
- 1 elected staff person
- The SSW’s recruitment and retention specialist
- 2 student representatives.

These will be two year terms. During the first year of the Committee’s functioning, at least two members of the ad hoc committee on social justice and diversity will serve for one year to ensure continuity and to create opportunities for the rotation of committee membership alternate years.
BSW Student Assessment Survey
Year Admitted _____________
Quarter ______________ Year ______________ Cohort # ________________

The purpose of this survey is to give the BSW Program data about how we are doing as a program with regard to social work courses and our program goals and objectives. You will be completing this survey at the beginning of your BSW Program, midway through, and at the end of the program. The information is confidential. This assessment is part of Council of Social Work Education (CSWE) accreditation process. The survey consists of 50 items and you are asked to indicate a response from 0 to 4 in the space provided next to the question/item. The instructions follow this text. The survey will take between 10 and 15 minutes to complete. Write legibly.

Date of Birth ______________________________
High School ________________________________ State ______________________

Please check the answer below that applies to you right now.

Full time (12 or more credits) Yes____ No____
Part-time (less than 12 credits) Yes____ No____

Please write the number that best describes your response in the space provided next to the item. You must select one response.

Levels of competency:

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<th>Minimally competent</th>
<th>Somewhat competent</th>
<th>Adequately competent</th>
<th>Thoroughly competent</th>
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<td>0</td>
<td>1</td>
<td>2</td>
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1. _____ Use supervision to critically examine my own professional growth.
2. _____ Apply social work values and ethics in work with clients and colleagues.
3. _____ Utilize the concepts of empowerment on behalf of all clients and communities.
4. _____ Articulate and clarify my personal values, stereotypes, and biases about my own and others’ race and ethnicity, sexual orientation, gender, and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups other than my own.
5. _____ Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration.
6. _____ Evaluate the impact of agency goals, structure, process, and physical environment on the services provided to clients from different cultural backgrounds.
7. _____ Assess the dynamics of a small group.
8. _____ Write outcome objectives in clear, behavioral terms so that results can be evaluated.

(Go to next page)
9. _____ Examine more than one solution (outcome) to a problem and choose the one that's most feasible.

10. ____ Use research findings to assess the utility of alternative intervention approaches.

11. ____ Locate information about the formal and informal (individuals, neighborhood networks) services which can be used as resources in a community.

12. ____ Act as a social broker to locate and match clients to appropriate community resources.

13. ____ Identify gaps between agency services and consumers' needs.

14. ____ Develop and conduct problem solving sessions

15. ____ Analyze inter organizational relationships.

16. ____ Understand the causes and consequences of bias, prejudice, discrimination and oppression and their effects on populations at risk.

17. ____ Use social work practice skills to advocate for social justice.

18. ____ Understand the stages of the change process and factors that impede or promote change.

19. ____ Use culture as a lens for assessment.

20. ____ Apply organizational and community theory to enhance understanding of practice at the macro level.

21. ____ Understand the ethical and value issues related to the termination process.

22. ____ Understand how to involve community residents, professionals, and family members in program planning, policy, and organizational change.

23. ____ Know how to disengage from multiple client and agency systems.

24. ____ Describe the development of social welfare policy and services in the United States.

25. ____ Understand the relationships among social problems, social policies, social programs, and social work practice.

26. ____ Explain how political, social, and economic forces shape social welfare policy.

27. ____ Critically evaluate social work research reports and publications.

28. ____ Discuss the ethical issues in research and appropriate techniques for protection of human subjects.

(Click to continue)
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<th>No competency</th>
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<th>Somewhat competent</th>
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29. ____ Discuss research as an accountability process for social work practice at the community program, and individual client level.

30. ____ Assess how my values, attitudes, and beliefs affect my perception of and my relationships with other people.

31. ____ Develop strategies for organizational change sensitive to issues of gender, race and ethnicity, sexual orientation, and disability.

32. ____ Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors.

33. ____ Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing.

34. ____ Work with other professionals/paraprofessionals as a member of a team.

35. ____ Differentiate between representing a personal, professional, or organizational position.

36. ____ Lead a group discussion.

37. ____ Understand the role of theory as it guides practice, using ecological systems and strengths perspectives.

38. ____ Demonstrate selected interpersonal communication and interviewing skills such as engagement, development of rapport, definition of purpose and systematic inquiry.

39. ____ Recognize essential components of documentation for assessment, planning, intervention, evaluation and termination.

40. ____ Critique theories for applicability to persons and groups of different backgrounds.

41. ____ Use a framework to analyze a social welfare policy at multiple levels of social work intervention.

42. ____ Describe the usefulness of research for social work practice.

43. ____ Identify the special issues involved in doing research with and about populations at risk.

44. ____ Able to engage in anti-oppressive and non-discriminatory practice that reflects respect, knowledge, and skills related to human diversity.

45. ____ Use empirical evidence to select and apply theoretical frameworks to practice across the life course.

46. ____ Use empirical evidence to select and apply social work interventions across the life course.

(Go to next page)
47. _____ Use empirical evidence to select and apply theoretical frameworks to practice with systems of different sizes.

48. _____ Use empirical evidence to select and apply social work interventions to systems of different sizes.

49. _____ Demonstrate knowledge of international perspectives about social welfare policies.

50. _____ Understand international approaches to social work practice.

Thank you for your participation!