School of Social Work
BSW Program

Self-Study

August 2014

Volume I:
Narrative

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Self-Study

August 2014

Volume I of III:
Narrative
Portland State University
School of Social Work
BSW Program
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Accreditation Standard 1.0 - Program Mission and Goals

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

Contextual Regional, State, University, and Program Overview

Regional Context

The School of Social Work (SSW) at Portland State University is in the state of Oregon and also serves areas of southwest Washington State, particularly Clark County and surrounding communities adjacent to Oregon and separated from Oregon by the Columbia River. The State of Oregon is a geographically large, primarily rural state, with a rapidly growing population in the Portland metropolitan area and in the cities of the Willamette Valley and central Oregon. Currently, the state population is 3.9 million (U.S. Census Bureau, 2012).

As the traditional industries of forestry and fishing have declined in Oregon, the state economy has been enhanced by the emergence of industries related to technology, particularly in the Portland suburbs and Willamette Valley cities. Oregon’s reputation as an attractive outdoor living destination has resulted in an increase in tourism. While the state’s population is 88% white, in the last decade there has been a gradual increase in ethnic and racial diversity, with the 2012 representation of 4% Asian, 2% African American, 1.8% American Indian and Native Alaskan, 0.4% Native Hawaiian, and 3.5% Two or More Races (U.S. Census Bureau, 2012). In 2012 there were 57,114 American Indian/Alaskan Native (AI/AN) persons in Oregon. Due to the relocation programs of the 1950’s some urban areas have high populations of AI/AN. The majority of AI/AN reside in the Portland metropolitan area, making it the ninth largest AI/AN population in the country. It is estimated that approximately 380 tribes are represented in the AI/AN urban population in the city of Portland. There are 563 federally recognized tribes in the United States. There are nine federally recognized tribes in Oregon.

Over the last two decades there has been an influx of Latino populations with 12.2% identifying as Hispanic or Latino in 2012. There are growing populations of immigrants and refugees reflected in 2012 U.S. Census data indicating that 9.8% of the state’s population was born in another country, with 34.2% entering after 2000. With economic shifts, the unemployment rate has declined slightly from the peak of the economic downturn, with 7.9% of Oregonians unemployed (Bureau of Labor Statistics, 2012). However, the improved unemployment rate doesn’t reflect real gains for Oregon residents, as the poverty rate has increased since 2010, from 13.5% to 14.3% (U.S. Census Bureau, 2012). The poverty rate is higher in some rural counties of the state. In the Portland area, housing prices are high, resulting in a high rate of homelessness; homelessness is also prevalent in the rural areas, although homeless people are less visible.

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1 [www.oneskycenter.org/documents/MakingVisible_FINAL.pdf](http://www.oneskycenter.org/documents/MakingVisible_FINAL.pdf)
The Need for Generalist Social Work in Oregon

Since its early roots as an organized profession, social work has evolved. Social work’s heritage, in which problems of people are seen both as issues that demand social change and as common human needs which require social services, gives contemporary social work its unique character as a profession. Today in Oregon, as in other states, social workers collaborate with other human service professionals, communities, groups, and individuals to seek constructive responses to persistent and complex social, economic, and personal problems. Social workers see these problems as growing out of poverty, discrimination, and social inequality, the changing nature of families, the inaccessibility of large bureaucratic organizations, the stigma of mental illness, lack of access to health care, the isolation of older adults, the alienation of youth, and other concerns.

Social work services in Oregon and southwest Washington are provided in a range of statutory and voluntary human service organizations. Examples of these settings include: family counseling agencies, children’s treatment centers, schools, hospitals, juvenile and adult correctional programs, courts, neighborhood centers, civil rights organizations, community-based health and mental health centers, anti-poverty programs, programs for older adults, employment and rehabilitation agencies, and health and social welfare planning programs.

The largest employer of social workers in Oregon is the state’s Department of Human Services with the largest number of social workers employed in Children and Family Services and the second largest number employed in the Mental Health Division, including the state hospital. Other large employers of social workers are county governments, specifically Multnomah County Department of Human Services, Washington County Department of Health and Human Services, Clackamas County Department of Human Services, Lane County Department of Health and Human Services, and Marion County Health Department. Health care systems also employ many social workers, particularly the Providence Health System, Legacy Health System, Kaiser Permanente, Portland Veterans’ Administration Medical Center, and Oregon Health and Sciences University. The largest behavioral health organizations with social workers on staff are Cascadia Behavioral Health and Trillium Family Services.

The public has come to understand that the knowledge and skills required for the tasks assigned to generalist social workers demand professional education. Social workers’ professional tasks encompass: (1) providing direct services to individuals and families; (2) assessing, planning, and intervening at the individual, family, group, neighborhood, community, and service delivery system levels; (3) policy practice; and (4) designing and administering new programs to meet changing human needs. The qualifications of personnel entrusted with leadership of social service programs and provision of these services are a matter of public concern.

Social work provides a challenging career for individuals with a personal commitment to social justice and to create solutions to social problems. The NASW estimates that over 600,000 people currently hold professional social work degrees in the United States. The U.S. Bureau of Labor Statistics (BLS) rates the social work profession as a career with one of the highest rates of growth of all job classifications. According to the U.S. Department of Health and Human Services, Oregon’s total number of social workers is approximately 6,162. There are currently 607 LCSWs in
the state, representing on average 78 per 100,000 people. Starting in January 2011, Oregon added two new levels of voluntary Social Work licensure. This includes categories for a Licensed Master’s in Social Work (LMSW), for social workers with a master’s degree who do clinical practice, and Registered Baccalaureate Social Worker (RBSW), for social workers doing generalist practice with a BSW. In 2014, Oregon’s licensing board reported that there were 3,607 LMSWs and 69 RBSWs. Graduates from PSU’s BSW Program count for 14 of the 69 RBSWs. This is 20.29% of the total number. In many rural counties the representation of professional entry-level generalist social workers is much lower. As in other parts of the United States, there is concern in Oregon about the need for professional entry-level generalist social workers to serve individuals, families, and communities in the state and to meet the needs of the state’s growing population and increasing diversity. These statistics empirically support the growing need for frontline workers in professional, generalist entry-level positions to work in city, state, and tribal entities throughout the region. The case is further supported by the increasing need for generalist social workers to provide services to the “aging boom” as the “baby boomers” become much older. The state recently passed title protection legislation for social workers and is developing a process for registering or licensing all who claim “social worker” as their professional role.

The MSW Program has been a well-established program at PSU for almost 50 years and was first accredited by CSWE in 1962. The MSW Program is the only graduate social work program in Oregon. Based on community feedback about the growing workforce needs for frontline, entry-level professional generalist social workers, the SSW decided to develop an undergraduate BSW Program to meet these needs. This is the second time the School of Social Work has had a BSW Program. The undergraduate social work program began with a Certificate in Social Work in 1967 and developed into a major in 1975 and the Program was originally accredited in 1981. There were approximately 150 students in the major in the late 1970’s. The Program graduated approximately 200 students over the course of nine years. It was terminated in 1984, for a variety of reasons, until the State of Oregon Department of Human Services, Child Welfare Division initiated the request to redevelop the undergraduate social work program about nine years ago.

The Oregon Department of Human Services, Child Welfare Division has been supportive of the BSW Program in the following ways: The Child Welfare Program of the Oregon Department of Human Services considers the BSW Program at Portland State an important partner in their workforce development program. A bachelors' degree has been the entry level requirement for child welfare in Oregon for more than a decade, and PSU offers the only publicly funded BSW in the state. In addition, the Department has a strategic initiative to welcome a more diverse workforce and the BSW Program’s emphasis on diversity supports this effort. In light of the anticipated value of the BSW Program, DHS was an early investor, providing start up funds to support program design and development. DHS has expressed an ongoing interest in program expansion, and has an interest in the BSW Program being available to child welfare staff statewide. In summary, the partnership between DHS and the BSW Program has been strong from program inception, and is likely to continue into the future.

This support takes many forms, including program development, student recruitment, student advising and placement, and teaching. Much of this is conducted through the state and IV-E funded Child Welfare Partnership (CWP) – a child welfare training, research and education partnership funded by DHS at the School of Social Work. The BSW Director has a standing seat on the Governing Board of the CWP and a faculty member from the CWP has always served on the BSW Program advisory board, assuring strong ties between the program and the child welfare...
agency. The Child Welfare Partnership provides other concrete supports, including: BSW level stipends for current child welfare employees who are admitted to the BSW Program, underwriting for the salary of the faculty member who teaches the BSW course "Introduction to Child Welfare", and liaison and advising for child welfare student placements. Child Welfare staff and Child Welfare partnership faculty have served as speakers for BSW classes and support the program in numerous informal ways as well.

Table 1.1 Title IV-E funded Child Welfare Partnership (CWP) Supported BSW Students

<table>
<thead>
<tr>
<th>Year of Enrollment</th>
<th>Year of Graduation</th>
<th>Employment DHS Division*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010: 4</td>
<td>2010: 3</td>
<td>Alberta</td>
</tr>
<tr>
<td>2012: 2</td>
<td>2012: 5</td>
<td>Tillamook</td>
</tr>
<tr>
<td>N: 15</td>
<td>2013: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N: 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Note: some have entered MSW program; not everyone has information in database</td>
<td></td>
</tr>
</tbody>
</table>

The Dept. of Human Services has paid $77,579.90 in tuition support for the BSW/CWEP graduates from 2010 to this date (July 16, 2013)

University Context: Portland State University

Portland State University (PSU) began in 1946 as a small extension center offering mainly lower-division classes. In 1955, by action of the Oregon Legislature, the center became an independent, four-year, degree-granting institution. By 1968, graduate education at Portland State University was expanded to include doctoral programs, and one year later the institution was designated a university. PSU is known as a “commuter” university with students and faculty traveling from a variety of suburbs and small towns near Portland; however, many students live on or near the university campus. The public transit system serves as a means of transportation for many of our students coming from outlying areas.

PSU’s motto is “Let Knowledge Serve the City”. This motto exemplifies the importance of the city as an urban environment for public higher education and the purpose of knowledge is to serve the community. PSU is in the southwest area of the city with the main city district to the north of the campus. PSU is intermixed in its buildings and facilities within the city of Portland itself. Often one cannot tell the boundaries between campus and the city itself, thus giving the impression of a thriving and growing campus with access to city resources, buildings, and a busy transportation system of streetcars, buses, and a max rail. The city is a living, learning educational environment where students, faculty, staff, and administration work and live together offering a mixture of city vitality and city opportunities.

Urban Environment

According to the U.S. Census (2012)² Portland’s population is 603,026 and the State of Oregon population is 3,899,801. Since 2012 there has been a 3.3% increase in population statewide. In the city of Portland, persons under age 18 years account for 19.1% and persons over 65 account for

² http://quickfacts.census.gov/qfd/states/41000.html
10.4%. Fifty-one percent (50.5%) of Portland’s population is female. The white population accounts for 76% of the population, Hispanic or Latino are 9.4%, African American are 6.3%, and Asian are 7.1% American Indian and Alaskan Native are 1.0%. Persons living below the poverty level between 2008-2012 made up 17% of the population. Twenty-six percent (26.3%) of persons living in Portland have a bachelor’s degree and 44.6% have a bachelor’s degree or higher. Today the main campus occupies 47 buildings in a 49-acre area in downtown urban Portland.

Built around the Park Blocks, a greenway area reserved for pedestrians and bicyclists, the campus is landscaped to combine utility with natural beauty. The Park Blocks provide a place for students and residents of the community to gather, converse, and study. The campus is ninety minutes driving time from the Oregon beaches and coastline to the west, or the snow-capped Mt. Hood recreational area to the east. In December, 2009, the School of Social Work relocated to a new building which has received LEED gold certification as one of the most “green” buildings in the region.

Portland State University offers sixty undergraduate and forty graduate programs in the humanities, fine arts, sciences, social sciences, and professions. Bachelor of Arts and Bachelor of Science degrees are available in a wide variety of fields from the academic colleges and the professional schools. It enrolls 30,000 students from all fifty states and from 93 foreign countries. More than 6,200 graduate students are enrolled in the University’s more than 70 master’s degree programs that are available in a number of disciplines, and the University offers 18 doctoral degrees. Over 1,900 graduate degrees are awarded annually. PSU is Oregon’s most culturally diverse university with 18.6% of enrolled U.S. students identifying themselves as persons of color. More than 2,000 international students make PSU their home away from home.

While the University grew rapidly over the last decade, a decline in funding from the state had a negative impact on growing programs. The national economic downturn led to record levels of student enrollment, and current enrollment numbers are leveling off as the economy improves. However, the recovery of the economy has not led to any increase in funding at the university level. Over the past decade the School of Social Work has expanded its programs and the numbers of students admitted but funding has not kept pace, and until recently faculty salaries have been stagnant relative to comparator schools of social work. Finally, while Oregon was affected by the current economic recession, unions representing PSU faculty and staff agreed to small temporary salary reductions and furloughs. We are hopeful that as the State of Oregon recovers economically, we will continue to progress in salary levels and program funding. However, Oregon state budgets for education are at a low level of funding, with departments and colleges having to continue to make 5%-7% budget cuts in all areas, notwithstanding the School of Social Work. This is having serious impact on programming, staff and faculty morale, and stress and tension. This is similar to other states throughout the country. As a SSW we are trying to handle it in a compassionate manner and work together as a team to come up with creative and strategic ways to handle budget reductions.

In spite of funding issues at the university level, in 2011 the State of Oregon set an ambitious goal for the education of its residents by passing Senate Bill 253, called the “40-40-20 Goal”. By 2025, the goal is for 40% of adults to earn a bachelor’s or advanced degree, 40% to have an associate’s degree (or other specialized postsecondary training), and all Oregonians will have a high school diploma or equivalent. The support for reaching this goal will come from among other initiatives, strengthening the K-12 pipeline to higher education, developing grants for students, and increased focus on
partnerships with community colleges. The “40-40-20 Goal” could be a means for refocusing energy and funding for more robust support for students and the educational institutions that serve them.

School of Social Work Context

The Portland State University’s School of Social Work is ranked by U.S. News & World Report as 21st out of all schools of social work at public universities in the nation. It is the only public MSW degree offered in Oregon. Accredited by the Council on Social Work Education, the MSW Program prepares students to become a professional social workers with the knowledge, values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social and economic justice. The MSW Program takes pride in offering diverse urban and rural learning communities as real-world laboratories for future social work practitioners and leaders. The School’s strong collaborative program is led by world-class faculty and dedicated staff who strive to support and prepare students to alleviate today’s critical social problems. Additionally, the School of Social Work has a Ph.D. in Social Work and Social Research Program, an online MSW Program, campuses in four distance sites, and a thriving Child and Family Studies Program, the second undergraduate program. It also has a nationally recognized Regional Research Institute for Human Resources (RRI), Center for Improvement of Child and Family Services, Reclaiming Futures, Institute on Youth Mentoring, and the Center for Interdisciplinary Mentoring Research.

BSW Program Development

In preparation for the development of the second BSW Program, the School of Social Work (SSW) started a planning process about ten years ago (approximately 2004). Benchmark I was the result of this first planning process. “Candidacy” status was granted on October 12, 2008, by the Council on Social Work Education after revisions were made and Benchmark I was approved. Due to the timing of the initiation of the BSW Program our candidacy proceeded using the 2001 CSWE Education Policy Statement.

The completion of Benchmark II was the result of hiring a new BSW Director and starting the BSW Program (Fall, 2008) with major overlap between Benchmark I and Benchmark II with regard to the CSWE standards and 2001 EPAS. The CSWE approved our candidacy on October 17, 2009. The first accreditation was granted by the CSWE on June 11, 2011, for four years after a successful site visit. The conversion from the 2001 EPAS and 2008 EPAS were done within this time frame for the next accreditation cycle anticipated in June 2015.

The BSW Program is situated within a dynamic, historically grounded MSW Program celebrating its 50th anniversary in 2013-2014, hence providing stability, continuity, advocacy, and voice to those students, alumni, and constituents seeking professional social work degrees at both the undergraduate and graduate levels. The BSW Program celebrated its 6th year of operation in 2013-2014 thus demonstrating creativity, coherence, and cohort evolution for those seeking a public undergraduate social work degree in generalist social work in keeping with the BSW Program’s mission and programmatic goals. The BSW Program is a team-based program with faculty, staff, administration, students, and alumni making it a dynamic and ever-adapting educational program to meet the needs of its constituents and stakeholders. The BSW Program, in its short time since receiving initial accreditation in 2008, converted its curriculum from the old EPAS to the new EPAS, piloted the use of an e-portfolio and assessment software, TaskStream, and has established
its identity and autonomy within the School. Many of our graduates have been accepted into Advanced Standing MSW Programs at PSU and other universities such as University of Washington, George Warren Brown School of Social Work at Washington University, University of Southern California, and Arizona State University. We are a vital undergraduate social work program providing a personal, professional, and team-based program within a large School of Social Work, one of two undergraduate programs; the other is the Child Family Studies which is complementary to our Program.

The BSW Program plays a vital part of the School of Social Work and the university, and meets its regional and state mandates by graduating generalist social workers prepared to enter the workforce or obtain additional education in social work or other disciplines. These goals have been reached in a short span of time since 2008.

The above discussion on program context provided an overview of state, regional, university, and local demographic influences which will impact our BSW Program development and future social work education trends and directions. The increasing Latino/populations, expansion of urban demographics, and the need for generalist social workers in rural and reservation communities are factors that will impact our future thinking and planning for contemporary social work force development. The enhanced use of multimedia and technology will increase our abilities to expand to new sites and new areas of social work education.

**Portland State University Mission Context**

Portland State University's mission is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

The Portland State University (PSU) mission and values tie directly to the BSW mission and values for an integrated holistic system. For example, the BSW Program’s mission is consistent with the PSU’s mission in that it recognizes the importance of improving the intellectual, social, cultural, and economic qualities of urban life via a liberal education for undergraduates and enhancing community networks and partnerships. The PSU values of Learning and Discovery, Access to Learning, A Climate of Mutual Respect, Openness and Reflection, and Community and Civic Engagement are also important features of the BSW Program.

**Purpose of Social Work**

The purpose of the social work profession is cited in the EPAS preamble as follows:

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

**BSW Program Mission**

The BSW Program Mission is described in the following paragraph and is compatible with the purpose of social work profession.

“The BSW Program promotes commitment to well-being, self-determination, and social and economic justice in our communities. The educational experience prepares professional, entry-level, generalist social workers to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities. This mission builds on the tradition and history of Portland State University as an urban, public access institution.” (Revised and accepted by the BSW Program Committee on October 18, 2013)

The BSW Program mission is consistent with the goals of Portland State University, which are stated in the mission and values. The Oregon State Board of Higher Education system serves as the public access point for higher education and PSU falls under its authority. The three major functions of the School of Social Work (SSW) are teaching, research, and community service. Teaching is directed toward preparing effective social workers who use values and ethics in providing competent services to diverse communities. The ultimate goal of teaching is to prepare students to become effective generalist social workers as demonstrated by mastery of the 10 competencies and practice behaviors. Social workers learn to serve individuals, families, and groups directly, evaluate practice and develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Social workers learn to serve client systems at the micro, mezzo, and macro levels guided by our professional Code of Ethics and using current and innovative evidence based practices from research. 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 BSW Program mission is consistent with the social work profession’s purpose, values, and program context in the following ways: The BSW Program is educating future generalist social workers to fulfill the social work profession’s purpose by providing an educational setting that serves to orient and educate social work students who are knowledgeable of the National Association of Social Workers (NASW) 2008 definition of social work cited from DuBois and Miley’s (2014) textbook “…enhanc[ing] human well-being and helping 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” (p. 8). The mission is also consistent with the program context in that the program is serving the urban area as a public educational institution providing professional knowledge, values, and skills/competencies to those who are seeking a professional generalist social work degree in a diverse setting. This definition of social work is consistent with our program mission and context.

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Additionally, “urban” is an important environmental aspect of the program in that it is a theme of the university itself, the setting of the program, a majority of field placements, and where many of our students reside. The urban setting is a rich place to acquire, interact, and learn about systems and the impact of social, health, economic, and cultural issues which present themselves to the university, the School of Social Work and the BSW Program, notwithstanding the student’s learning about becoming a competent generalist social worker. Students come from a variety of backgrounds (first generation, transfer students, parents, multi-racial/cultural, working full time, second career) and learn to engage with different agencies, populations, and services given our urban setting. Portland is a leading city of newly arriving immigrants and at the same time has historical issues with African American and indigenous populations as addressed in the Communities of Color in Multnomah County: An Unsettling Profile ⁴ reports on these issues. Institutional disparities are addressed in these reports and our students have used these documents as learning guides about understanding our unique urban environment. Teaching the competencies and practice behaviors are framed from this urban perspective. This is not to say that rural and reservation environments are not important but to underscore the intersectionality of all of these critical locations of life that bring richness to our students’ learning and practice domains.

The matrix on the following page illustrates the matching of concepts and principles from the definition of professional social work from the EPAS preamble with the BSW Program Mission. There are distinct areas of direct matching of concepts, language, and terms. In addition, there are other distinct areas that are imbedded in the educational experience provided vis-à-vis all the social work courses students take in the two year curriculum. While the program may not have used the exact same phrases, it is implicit in the concepts and ideas used to describe the overriding principles in which the BSW Program operationalizes competencies and practice behaviors.

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### Table 1.2 BSW Program Mission linked with the Definition of Professional Social Work

<table>
<thead>
<tr>
<th>Definition of professional social work is:</th>
<th>BSW Program Mission states that the BSW Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to promote human and community well-being</td>
<td>promotes commitment to well-being</td>
</tr>
<tr>
<td>guided by a person and environment construct</td>
<td>promotes self-determination</td>
</tr>
<tr>
<td>a global perspective</td>
<td>promotes social and economic justice in our communities</td>
</tr>
<tr>
<td>respect for human diversity</td>
<td>prepares professional, entry-level, generalist social workers to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>knowledge based on scientific inquiry</td>
<td>builds on the tradition and history of Portland State University as an urban, public access institution</td>
</tr>
</tbody>
</table>

1.0.2: [The program] identifies its goals and demonstrates how they are derived from the program’s mission.

The BSW Program has 5 program goals. The following list indicates which sections of the EPAS are related to each program goal.

**Program Goals (G-1-5)**

The goals of the Portland State University Baccalaureate Social Work (BSW) Program are derived directly from its mission statement. The five goals are:
1. To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting human rights and social and economic justice. (Addresses EPAS 2.1.4, 2.1.3, 2.1.5)

2. To prepare generalist social workers to practice competently with diverse client systems through promoting well-being and self-determination. (Addresses EPAS 2.1.4, 2.1.7, 2.1.9, 2.1.10)

3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities. (Addresses EPAS 2.1.8, 2.1.9)

4. To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice and service user input. (Addresses EPAS 2.1.2, 2.1.4, 2.1.6)

To provide a foundation for advanced study in social work and prepare generalist social workers to be reflective practitioners and lifelong learners. (Addresses EPAS 2.1.6, 2.1.1) (Revised and accepted by the BSW Program Committee on October 18, 2013)

The BSW Program Goals are stated in the BSW Program Handbook, which will reflect the updated program goals in the version created for the 2014-2015 school year.

**Linkage of BSW Program Goals within the BSW Mission**

The BSW Program Goals and Mission Statement are elements of the program that demonstrate consistency and salience. The BSW mission and goal statements are integrated within a unified framework for preparation of generalist social workers. This next section illustrates the integration between the sections of the mission with at least one program goal if not more.

- “The BSW Program Mission promotes commitment to well-being, self-determination, and social and economic justice in our communities”
  - G1: To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic justice.
  - G3: To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities.

- “The educational experience prepares professional, entry-level generalist social workers…”
  - G1: To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic justice.

- “...to provide competent”
  - G2: To prepare generalist social workers to practice competently with individuals, families, and groups through promoting well-being and self-determination.
G5: To provide a foundation for advanced study in social work and prepare generalist social workers to be reflective practitioners and lifelong learners.

- “…effective…”
  G2: To prepare generalist social workers to practice competently with individuals, families, and groups through promoting well-being and self-determination.
  G4: To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice and service user input.

- “…and values/ethics based services…”
  G4: To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice and service user input.

- “…with diverse individuals, families, groups, organizations, and communities.”
  G2: To prepare generalist social workers to practice competently with individuals, families, and groups through promoting well-being and self-determination.
  G3: To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities.
  G4: To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice and service user input.

- “This mission builds on the tradition and history of Portland State University as an urban, public access institution.”
  G1: To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic justice

The following matrix shows the linkage between the BSW Goals and the BSW Mission Statement.

<table>
<thead>
<tr>
<th>BSW Goals: (number of goal provided below)</th>
<th>BSW Program Mission: promotes commitment to well-being, self-determination, social and economic justice in our communities.</th>
<th>prepares professional, entry-level, generalist social workers</th>
<th>provides competent services</th>
<th>provides effective services</th>
<th>provides value/ethics based services</th>
<th>provides services with diverse individuals, families, groups, organizations, and communities</th>
<th>builds on the tradition and history of Portland State University as an urban, public access institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>X</td>
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<td>5</td>
<td></td>
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<td>X</td>
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</tr>
</tbody>
</table>

In the course of six years, we had five goals and through the process of re-evaluating our program for this self-study the BSW Program Committee reviewed the mission and goals and revised them, resulting in approval on October 18, 2013. The purpose of the revision was to address the program’s
integrity for ongoing program quality assurance and continuous feedback regarding change and
growth as our program implements competencies and practice behaviors. Moreover, the revision
demonstrates our faculty’s commitment to the evolution of the assessment and accreditation
processes and content change that enhances our program and students’ learning and competence in
professional social work practice. The changes in the goals and mission will take effect immediately
but will not be in the BSW Program Handbook publication until the 2014-2015 academic year.

Setting the Values and Ethical Context

Values and ethics are inherent aspects in the social work profession as stated in NASW Code of
Ethics from the National Association of Social Workers. Values and ethics are presented and
referred to in the explicit curricula as presented in Chapter 2 Explicit Curriculum.

The BSW Program Mission Statement and School of Social Work values overlap in many important
areas: Each affirm social justice goals, honor humanistic values, promote the eradication of poverty,
working against oppression toward equity, and improving the lives of many within multi-cultural,
social, and psychological frameworks. The mission and SSW value statement are key to making
visible principles and ethics that are vital to becoming a professional generalist social worker. Social
justice, diversity, and competency are key hallmarks of our program. Service is also critical in that it
is a core belief of professional social workers and students have learning projects that enrich their
understanding and practice of service in the urban community.

The School of Social Work adheres to a Value Statement and is given to students at the required
BSW Program orientation at the beginning of the academic term. The School of Social Work Value
Statement can be located on the BSW webpage. There are ten core values that are articulated in the
Value Statement and are integral to the student, faculty, administrator, and staff experience and core
belief system. Below is a description of how the ten core values are linked to the six values stated in
the NASW Code of Ethics.

School of Social Work Values

Importance of Human Relationships:

- We treat each other with kindness, respect, consideration, thoughtfulness, and dignity. We
  will not tolerate behavior that makes any person feel unsafe, including any discrimination
  against race, religion, ability, sexual orientation, gender expression, or any oppression. We
  will gently and respectfully interrupt any form of discrimination. We will listen, grow,
  change, and stay committed to one another and the process of learning.
- We proactively strive to create a supportive and collaborative work environment that
  encourages teamwork. We will not humiliate anyone. We encourage safe and healthy venting
  and ask for what we need from one another in a healthy way, listen, and stay committed to
  work out conflict with each other.

Integrity:

- We will make mistakes, but we stay committed to not making the same mistakes over. We
  will be accountable for our actions, saying we are sorry when it is needed, and finding the
tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.

Dignity and Worth of the Person:
- We will take time with one another and listen to understand. We will support the voices and leadership of others.
- Active listening and personal accountability resolves conflict. We will make sure that everyone has a voice by stepping back (making room for others by talking less) and stepping forward (finding our voices).
- We will remember and seek out the goodness and humanity in others. We will use the “human goodness” model – everyone is good, it’s our behaviors that are not always good.
- We actively work to resolve conflict peaceably. We will practice tools for resolving conflict. This will be a part of our professional responsibilities and our work together.

Social Justice:
- We remain committed to the ongoing work and self-awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.

Competence:
- We will bring solutions to the table, not just problems. We will be part of the solutions. We will treat each team member as an individual with their skill set. We will honor individual and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role, or affiliations.

Integrity:
- We will act with honesty, integrity and commitment to the School of Social Work and each other including staff, faculty, and students.
Accreditation Standard B2.0 - Curriculum

B2.01: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

This section will review the mission and goals and how they are consistent with the generalist practice as defined in EP B2.2. The BSW curriculum is a structured two year program with two courses offered each term (3 quarters). Students start as a cohort and move through the courses together. The BSW Program has been in existence since 2008 and the curriculum has been designed with the competencies and practice behaviors for the last two years. The curriculum is designed with the conceptual framework of understanding and practicing the definition of generalist social work, infusion of ideas from the mission statement, and enhancing the program goals. These are discussed in detail in the next section.

BSW Program mission statement:

“The BSW Program promotes commitment to well-being, self-determination, and social and economic justice in our communities. The educational experience prepares professional, entry-level, generalist social workers to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities. This mission builds on the tradition and history of Portland State University as an urban, public access institution.” (Revised and accepted by the BSW Program Committee on October 18, 2013).

The BSW Program goals linked with the EPAS are:

1. To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting human rights and social and economic justice. (Addresses EPAS 2.1.4, 2.1.5)

2. To prepare generalist social workers to practice competently with diverse client systems through promoting well-being and self-determination. (Addresses EPAS 2.1.4, 2.1.7, 2.1.9, 2.1.10)

3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities. (Addresses EPAS 2.1.8, 2.1.9)

4. To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice and service user input. (Addresses EPAS 2.1.2, 2.1.4, 2.1.6)

5. To provide a foundation for advanced study in social work and prepare generalist social workers to be reflective practitioners and lifelong learners. (Addresses EPAS 2.1.6, 2.1.1)
CSWE’s Definition of Generalist Practice is:

According to EP B2.2, “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.”

The following table portrays how the program’s mission and goals are consistent with the CSWE EP B2.2 definition of generalist practice.

**Table 2.1 Mission and Goals Consistent with CSWE Educational Policy B2.2 Definition of Generalist Practice**

<table>
<thead>
<tr>
<th>BSW Program Mission</th>
<th>BSW Program Goals</th>
<th>EPAS Definition of Generalist Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The BSW Program promotes commitment to well-being, self-determination, and social and economic justice in our communities”</td>
<td>1 and 3</td>
<td>• promotes human and social well-being, incorporates diversity in their practice; advocates for human rights and social and economic justice</td>
</tr>
<tr>
<td>2. “The educational experience prepares professional, entry-level generalist social workers…”</td>
<td>1</td>
<td>• is grounded in the liberal arts and the person and environment • generalist practitioner identifies with the social work profession</td>
</tr>
<tr>
<td>3. “…to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities.”</td>
<td>2, 3, 4, and 5</td>
<td>• incorporates diversity in their practice and advocates for human rights and social and economic justice • applies ethical principles and critical thinking in practice • generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities • engage in research-informed practice; recognize, support, and build on the strengths and resiliency of all human beings • is proactive in responding to the impact of context on professional practice</td>
</tr>
</tbody>
</table>

The mission statement and the five goals are in aliment with the definition of generalist practice as illustrated previously. The principles, language, quotations, meanings, and concepts are represented in each of these sections with illustrative examples demonstrating the aliment, cohesion, and overlap of ideas, definitions, and themes. They each relate to the whole by being integrative, comprehensive, and exemplary.
This next section compliments the articulation of the integration between the BSW mission and goal and the CSWE EP B2.2 Definition of Generalist Practice discussion by providing the links between the BSW core courses and the CSWE EP B2.2 Definition of Generalist Practice. Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

In order to demonstrate further the linkage between the definition and our BSW curriculum the next table provides the parts of the definition and in which social work courses have this content.

### Table 2.2 Connection of CSWE Educational Policy B2.2 Definition of Generalist Social Work to BSW Courses

<table>
<thead>
<tr>
<th>Definition:</th>
<th>BSW Course</th>
<th>301</th>
<th>339</th>
<th>340</th>
<th>341</th>
<th>350</th>
<th>351</th>
<th>400</th>
<th>430</th>
<th>431</th>
<th>432</th>
<th>450</th>
<th>451</th>
<th>460</th>
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</thead>
<tbody>
<tr>
<td>grounded in the liberal arts</td>
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<tr>
<td>person and environment</td>
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<tr>
<td>To promote human and social well-being</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>a range of prevention and intervention methods</td>
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<tr>
<td>practice with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>generalist practitioner identifies with the social work profession</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>applies ethical principles</td>
<td>X</td>
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<td></td>
<td></td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>critical thinking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>incorporate diversity in their practice</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>advocate for human rights and social and economic justice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>recognize, support, and build on the strengths and resiliency of all human beings</td>
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<td>X</td>
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</tr>
</tbody>
</table>

17
B2.0.2: [The program] identifies its competencies consistent with EP2.1 through 2.1.10 (d).

The School of Social Work (SSW) adopted the competencies and practice behaviors advanced in EP 2.1 with some modifications. The SSW faculty accepted the competencies and modified practice behaviors on February 6, 2012. The CSWE’s competencies were accepted; however, two practice behaviors were added.

The BSW Program competencies are listed as follows:

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EP 2.1.2—Apply social work ethical principles to guide professional practice.
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
EP 2.1.4—Engage diversity and difference in practice.
EP 2.1.5—Advance human rights and social and economic justice.
EP 2.1.6—Engage in research-informed practice and practice-informed research.
EP 2.1.7—Apply knowledge of human behavior and the social environment.
EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
EP 2.1.9—Respond to contexts that shape practice.
EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
   EP 2.1.10a—Engagement
   EP 2.1.10b—Assessment
   EP 2.1.10c—Intervention
   EP 2.1.10d—Evaluation

B2.0.3: [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP2.1 through 2.1.10 (d)]

The School of Social Work held a series of meetings with the social work faculty and field instructors to review and discuss practice behaviors. Additionally, in 2011 the School hosted a World Café, a community structured event, where School of Social Work community stakeholders discussed the local, contextual understanding of concepts and language to be included in practice behaviors. The BSW Program adopted practice behaviors informed by CSWE but modified to reflect input from social work faculty, students, field instructors, and the World Café event.
The CSWE recommended 41 practice behaviors and the School of Social Work has 43 practice behaviors. These changes were made in consultation with field, community stakeholders, faculty, students, and administration. The two added practice behaviors were, in part, created in response to feedback received from the World Café event and in consultation with the School of Social Work administration, faculty, field team, students, and broader community. The two added practice behaviors were:

Competency 2.1.1: Identifies as a professional social worker and conducts self accordingly

Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities; 10 b (assessment)
Practice Behavior: 2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users’ perspective.

The following School of Social Work Practice Behaviors were approved by the School of Social Work on February 6, 2012.

**Table: 2.3 CSWE Competencies and BSW Practice Behaviors**

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>BSW Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</td>
<td>1. Advocates with service users, including working with other agencies to remove barriers 2. Examines and critiques performance and makes plans to address learning needs 3. Establishes and maintains professional roles and boundaries 4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures 5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner 6. Prepares for and effectively uses supervision and consultation 7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan</td>
</tr>
<tr>
<td>2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice 2. Accepts and uses the NASW Code of Ethics 3. Tolerates ambiguity in resolving ethical conflicts 4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework</td>
</tr>
<tr>
<td>3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are knowledgeable about the</td>
<td>1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</td>
</tr>
<tr>
<td>Principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</td>
<td>2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation 3. Demonstrates effective, clear, and concise oral and written communication</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>4. Engages diversity and difference in practice (2.1.4) Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</td>
<td>1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege 2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems 3. Engages with others around issues of identity and difference 4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users</td>
</tr>
<tr>
<td>5. Advances human rights and social and economic justice (2.1.5) Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</td>
<td>1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression 2. Works in the service of service users and communities to advocate for social and economic justice 3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices</td>
</tr>
<tr>
<td>6. Engages in research-informed practice and practice-informed research (2.1.6) Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</td>
<td>1. Uses practice experience to inform scientific inquiry 2. Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions</td>
</tr>
<tr>
<td>7. Applies knowledge of human behavior and the social environment. (2.1.7) Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in</td>
<td>1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation 2. Critiques and applies knowledge to understand person and environment</td>
</tr>
</tbody>
</table>
maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

<table>
<thead>
<tr>
<th>8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community</td>
</tr>
<tr>
<td>2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
</tr>
<tr>
<td>2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users’ goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Engagement (2.1.10a)</td>
</tr>
<tr>
<td>1. Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role</td>
</tr>
<tr>
<td>2. Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions</td>
</tr>
<tr>
<td>3. Collaboratively develops the purpose and focus of the work</td>
</tr>
<tr>
<td>10b. Assessment (2.1.10b)</td>
</tr>
<tr>
<td>1. Is able to determine what data is needed to ascertain needs and risks (i.e., child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users’ perspective</td>
</tr>
<tr>
<td>3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan</td>
</tr>
<tr>
<td>4. Works collaboratively with individuals, families, groups, organizations, and</td>
</tr>
</tbody>
</table>
communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions

5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities

| 10c. Intervention (2.1.10.c) | 1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals
2. Implements prevention interventions that enhance service user capacities
3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase
4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e., case management)
5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations |

| 10d. Evaluation (2.1.10 d) | 1. Evaluates their own practice and contributes to the evaluations of their programs and agencies |

B2.04: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

According to EP 2.0, the explicit curriculum constitutes the program’s formal educational structure and includes the course and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate level...The BSW curriculum prepares its graduates for generalist practice through mastery of the competencies. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design.

Rational for Curriculum Design: A Liberal Arts Foundation

The BSW curriculum is grounded in the liberal arts domain of education providing for a rich, expansive, and comprehensive understanding of society. “The College of Liberal Arts and Sciences provides an opportunity for students to obtain a liberal education—an education that both broadens and deepens their understanding of the major areas of knowledge and scholarship, and develops their expertise in an area of specialization. A liberal arts education is an education for life. It prepares students to make informed decisions about their lives and to think critically and analytically. All students take a selection of courses that represent the three areas of the college: arts and letters, science, and social science. Course offerings range from those designed to provide a foundation for all baccalaureate degrees to those of an advanced, specialized nature” (PSU Bulletin, 2013-2014, pg.195).

These principles and beliefs are operationalized in the following ways for the BSW student. They must select from the following options, thus providing for self-determination, optional selection of potential courses, and freedom of scheduling depending on their needs. Students completing the BA or BS must complete credit requirements from the liberal arts, which are taken before prior to being accepted into the social work major. Student transfers from community colleges who have taken similar courses are allowed to have course credits accepted through a community college articulation agreements and transfer review process. The pre-major courses are:
Bachelor of Arts (B.A.) - 28 total credits (may be more depending on foreign language placement):

- 12 credits in Arts & Letters (4 of these credits must be in Fine & Performing Arts)
- 4 credits in Sciences/Math (excluding Math 100 or lower)
- 8 credits in Social Sciences/Sciences/Math (excluding Math 100 or lower)
- 4 credits in Foreign Language level 203 or higher (for students with no prior language training, this will require completion of 101-103 and 201-203 in same language)

Bachelor of Science (B.S.) - 28 total credits:

- 12 credits in Sciences (not including Math/Statistics; 8 of the 12 credits must be coursework with a lab or fieldwork)
- 12 credits in Arts & Letters/Social Sciences
- 4 credits in college-level Math/Statistics (excluding Math 100 or lower)

Students have 20 different academic disciplines from which to select courses that may complete these above credits, many of which relate directly to social work knowledge. For example, they may take courses in Anthropology, Biology, Black Studies, Chicano/Latino Studies, Communication, Conflict Resolution, Economics, History, Indigenous Nations Studies, International Studies, Philosophy, Psychology, Science Education, Sociology, Speech and Hearing Sciences, Women, Gender, and Sexuality Studies.

Students may also obtain a minor in an area of choice. The liberal arts foundation is a multidisciplinary educational program with many majors, certifications, and minors. The liberal arts and sciences provide the intellectual basis for the professional social work curriculum and inform its design. If applicable, they may also take courses in the University Honors College.

Students must take two prerequisite courses, one course in Psychology and one course in Sociology. The BSW Program selected these two disciplinary areas to enrich their interdisciplinary knowledge from the psychological and sociological perspectives. The psychological perspectives are core in understanding the individual and family structures within the context of human behavior. The sociological perspectives prepare students with a beginning understanding of society as a whole.

In addition to the explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate [level]… The BSW curriculum prepares its graduates for generalist practice through mastery of the competencies. The BSW curriculum achieves the program’s competencies through an intentional design by linking each of the core BSW courses to the 10 competencies and 43 practice behaviors. The following map illustrates this integration. By taking the BSW courses in sequence over the two year plan, students will be prepared to be generalist social workers and have mastery of the competencies and practice behaviors. The rationale for the explicit curriculum is based on the competencies and practice behaviors as the guiding framework for its design, implementation, and sequencing. The explicit curriculum constitutes the program’s formal educational structure, which is presented in the following section. The reason the BSW Program structures its courses in its two year program is based on the following discussion of why courses are selected and the order that the content is presented. Each course is discussed and its rationale presented as to its logical sequence in the program curriculum.
Year I: Junior Year

Fall term:

The students take two social work courses for each 10-week term. The terms are fall, winter, and spring. In the fall juniors take SW301U Introduction to Social Work in order to learn about social work as a field of practice and a profession. It is an introductory course about basic social work knowledge (generalist), values (code of ethics), and skills (practice), and introduction to the many fields of practice. This course presents historical information about social welfare institution, social services policies, and social work as a professional discipline that is applied in nature. It also serves as a gatekeeping course for non-majors. This course provides a basic foundation for understanding generalist social work within its context of history and social welfare policy, with current examples provided.

The next course they take in the fall quarter is SW339 Introduction to Oppression and Privilege, which is an overview of general principles, key concepts, and language about oppression and issues of privilege in many areas such as race, gender, sexual identity, sexual orientation, religion, abilities, etc. They are introduced to concepts related to intersectionality, positionality, interruption of micro-aggression language, and other issues related to an introduction to oppression in the United States with all of its many differences, diversities, and one’s own stance in this complex environment. Social justice and social work are discussed within this framework of race and cultural understanding.

The logic of having these courses taken at the same time is that they are both introductory to generalist social work and, considering the importance of diversity and inclusion within the School’s value system, having the cohort start together with basic language, knowledge, values, and skills related to starting their BSW curriculum is essential as well as complex. Both of these courses start the bonding of a cohort experience as evidenced in their classroom experiences by taking social work courses meant to introduce and enhance their knowledge about beginning generalist social work. These courses form the basis for the students’ socialization and beginning professional advocacy both for themselves, as a cohort with our program, and externally with community entities. As an expression of their beginning group cohesion they may or may not develop a Facebook page of their group at this stage. The intense knowledge they discuss in SW339 can lead to complex interaction throughout their experiences in the BSW Program. Each cohort develops its own “personality” and this is fostered by their experiences in the structured courses they take together.

These two courses interact with each other in the following ways: they both are introductory and present beginning knowledge and values about basic concepts of social work, social welfare, history, and beginning knowledge about our society’s complex history related to race, culture, ethnicity, gender identities, sex, religion, sexual orientation, disabilities and other “ism’s,” and the interplay between these concepts and how these present themselves within students’ own personal backgrounds as beginning generalist social workers. Considering the complexity of concepts like oppression and privilege, we expect and acknowledge that each student is at a different place in their developmental learning. These two courses also give students the opportunity to bring forth their knowledge from other courses they have had such as introduction to psychology and introduction to sociology or similar liberal arts courses. Each of these courses are linked to the practice behaviors as indicated in the earlier map.
These first two social work courses are taken in a face to face teaching modality which fosters more personal communication between the faculty and student and the student to student. Students are not in the field at this time; however, given the entire BSW curriculum is “the pedagogy of the field,” it provides many opportunities in the classroom for the student to “practice” their communication and interaction with each other and faculty members as a “mirror” or window into how they would conduct themselves in the community, i.e., field at a later date. This begins their entry into the world of professionalism, identity formation, and socialization as a generalist social worker.

Winter term:

The juniors take SW350 Human Behavior Through the Lifespan and SW340 Advocacy for Policy Change in this term. These two courses were selected so students who need to build their knowledge about human behavior via theory and concepts related to the lifespan in order to understand their future work with individuals and families.

**SW350 Human Behavior through the Lifespan** is a course that presents foundational material about: social work and human behavior; understanding human experiences from a lifespan analysis; and various theories from biological and genetic influences, cognition, behaviorist, psychological frameworks, and lifespan theory from birth to death. These are critical concepts to assist students’ learning about individuals and families within their environment, within Portland as its context, from a social work perspective including resilience and strengths perspectives. Additionally, these courses offer more learning opportunities to build on the prerequisites of the program in psychology and sociology or other related liberal arts courses.

The **SW 340 Advocacy for Policy Change** was developed from a previous, more traditional course on social welfare policy and updated to reflect the current incorporation of practice behaviors about practice of advocacy. This course continues from the ark of oppression and privilege theory and concepts to advocacy of policy change in today’s social, economic, and political landscape. By this time the cohort is very familiar with each other, having experienced various forms of group dynamics from close, intense group cohesion to showing group differences or by forming sub-groups with similar interests. Another environmental context faculty and students are experiencing is Portland’s unique weather of having rain and clouds almost every day each month in the winter, which can suppress energy, increase depression, and subdue endorphins.

These two courses complement each other in the following ways: they both are presenting beginning knowledge and concepts about human behavior and social welfare policy and advocacy from the generalist social work lens; the human behavior course expands, enriches and builds on their knowledge from the psychological prerequisite taken before becoming a social work major. The advocacy course is new knowledge regarding social welfare policy, history, and policies from a variety of topical areas such as health, housing, mental health, social welfare, etc. Students are starting to develop advocacy skills by having practice behaviors associated with this learning about social welfare and policy development and change.
**Spring term:**

The next two courses students take spring term are *SW351 Beginning Generalist Practice* and *SW341 Social Justice Practice*. The reason we designed these two courses was to meet the needs of curriculum based first on preparation for generalist social work practice courses in the fall of their senior year, and also to continue the academic and practice arc between oppression/privilege in fall and advocacy for policy change in winter.

*SW341 Social Justice Practice* develops their practice of social justice at an intermediary level, and not just a beginning level in alignment with the selected practice behaviors. Social Justice Practice takes the previous knowledge learned in oppression/privilege and advocacy of policy change and takes it into actual practice and action to express the learning from the two other terms. It presents the opportunity for the material to become “real” in their own lives. It allows theories, concepts, and language from the other courses to come into action and praxis. This course fosters social justice action at the macro level within the community setting.

*SW351 Beginning Generalist Practice*: The BSW Program Committee found that many of the juniors were not ready for field in some cases so the program wanted to provide a “bridge” course before they entered the field and started their Generalist Practice courses as seniors; thus, *SW351 Beginning Generalist Practice* was developed. This course is very practical, hands on, and instrumental in getting the juniors ready for their field experience in their senior year. This course is similar to a pre-professional course for early development of the professional self. They have several requirements related to self-care planning, learning about appropriate attire, requirements of professional behavior, ethics/values, communication (verbal and written), illustrating professional behavior, recording, role play, and other field related preparation assignments. This has been a very popular class due to the fact that students want practical skills and foundational work, so practice is essential and important. This course directly relates to their future placements due to its practical application and its preparation for field readiness.

At this point, the cohort is pretty well developed and solid. They can take the prior learning and start to see how they are developing academically, socially, and professionally from one year and six courses. The threads of generalist social work knowledge, values, and skills are starting to be woven in the fall and the colors and variety sharpen in the winter, and by spring they have a beginning social work fabric to work with and to hold for their senior year. Some of them are ready to wear their newly acquired fabric in a design they have woven with our assistance and guidance. The cohort looks pretty well established with its own sense of humor, joy, discomforts, and reactions to each other and to the program and community. In some instances the cohort has taken on a certain charge and does advocacy with the program. Thus, a beginning generalist social work professional self is budding and developing. This is very encouraging even though it might feel differently at the moment.

[BSW social work courses are not offered in the summer]

**Year II: Senior Year**

All seniors are placed in their field placements by this time. The field is a critical key component of BSW educational philosophy and curriculum design. The BSW Program has a concurrent field placement model, so courses are taken at the same time as field so they interact together for the next
three terms and many assignments and field are directly related to each other depending on the term the student is presently taking. Their placement provides many opportunities for discussion of what is going on in the field and how it directly relates to course content, objectives, competencies, and practice behaviors. The “field” is the classroom furthering the ideas, concepts, and skills interacting together. Student are reflecting on what is happening in their variety of field placements and how to take what they have learned in their junior year and synthesize it into a beginning mastery of generalist social work knowledge, values, and skills at the undergraduate level. The courses are building upon each other and weaving themselves together with faculty and students communicating with each other via weekly supervision in the field, classroom assignments, supervisory logs, case discussions, and completion of specific practice behaviors associated with each specific course.

**Fall term:**

The three classes students take during the fall term are: *SW 430 Generalist Practice with Communities and Organizations*, *SW400 Field Placement & Seminar*, *SW450 Social Work Research & Evaluation I*. The SW400 Field Placement and Seminar are split; one is in the field and the other is a small seminar of students placed in the field.

There are essentially three themes for the senior year: 1) learning about generalist social work practice, 2) field placement and seminar, and 3) research. The first course *SW 430 Generalist Practice with Communities and Organizations* is the beginning of their three-course sequence of generalist practice courses at the different levels of intervention. The BSW Program committee decided to start with communities and organizations since they are beginning their placements in an agency or organization in the field and so knowing about the features of context including communities and organizations makes academic and professional sense. They are getting to know their agency from the ground up, learning about its policies, procedures, programs, who they serve, their own role in the community and its agency, its history, etc. Thus, an understanding of the mechanisms and functioning of an organization makes logical and practical sense. The assignments and practice behaviors are built on these ideas.

The *SW400 Field Seminar* course is a 1.5 hour course offered each week with a field seminar instructor and a small group of students so the students have a place to listen, discuss ideas and practice issues and share with each other about their field experiences and learn from the field seminar instructor. The social work instructor also serves as their field liaison so that there is a close connection between the field and classroom experience. This provides students an opportunity to get support, problem solve, and learn about other community agencies for future networking and community building. This also provides the instructor time to assess and act pro-actively if he/she needs to work more closely with a student if there are problems in the field. The instructors of the field seminar get together at least once a quarter to share resources, ideas for teaching, and problem solve. This course nests nicely as a co-class with the field placement providing coordination, close ties between field liaison, academic support, and classroom instruction about issues related to field and the many topics that can arise from developing into a beginning generalist social worker. It provides the academic and professional socialization bridge between the education of the classroom into the field or community itself.

*SW 400 Field Placement:* The field placement is an extension of the curriculum since the entire SSW is the Field for the student according to the 2008 EPAS. The students are placed in their field placements at the same time they are taking their senior social work courses, which follows a
concurrent field model. The field placement is where the “rubber hits the road” and it is a 500 hour placement with agencies throughout Portland and some in other sites, depending on the needs of the student and resources of the SSW. The agencies are varied and the SSW Field team is responsible for placements. Field has all the practice behaviors within its evaluation and planning for each student. Students take what they have learned in all the previous courses and apply it directly in their agencies and/or organizations. This course is organized and coordinated with a field supervisor, field liaison, and perhaps a task instructor depending on the specifics of the agency and its resources. Students are evaluated after each term with a comprehensive field evaluation assessment form, time sheets, and other documentation as required. This is an integrative, experiential, and practical course to make real the generalist social work knowledge, values, and skills they have been learning and practicing from the first year to the second year. There is an opportunity to practice all the practice behaviors in this course.

SW450 Social Work Research & Evaluation I is one of two research-based practice courses they take in their senior year. This course teaches basic research principles of the scientific method, relevant language of research and concepts from both quantitative and qualitative methods, and informs students about research as practice within the domains of the practice behaviors. In addition, the course addresses ethical issues, phases of research, evidence based practice, and many assignments that are evaluated based on the practice behaviors. It introduces the practice of the researcher as consumer of empirically based literature. The students start to become research-practitioners at a beginning stage appropriate for BSW undergraduate education.

The fall term is full of learning, practice in the field, and the continuation of developing their professional self as a generalist social worker. These courses reinforce this learning as a total package of building upon and fostering more growth as they expand their knowledge, values, and skills toward becoming a generalist social worker. The cohort is well established and sometimes by now they are developing their networks outside of the School due to the influence of the field and community interaction. This can cause a quandary for some students about their alliances and loyalties. By now some students are leaders in social work settings, attending NASW conferences, attending BSW Program committees, and becoming more connected with their generalist social work identity and peer socialization within the SSW and external to the community.

**Winter term:**

The three classes students take winter term are: SW 431 Generalist Practice with Individuals and Families, SW400 Field Placement and Seminar, SW451 Social Work Research & Evaluation II.

There are basically three themes for the senior year: learning about generalist social work practice, field placement and seminar, and research, all of which is continued and built upon in the winter term. The course SW 431 Generalist Practice with Individuals and Families is the second of their three-course sequence of generalist practice courses at the different levels of intervention. The BSW Program committee decided the next practice course would be individuals and families since by now the students would have “caseloads” at both the micro and macro levels. Learning about working with individuals and families is the next logical step according to our thinking about academic sequencing and planning. At this time they are applying eco-maps, genograms, and learning more about assessment and interventions at the micro level. The assignments and practice behaviors are built on these ideas. They are also continuing to apply their learning from how the individuals and
families interact within the larger ecological system of the context of the community from previous terms.

The SW400 Field Seminar is a continuation from the fall term into the winter term. This course builds upon the generalist social work knowledge, values, and skills acquired in fall term and reinforces the behavior and fosters growth of the generalist social work identity in the classroom and field setting.

SW 400 Field Placement is a continuation of the first fall term when they started in their field placements. This is an integrative, experiential, and practical course to make real the generalist social work knowledge, values, and skills they have been learning and practicing from the fall into winter term. There is an opportunity to practice all the practice behaviors in this course. It is an extension of fall work to build upon and grow in one’s professional generalist social work identity and foster practice on an ongoing pace and repetition with new learning defined in the learning plan developed in the first term with some adaptations and changes based on learning needs at this mid-point of field.

SW451 Social Work Research & Evaluation II is the second of two research-based practice courses they take in their senior year. This course teaches research principles about the use of statistical information to gain a better understanding of research-based empirical articles for use in intervention and evaluation practices. This is a continuation of the first research course with specific practice behaviors selected to promote the social worker-researcher in practice identity. Critiques of research articles and data analysis are assignments that foster those practice skills.

The cohort is fully established and well on its way toward its own group identity, dynamics, alliances, and bonding. Winter term is often a time when difficulties are expressed and student leaders advocate for the group in a variety of ways. Some group members have separated from the cohort and are finding other ways to find support outside of the BSW cohort. Some cohort members are active in other PSU community groups such as the multicultural center or others. Some are too busy to join but try to keep up with the fast pace of field and seminar, while working and caring for their families. Beginning signs of separation and autonomy are starting to take shape in preparation for spring term. The stages of group that are sometimes expressed at this time are feelings of disappointment, anger, and disengagement as ways to start coping with separation for the SSW, their cohort, and the unknowns after graduation. Students are beginning to discuss their fears of not getting a job and financial pressures. Social work courses and field have many expectations and these times are hard for students who have very rushed and complex lives outside SSW.

Spring term:

There are three classes students take in the Spring term: SW400 Field Placement & Seminar, SW 432 Generalist Practice with Groups, and SW460 Senior Integrated Portfolio.

There are three themes for the spring term: continuing to learn more about generalist social work practice, continuing and finishing their field placement and finishing their field seminar, and integration of the total BSW coursework into a professional e-portfolio. The third course SW 432 Generalist Practice with Groups is the third of the three-course sequence of practice courses at the different levels of intervention. The BSW Program committee decided the final practice course would be on groups. Learning about working with groups is the next logical step according to our thinking about academic sequencing and planning. At this time, students apply group theory, group
assessment and group interventions in their many settings. The assignments and practice behaviors are built on these ideas. They also have lots of material to discuss from being part of their unique cohort for the last two years. The groups’ class can converge their learning about themselves as “students” as well as an understanding of groups from their field setting. There are many interesting materials to work with and understand vis-à-vis the practice behaviors selected for this course. Also the discussion of termination and endings is appropriate for both the field setting and their own experience of being a cohort within the BSW Program. They are experiencing many of the group dynamics discussed in the groups class about endings and transition points inside the SSW, their cohort, and in their field placements.

The SW400 Field Placement & Seminar is a continuation from the winter term into spring. This course builds upon the generalist social work knowledge, values, and skills acquired in winter term, and reinforces the behaviors and fosters growth of the generalist social work identity within the classroom and field setting. This is the last course for seminar and field placement. Bringing endings and closure to their experiences and evaluations are key elements of this course.

The last course is SW460 Senior Integrated Portfolio, a course that is designed to integrate all the competencies and practice behaviors into a professional electronic portfolio using TaskStream as the online system to build and share the portfolio with peers and potential future employers. This course was newly designed by the BSW Program committee to have a senior capstone course to integrate all the generalist social work knowledge, values, and skills into one course with assignments developed for self-reflection, metacognition, integration, synthesis, and career professional development. Practical assignments include: developing an ethical toolkit; designing a lifelong learning plan; articulate a self-care plan; and developing a generalist social work framework reflection narrative. Students in this course learn how to construct an e-portfolio, learn about designing their own “digital identity” such as developing their own blog, Twitter, and/or Linkin accounts for future professional networks and controlling their own digital brand. All of these assignments are designed to prepare for the first year of being a professional beginning generalist social worker.

This course will be tied to the first SW339 Introduction to Oppression and Privilege in the future so the portfolio can be initiated at the beginning and not just at the end of the social work educational experience. It was not done at the time the program designed the SW339 Introduction to Oppression and Privilege course since the program was not that far in developing all the courses under the new requirements for the 2008 EPAS. This has been a learning process for our program for next time. We may even tie the portfolio to the Social Justice course midway. All the course assignments are entered into TaskStream so that the portfolio can serve as the placeholder for these ideas of curriculum development, planning, and sequencing.

The cohort is fully established and well on its way toward its own group identity, dynamics, alliances, and leaving the program. Ongoing signs of separation and autonomy are starting to take shape in preparation for graduation this term. The cohort is making plans to reconnect in the summer or not. Making networks for future contacts is an important step in this last term. The cohort are the consumers of the curriculum so discussion of their development was an essential part of telling the story of how and why our courses were selected, planned, and implemented for our program within the School of Social Work. Student-faculty dialogs presented students the opportunity to let the program know how it was thinking and responding to different social work courses and these conversations are shared with the BSW Program committee as part of the feedback loop.
The next section describes the formal aspects of how the curriculum positions itself with the University

**Social Work Professional Curriculum**

**Major Requirements at PSU: Definitions**
The major is considered to be a primary field of study, an in-depth academic focus where students develop a significant level of knowledge in a specific academic area. Students are expected to complete the requirements for one of the majors offered by PSU in order to graduate. The number of credits required for each major varies. The specific requirements for all majors are located in the *PSU Bulletin* and on the SSW BSW website.

**BSW Pre-Major**
The BSW Program does not have this designation available at the University.

**BSW Minor**
The BSW Program does not have a minor in social work.

**BSW Major**
PSU defines “major” as “a student’s primary field of study. All PSU undergraduate students seeking a bachelor’s degree must declare at least one academic major”. Students entering the University can declare that they are interested in completing a major in social work, and the program is informed that they are interested (by means of the orientation list), but not officially majors in the BSW Program until accepted into the program. Stating they are a major early in their freshman year does not guarantee they will be accepted into the program; it is a professional program within the University.

**Admission to the Major**
Students must apply and be admitted to the BSW Program. Admission policies are discussed in Accreditation Standard 3.2.1. The key requirement is that students must be considered “junior status” (after the completion of 90 credits). Most of our students are transfer students from community colleges and have these credits already completed.

**Prerequisite Courses**
Students are required to have completed two prerequisite courses: one 200-level sociology course, and one 200-level psychology course. These courses can be taken at community colleges, another university, or Portland State University. These two courses are required so that students have beginning understanding of the social sciences prior to being accepted into the BSW Program, and they fulfill the social sciences requirements in the liberal arts area. These courses also provide a bridge for understanding the SW 301U Introduction to Social Work class offered each term at PSU in addition to being taught in the fall term of the first year of the program. The reason this course is offered is that many of the community colleges in the area do not offer an introduction to social work course.

**Requirements for the Social Work Major**
The following section will discuss the BSW major in detail. The BSW major consists of the completion of a two-year program with six terms of upper division courses. Other than SW 301U Introduction to Social Work, courses with the social work prefix (SW) are taken only by the students.
enrolled in the major. Students in the major also take other courses in other disciplines, junior cluster courses, diversity electives, and upper division program electives. The social work courses are divided into the following areas: introduction to social work (1 course); human behavior in the social environment (HBSE) (1 course); generalist practice (4 courses); social welfare policy (1 course); research (2 courses); social justice (2 courses); portfolio (1 course); field internship (3 terms) and field seminar (3 terms). The curriculum includes diversity courses divided into three major themes, and upper division program electives. The senior capstone is part of the general education requirements.

The following table shows the courses students take by sequence, term, and year.

### Table 2.4 BSW Program Two-Year Course of Study

#### Year 1: Junior

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 301U Introduction to Social Work (4)</td>
<td>SW350 Human Behavior Through the Lifespan (4)</td>
<td>SW 351 Beginning Generalist Practice (3)</td>
</tr>
<tr>
<td>SW 339 Introduction to Oppression and Privilege (3)</td>
<td>SW 340 Advocacy for Policy Change (4)</td>
<td>SW341 Social Justice Practice (3)</td>
</tr>
<tr>
<td>Diversity Elective (4)</td>
<td>Diversity Elective (4)</td>
<td>Diversity Elective (4)</td>
</tr>
<tr>
<td>UNST Junior Cluster (4)</td>
<td>UNST Junior Cluster (4)</td>
<td>UNST Junior Cluster (4)</td>
</tr>
</tbody>
</table>

#### Year 2: Senior

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 430 Generalist Practice with Communities &amp; Organizations (3)</td>
<td>SW 431 Generalist Practice with Individuals &amp; Families (3)</td>
<td>SW 432 Generalist Practice with Groups (3)</td>
</tr>
<tr>
<td>SW 400 Field &amp; Seminar I (4)</td>
<td>SW 400 Field &amp; Seminar II (4)</td>
<td>SW 400 Field &amp; Seminar III (4)</td>
</tr>
<tr>
<td>SW 450 Social Work Research &amp; Evaluation I (3)</td>
<td>SW 451 Social Work Research &amp; Evaluation II (3)</td>
<td>SW460 Senior Integrated Portfolio (3)</td>
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<tr>
<td>UNST Capstone (4)</td>
<td>BSW Program Elective(s)</td>
<td>BSW Program Elective(s)</td>
</tr>
</tbody>
</table>

1 Junior Cluster themes may be selected from the following [not entire list]: African Studies; Family Studies; Community Studies; Environmental Sustainability; Freedom, Privacy and Technology; Healthy People and Places; Latin American Studies; or Leadership for Change. Students decide on these topics in consultation with a social work advisor. Junior Clusters are part of the PSU University Studies requirements.
BSW Program Courses

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 301U</td>
<td>Introduction to Social Work</td>
<td>4</td>
</tr>
<tr>
<td>SW 339</td>
<td>Introduction to Oppression &amp; Privilege</td>
<td>3</td>
</tr>
<tr>
<td>SW 340</td>
<td>Advocacy for Policy Change</td>
<td>4</td>
</tr>
<tr>
<td>SW 341</td>
<td>Social Justice Practice</td>
<td>3</td>
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<tr>
<td>SW 350</td>
<td>Human Behavior Through the Lifespan</td>
<td>4</td>
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<tr>
<td>SW 351</td>
<td>Beginning Generalist Practice</td>
<td>3</td>
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<tr>
<td>SW 430</td>
<td>Generalist Practice with Communities &amp; Organizations</td>
<td>3</td>
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<tr>
<td>SW 431</td>
<td>Generalist Practice with Individuals</td>
<td>3</td>
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<tr>
<td>SW 432</td>
<td>Generalist Practice with Groups</td>
<td>3</td>
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<tr>
<td>SW 400</td>
<td>Practicum and Seminar I, II, III</td>
<td>4, 4, 4</td>
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<tr>
<td>SW 450</td>
<td>Social Work Research and Evaluation I</td>
<td>3</td>
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<tr>
<td>SW 451</td>
<td>Social Work Research and Evaluation II</td>
<td>3</td>
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<tr>
<td>SW 460</td>
<td>Senior Integrated Portfolio</td>
<td>3</td>
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</tbody>
</table>

Sub-total 49 credits

Diversity Electives (3 courses x 4 credits) 12 credits
Upper Division Program Electives (3 courses x 4 credits) 12 credits

Total BSW Major 75 credits

The explicit curriculum includes the course[s] and the curriculum as described in the following section:

**Required Core Social Work Course Overview**

The following section provides the PSU Bulletin description of the BSW Program courses (*PSU Bulletin 2013-2014 Appendix 2*), including the credits and if a prerequisite is required. The courses are listed by number, not in the order in which they are taken in the curriculum. Volume II contains the complete BSW Program Course Syllabi.

*SW 301 Introduction to Social Work (4)*

This course introduces the student to the profession of social work and the field of social welfare through a historical lens. This course 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 professional generalist social worker.

*SW 339 Introduction to Oppression & Privilege (3)*

Introduction and exploration of diversity, oppression and privilege frameworks; intersectionality regarding the dynamics of race, ethnicity, gender, sexual orientation, religion, (dis) ability status, and class; The course will focus on theory, knowledge, values, and beginning skills to work with individuals in the area of social justice and social work. The course will have relevant knowledge, values, and skills pertaining to acquiring the BASW. Prerequisites: admission to major.
SW 340 Advocacy for Policy Change (4)
Current structures and history of social welfare policies and services will be examined, and students will be engaged in policy practice to advance social and economic well-being of families, groups and communities. Prerequisite: Admission to major, junior standing, SW 339.

SW 341 Social Justice Practice (3)
Engages in generalist social work policy practice to advance social and economic well-being and to deliver effective social work services through the lens of social justice. Prerequisite: Admission to major, junior standing, SW 339, SW 340, SW 350.

SW 350 Human Behavior through the Lifespan (4)
Theoretical and conceptual foundations of working with individuals and families throughout the lifespan in professional and community settings. Historical and socio-political issues will be integrated with theory to prepare beginning generalist social workers for effective practice in a variety of contexts. Prerequisite: Admission to the major, junior standing, SW 339.

SW 351 Beginning Generalist Practice (3)
This course prepares students to begin practice with individuals, families, groups, communities and organizations. The course focuses on helping students to develop beginning engagement skills with particular attention to social work values and ethics, self-reflection, and the development of a professional self. Successful completion of this course is required for students to be eligible to enter a field placement (SW 400). Prerequisites: Admitted to major, junior standing, SW 339, SW 340, SW 350.

SW 400 Field Placement and Seminar I-III (4)
This course is the 9-month agency-based field practicum and concurrent field seminar where students apply generalist social work knowledge, values, and develop generalist social work skills. The supervised field practicum and weekly field seminar facilitate students’ application of social work practice skills, the integration of theoretical content and the development of critical thinking skills. This course is a core component of the BSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings. Co-requisite: SW 430, 431 and 432.

SW 430 Generalist Practice with Communities and Organizations (3)
The purpose of this course is to prepare students to intentionally and effectively work with organizations and communities. Skills will be developed in the context of social work values and ethics, with special attention to social and economic justice. Prerequisites: Admission to major and SW 351.

SW 431 Generalist Practice with Individuals and Families (3)
Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course focuses on helping students to develop assessment and intervention skills for working with individual and families. Students will learn how to gather the information that is necessary for a holistic assessment, how to work collaboratively with service users in defining goals, and how to select and facilitate appropriate interventions. Prerequisites: SW 351, SW 430.
**SW 432 Generalist Practice with Groups (3)**
Based on generalist social work practice principles, this course prepares students for practice with groups. The course focuses on helping students to develop assessment and intervention skills for working with client, organizational and community groups. Students will learn how to develop a group proposal, facilitate a group, and assess group dynamics. Prerequisites: SW 431.

**SW 450 Social Work Research and Evaluation I (3)**
The importance of social work research and evaluation for practice and policy. Qualitative and quantitative research, critical consumption of research, and conducting evaluations. Focuses on research that promotes social and economic justice and that encourages respect for diversity. Includes experimental designs, single system designs, focus groups, and interviews. Covers early phases of the research process: conceptualization, design, sampling, measurement, and data collection. Emphasizes ethical issues. Prerequisites: Admission to major; SW 351.

**SW 451 Social Work Research and Evaluation II (3)**
Teaches next phases of the research and evaluation process: data analysis, formulation of implications of findings, and dissemination. Critical consumption of research findings as well as conducting data analysis. Qualitative and quantitative data analysis, including descriptive statistics, hypothesis testing, data analysis of single system designs, and thematic analysis. Focuses on research and evaluation that promote social and economic justice and that encourage respect for diversity. Emphasizes ethical issues. Prerequisites: Admission to major; SW 450.

**SW 460 Senior Integrative Portfolio (3)**
This course facilitates students’ integration of past learning, both formal and informal, into a generalist social work practice framework. The interrelated nature of HBSE, social welfare policy, practice, field, and research is emphasized. Students create an integrated competency-based (10 competencies) portfolio documenting their personal and professional achievements throughout the social work program. This course provides the opportunity to synthesize and apply holistically the components (knowledge, values, and skills) of a competent generalist social worker preparing for entry-level professional social work career. Co-requisite: SW432.

All the above core social work courses are mapped to the practice behaviors for coordination, integration, and attention to building from one course to another to develop student learning based on the competencies as required by the CSWE 2008 EPAS.

**Diversity Electives**

These three courses are divided into three thematic areas: Culture/History, Family/Gender/Sexuality, and Race/Class/Identity. These courses do not have to be taken in this order; this allows the students to have more flexibility in their timing of the courses, what courses are available, and the students’ interest areas. The courses are taken in different disciplines including but not limited to the following: sociology, anthropology, political science, economics, psychology, history, Black Studies, Women, Gender, and Sexuality Studies, Indigenous Nations Studies, communication, and criminal justice. The BSW Program maintains a list of these numerous diversity electives from which the students may select in conjunction with their advisor. These courses augment the student’s interest in a theme area regarding diversity, race, culture, gender, and identity. These electives support the knowledge base regarding becoming a critically and culturally informed generalist social worker. These courses also build on students’ learning in SW 339: Introduction to Oppression and
Privilege and other social work courses. The selection of the courses included in the list is decided upon by the BSW Program Committee and the list is reviewed and updated at least annually. If a student has a similar course from another university and/or community college, the BSW Student Advisor in coordination with the Program Director has the discretion to approve this course as diversity elective after a review of the course syllabus. These electives provide the students with other choices in their course planning within a well thought out structure. (BSW Program Diversity Electives Appendix 4.) These courses are taken in the junior year whenever possible.

**Upper Division Program Electives**

In the senior year there are several upper division (300-400 level) courses that the student may select to support acquiring knowledge aside from the Diversity Electives discussed above. These courses include social work courses, but are not limited to social work. For example, students may take courses related to special topics such as *Children, Youth, and Families (Services and Management)*, for example: SW407 Introduction to Child Welfare, SW410/51 Social Work with Native American Communities, CFS410/510 Youth and Youth Work, CR410/510 Peace Education. Another theme area includes *Health Care, Aging, and Disability*, for example: SW 410/569 End of Life Care and Palliative Care, SW410/545 Midlife and Beyond. The third theme area is *Mental Health and Substance Abuse*, for example: CFS 481U Family Health Issues, WS 326 Women and Trauma, SW410/510 Motivational Interviewing, or SW410/510 Spirituality and Social Work. (For a full list consult the Approved Upper Division Program Electives in Appendix 5.) If a student requests that a different course is accepted as an Upper Division Program Elective this is done in consultation with the BSW Student Advisor and the Program Director. Students must submit a course syllabus for the review process and the course syllabus is kept in the student file. Students need to take a minimum of 12 credits from this list of approved Upper Division Program Electives.

The rationale for giving students these additional choices is to support their knowledge base in a variety of disciplines and to obtain the broadest foundation of learning in working across the life span, with different cultures, exposure to other ways of thinking, and a greater appreciation for the diversity and depth of the human experience in an ever changing global society. Students may take these courses in the summer or online, if available, giving the student more scheduling options. These courses are reviewed and evaluated by the BSW Program Committee approximately every other year. Some of these courses are offered at both undergraduate and graduate levels and the course syllabi delineate the different assignments for undergraduate and graduate students.

The above discussion covered information about our core social work, diversity, and upper division program electives. In the *PSU Bulletin 2013-2014* (Appendix 2), there are four other undergraduate social work courses listed: SW 399 Special Studies (credit to be arranged), SW 405 Reading and Conference (credit to be arranged), SW 407 Seminar (credits to be arranged), and SW 410 Selected Topics (credit to be arranged). These SW prefixes are used for independent studies, special readings, and individual projects with faculty. These allow faculty to have some flexibility with students and their special needs regarding academic interests. These are generally arranged with the faculty based on need and credits according to the project.

There are also cross-listed social work courses such as: SW 447/547 Social Work and Sustainability (3 credits) offered by the MSW program with seats available for undergraduate students on a case-by-case base. Some of our BSW students have taken this course depending on their interest areas. The assignments are differentiated by graduate and undergraduate criteria. Students may also take
other cross listed courses such as: SW410/510 Social Work with Native American Communities (3 credits) or SW407 Introduction to Child Welfare (4 credits), and these electives are offered in different terms depending on resources.

B2.05: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

There are multiple points in the BSW curriculum when students are exposed to knowledge, values, and skills that operationalize the competencies. We have identified at least several courses that engage students with specific content or experiences that develop each practice behavior. We started to utilize TaskStream to evaluate each competency with each practice behavior. We have data from FY 2012-2013 and 2013-2014 for assessment purposes. The section on assessment will discuss this more fully.

The following table indicates which social work course is coordinated with which practice behavior. The competencies, practice behaviors, supporting course content, name of course, course objectives, when it is covered, and assignments are displayed in the table of all core social work courses. Each practice behavior is measured at least two times, if not more.

Table 2.5 Location of Curriculum Content Associated with Competency & Practice Behavior

<table>
<thead>
<tr>
<th>CSWE Competency</th>
<th>Practice Behavior and Course Content</th>
<th>Courses</th>
<th>Course Objectives</th>
<th>Week content is covered</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 2.1.1 Identifies as a professional social worker and conducts self accordingly | 1. Advocates with service users, including working with other agencies to remove barriers  
**Course Content:** Chapter 1, 2, 3, 4, 5, 7. Covers material such as introduction to generalist practice with organizations and communities; working with supervisors; and micro skills in macro environment, etc. | SW 430 | 1.1 | Weeks 1-5 | Organizational Assessment & Paper |
| | 2. Examines and critiques performance and makes plans to address learning needs  
**Course Content:** Chapter 23: Target dates, review dates, clients chart, Chapter 27: terminating the case, why cases are closed; successful termination; final interview, discharge summary; and problems that were not addressed. | SW 351 | 1.2 | Week 11 | Illustrating Professional Social Work Behaviors |
| | 3. Establishes and maintains professional roles and boundaries  
**Course Content:** Chapter 12 & 13 Effective communication skills; acceptance; collaboration; motivating; reflective listening; open questions; disarming anger; use of good communication skills; purpose of interview; and skill based exercises | SW 351 | 1.3 | Weeks 9-10 | Communications Skills Role Play |
<p>| | 4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and | | | | |</p>
<table>
<thead>
<tr>
<th>CSWE Competency</th>
<th>Practice Behavior and Course Content</th>
<th>Courses</th>
<th>Course Objectives</th>
<th>Week content is covered</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>adherence to agency policies and procedures</td>
<td><strong>Course Content:</strong> Chapter 23: Target dates, review dates, clients chart, Chapter 27: terminating the case, why cases are closed; successful termination; final interview, discharge summary; and problems that were not addressed.</td>
<td>SW 351</td>
<td>1.4</td>
<td>Week 11</td>
<td>Illustrating Professional Social Work Behaviors</td>
</tr>
<tr>
<td>5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner</td>
<td><strong>Course Content:</strong> article on topic and reviews state of art with LLL</td>
<td>SW 460</td>
<td>1.5</td>
<td>Week 4</td>
<td>Lifelong Learning Plan &amp; Reflection</td>
</tr>
<tr>
<td>6. Prepares for and effectively uses supervision and consultation</td>
<td><strong>Course Content:</strong> Social work supervision</td>
<td>SW 400</td>
<td>1.6</td>
<td>Fall: week 7 Winter: week 7</td>
<td>Supervisory Log and Reflection</td>
</tr>
<tr>
<td>7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan</td>
<td><strong>Course Content:</strong> University of Buffalo has extensive online materials about developing self-care plans; will use as model; Chapter 20: facilitating meaningful change and recovery; what is change, Chapter 21 Developing the service plan; Chapter 25: monitoring services; financial purpose of monitoring; responding to a crisis, Chapter 26: goal setting; writing the goals; and measurable goals and objectives</td>
<td>SW 351</td>
<td>1.7</td>
<td>Week 8</td>
<td>Self-Care Assessment and Plan</td>
</tr>
<tr>
<td>2.1.2 Applies social work ethical principles and values to practice</td>
<td>1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice</td>
<td>SW 339</td>
<td>2.1</td>
<td>Week 2 Section 1: Ch 2, 3, 4 5, 6, 7</td>
<td>Final Paper re Taping Exercise</td>
</tr>
<tr>
<td>2. Accepts and uses the NASW Code of Ethics</td>
<td><strong>Course Content:</strong> Chapter 1: Ethics, dual relationships, sexual relationships, value conflicts, self-assessment exercises, rights of self-determination, etc. Entire chapter is about ethical and value issues. Chapter 19: content forms, purpose of request. Chapter 8: Reflective listening; responding to content. Chapter 24: record keeping and contact notes.</td>
<td>SW 351</td>
<td>2.2</td>
<td>Weeks 2, 4, 7</td>
<td>Ethics Test</td>
</tr>
<tr>
<td>3. Tolerates ambiguity in resolving ethical conflicts</td>
<td><strong>Course Content:</strong> Article on ethics in social work</td>
<td>SW 460</td>
<td>2.3</td>
<td>Week 5</td>
<td>Ethical Toolkit Plan &amp; Reflection</td>
</tr>
<tr>
<td>4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making</td>
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<tr>
<td>CSWE Competency</td>
<td>Practice Behavior and Course Content</td>
<td>Courses</td>
<td>Course Objectives</td>
<td>Week content is covered</td>
<td>Assignments</td>
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<td><strong>Week content is covered</strong></td>
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<tr>
<td><strong>Courses</strong></td>
<td><strong>Course Objectives</strong></td>
<td><strong>Week content is covered</strong></td>
<td><strong>Assignments</strong></td>
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<tr>
<td><strong>2.1.3 Applies critical thinking to inform and communicate professional judgments</strong></td>
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<tr>
<td><strong>Course Content:</strong> Article on ethics in social work</td>
<td>SW 460</td>
<td>2.4</td>
<td>Week 5</td>
<td>Ethical Toolkit Plan &amp; Reflection</td>
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<tr>
<td><strong>1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</strong></td>
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<td><strong>Course Content:</strong> Readings by Bell page 21-35 re the need for social justice theoretical foundations; discusses shared and distinctive characteristics of “isms” page 23.</td>
<td>SW 339</td>
<td>3.1</td>
<td>Week 2 Section 1: Ch 2, 3, 4 5, 6, 7</td>
<td>Final Paper re Taping Exercise</td>
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<tr>
<td><strong>Course Content:</strong> Critical thinking and evaluation of self and practice; social work values and ethics; organizational context of practice</td>
<td>SW 400</td>
<td>3.1</td>
<td>Winter: week 7 Spring: week 7</td>
<td>Critical Case Reflections</td>
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<tr>
<td><strong>Course content:</strong> Literature reviews: conceptualization and hypotheses; experimental design; and critical consumption of research</td>
<td>SW 450</td>
<td>3.1</td>
<td>Weeks 1-10</td>
<td>EBP Exercise and Single subject/ Evaluation Research Proposal Design</td>
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<tr>
<td><strong>2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation</strong></td>
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<tr>
<td><strong>Course Content:</strong> Each week the content covers different lifespan developmental theories, models, and information. Students will meet in small groups to critique readings and integrate the material; and quizzes covers the materials and paper has them demonstrate and apply their learning.</td>
<td>SW 350</td>
<td>3.2</td>
<td>Weeks 1-10</td>
<td>Life Stage Analysis Focus paper</td>
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<tr>
<td><strong>3. Demonstrates effective, clear, and concise oral and written communication</strong></td>
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<td><strong>Course Content:</strong> Chapter 12 &amp; 13 Effective communication skills; acceptance; collaboration; motivating; reflective listening; open questions; disarming anger; use of good communication skills; purpose of interview; and skill based exercises</td>
<td>SW 351</td>
<td>3.3</td>
<td>Weeks 9-10</td>
<td>Recording Client Contacts</td>
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<tr>
<td><strong>Course Content:</strong> During term students will be reflecting of the competencies and developing a online portfolio to showcase (both written and oral)</td>
<td>SW 460</td>
<td>3.3</td>
<td>Weeks 8-10</td>
<td>Portfolio &amp; Class Presentation</td>
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<tr>
<td><strong>2.1.4 Engages diversity and difference in practice</strong></td>
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<tr>
<td><strong>1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege</strong></td>
<td>SW 339</td>
<td>4.1</td>
<td>Weeks 3, 4, 5, 6, 7, 8</td>
<td>Final Paper re Taping Exercise</td>
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<tr>
<td><strong>Course Content:</strong> Entire book (Adams, el al.) explore all of these issues in depth; racism, sexism, classism, religion, social, etc.</td>
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<td><strong>2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness</strong></td>
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<tr>
<td>CSWE Competency</td>
<td>Practice Behavior and Course Content</td>
<td>Courses</td>
<td>Course Objectives</td>
<td>Week content is covered</td>
<td>Assignments</td>
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<td></td>
<td>and participation in systems of oppression and the forces that reinforce these systems</td>
<td>SW 339</td>
<td>4.2</td>
<td>Weeks 3, 4, 5, 6, 7, 8</td>
<td>Final Paper re Taping Exercise</td>
</tr>
<tr>
<td></td>
<td><strong>Course Content:</strong> Entire book (Adams, el al.) explore all of these issues in depth; racism, sexism, classism, religion, social, etc.</td>
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<tr>
<td></td>
<td>3. Engages with others around issues of identity and difference</td>
<td>SW 341</td>
<td>4.3</td>
<td>Weeks 1-2</td>
<td>Gathers and Hunters assignment</td>
</tr>
<tr>
<td></td>
<td><strong>Course Content:</strong> Developing definition of social justice, go into community and talk with others who may be different and get their definitions, read definition in textbook see page 1 of Hoffler and Clark; share definitions</td>
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<td>4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users</td>
<td>SW 341</td>
<td>4.4</td>
<td>Weeks 2-9</td>
<td>Gathers and Hunters assignment</td>
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<td></td>
<td><strong>Course Content:</strong> Continue with discussion of definitions of social justice; chapter 43 and chapter 44; and learn about difference between deficit and assets based engagement.</td>
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<td>Mining a Community Success Story assignment</td>
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<tr>
<td>2.1.5</td>
<td>1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression</td>
<td>SW 339</td>
<td>5.1</td>
<td>Week 10</td>
<td>Final Paper re Taping Exercise</td>
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<td></td>
<td><strong>Course Content:</strong> Context: p. 591-Pharr on Reflections, p. 599 Love on Developing ..., Next steps: 135</td>
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<tr>
<td>2.1.5</td>
<td>2. Works in the service of service users and communities to advocate for social and economic justice</td>
<td>SW 341</td>
<td>5.2</td>
<td>Weeks 4-10</td>
<td>Mining a Community Success Story</td>
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<td></td>
<td><strong>Course Content:</strong> Continue reading chapters about social workers who have taken their work into community; have guest who are doing this work, learning about asset based models of inquiry; and chapter 36-42.</td>
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<td>Taking Social Justice Action into the World</td>
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<tr>
<td>2.1.5</td>
<td>3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices</td>
<td>SW 341</td>
<td>5.3</td>
<td>Weeks 5-9</td>
<td>Mining a Community Success Story</td>
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<td><strong>Course Content:</strong> Continue reading chapters about social workers who have taken their work into community; have guest who are doing this work, learning about asset based models of inquiry; and chapters 28-30.</td>
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<td>2.1.6</td>
<td>1. Uses practice experience to inform scientific inquiry</td>
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<tr>
<td>CSWE Competency</td>
<td>Practice Behavior and Course Content</td>
<td>Courses</td>
<td>Course Objectives</td>
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<td>informed practice and practice-informed research</td>
<td><strong>Course content:</strong> Conceptualization and hypotheses</td>
<td>SW 450</td>
<td>6.1</td>
<td>Weeks 1-10</td>
<td>EBP Exercise and Single subject/ Evaluation Research Proposal Design</td>
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<td></td>
<td><strong>Course content:</strong> interpretation, implications and dissemination of findings</td>
<td>SW 451</td>
<td>6.1</td>
<td>Weeks 1-10</td>
<td>Article Critique</td>
</tr>
<tr>
<td></td>
<td>2. Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions</td>
<td>SW 450</td>
<td>6.2</td>
<td>Weeks 1-10</td>
<td>EBP Exercise and Single subject/ Evaluation Research Proposal Design</td>
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<td><strong>Course content:</strong> the process of research and evaluation, critical consumption of research and evaluation</td>
<td>SW 451</td>
<td>6.2</td>
<td>Weeks 1-10</td>
<td>Article Critique</td>
</tr>
<tr>
<td>2.1.7 Applies knowledge of human behavior and the social environment</td>
<td>1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>SW 350</td>
<td>7.1</td>
<td>Weeks 1-10</td>
<td>Life Stage Analysis Focus paper</td>
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<td></td>
<td><strong>Course Content:</strong> Each week the content covers different lifespan developmental theories, models, and information. Students will apply theories to assessment and/or interprets materials in small groups; and quizzes cover the course materials and paper has them demonstrate and apply their learning.</td>
<td>SW 350</td>
<td>7.2</td>
<td>Weeks 1-10</td>
<td>Life Stage Analysis Focus paper</td>
</tr>
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<td></td>
<td>2. Critiques and applies knowledge to understand person and environment</td>
<td>SW 350</td>
<td>7.2</td>
<td>Weeks 1-10</td>
<td>Life Stage Analysis Focus paper</td>
</tr>
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<td></td>
<td><strong>Course Content:</strong> Each week the content covers different lifespan developmental theories, knowledge, models, and information. Students break up into small groups to discuss the material; and quizzes covers the materials and paper has them demonstrate and apply their learning.</td>
<td>SW 350</td>
<td>7.2</td>
<td>Weeks 1-10</td>
<td>Life Stage Analysis Focus paper</td>
</tr>
<tr>
<td>2.1.8 Engages in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community</td>
<td>SW 340</td>
<td>8.1</td>
<td>Weeks 2-5</td>
<td>Professional Learning Journey Assignment</td>
</tr>
<tr>
<td></td>
<td><strong>Course Content:</strong> Readings: Segal (2013) Chapters 1, 6, 4, 5, 8, 9, 10, 11; Schneider (1993); Abramovitz (2001). Students will discuss readings in class and practice articulation of concepts. Students will demonstrate skills to articulate relationships between policy, programs, and practices connecting content from readings with field observations through the Learning Journey Assignment.</td>
<td>SW 341</td>
<td>8.1</td>
<td>Weeks 7-10</td>
<td>Mining a Community Success Story</td>
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<td></td>
<td><strong>Course Content:</strong> Chapters about social workers who are doing this work in a variety of settings (health, prisons, child welfare); developing own community success story in small groups and contacting agencies for examples for</td>
<td>SW 341</td>
<td>8.1</td>
<td>Weeks 7-10</td>
<td>Mining a Community Success Story</td>
</tr>
<tr>
<td>CSWE Competency</td>
<td>Practice Behavior and Course Content</td>
<td>Courses</td>
<td>Course Objectives</td>
<td>Week content is covered</td>
<td>Assignments</td>
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<td>presentation; materials shared with students from websites, YouTube, ted talks, etc.; and chapters 2, 3, 5, &amp; 11.</td>
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<td></td>
<td>Weeks 4-10</td>
<td>Professional Learning Journey Assignment</td>
</tr>
<tr>
<td>2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes</td>
<td>Course Content: Readings: Segal (2013) Ch 3, 6, 7, 9, 14; KWRU Video “Living Broke in Boom Times”. Through community-based learning and engagement, students will discuss their experience and connections with service users, colleagues and community organizations. Students will articulate way(s) to promote policy change.</td>
<td>SW 340  8.2</td>
<td></td>
<td>Weeks 5-10</td>
<td>Mining a Community Success Story Taking Social Justice Action into the World</td>
</tr>
<tr>
<td>2.1.9 Responds to contexts that shape practice</td>
<td>1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Course Content: Chapter 1, 2, 3, 4, 5, 7. Covers material such as introduction to generalist practice with organizations and communities; working with supervisors; and micro skills in macro environment, etc.</td>
<td>SW 430  9.1</td>
<td></td>
<td>Weeks 1-5</td>
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<tr>
<td>2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Course Content: Chapter 1, 2, 3, 4, 5, 7. Covers material such as introduction to generalist practice with organizations and communities; working with supervisors; and micro skills in macro environment, etc.</td>
<td>SW 430  9.2</td>
<td></td>
<td>Weeks 1-5</td>
<td>Organizational Assessment &amp; Paper</td>
</tr>
<tr>
<td>2.1.10a-d Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities</td>
<td>1. Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role</td>
<td>Course Content: Chapter 12 &amp; 13 Effective communication skills; acceptance; collaboration; motivating; reflective listening; open questions; disarming anger; use of good communication skills; purpose of interview; and skill based exercises</td>
<td>SW 351  10a.1</td>
<td></td>
<td>Weeks 9-10</td>
</tr>
<tr>
<td>2.1.10a Engagement</td>
<td>2. Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending</td>
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<td>CSWE Competency</td>
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<td>effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions</td>
<td>SW 351</td>
<td>10a.2</td>
<td>Weeks 9-10</td>
<td>Communications and Skills Role Play</td>
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<tr>
<td></td>
<td><strong>Course Content:</strong> Chapter 12 &amp; 13 Effective communication skills; acceptance; collaboration; motivating; reflective listening; open questions; disarming anger; use of good communication skills; purpose of interview; skill based exercises</td>
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<td>3. Collaboratively develops the purpose and focus of the work</td>
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<td>SW 432</td>
<td>10a.3</td>
<td>Weeks 1-3</td>
<td>Group Role Play</td>
</tr>
<tr>
<td></td>
<td><strong>Course Content:</strong> Introduction; Defining the Purpose of the Group; Understanding the Group; Stages of the group</td>
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<td>2.1.10b. Assessment</td>
<td>1. Is able to determine what data is needed to ascertain needs and risks (i.e., child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities</td>
<td>SW 430</td>
<td>10b.1</td>
<td>Weeks 6-10</td>
<td>Community Assessment and Intervention</td>
</tr>
<tr>
<td></td>
<td><strong>Course Content:</strong> Ch. 9 and 11 – &quot;Macro Practice in Communities&quot;, &quot;Advocacy and Social Action with Populations at Risk&quot;</td>
<td>SW 431</td>
<td>10b.1</td>
<td>Week 4</td>
<td>Social History/Social Assessment</td>
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<td></td>
<td><strong>Course Content:</strong> Ch.11, Sec.14 “Assessing a Client’s Need for Protection”</td>
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<td>2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective</td>
<td></td>
<td>SW 431</td>
<td>10b.2</td>
<td>Week 4</td>
<td>Social History/Social Assessment</td>
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<td></td>
<td><strong>Course Content:</strong> Ch.11, Sec.1 “Assessing a Client’s Social Functioning”</td>
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<td>3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan</td>
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<td>SW 430</td>
<td>10b.3</td>
<td>Weeks 1-5</td>
<td>Organizational Assessment &amp; Paper</td>
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<td><strong>Course Content:</strong> Chapter 1, 2, 3, 4, 5, 7. Covers material such as introduction to generalist practice with organizations and communities; working with supervisors; and micro skills in macro environment, etc.</td>
<td>SW 431</td>
<td>10b.3</td>
<td>Week 4</td>
<td>Social History/Social Assessment</td>
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<td></td>
<td><strong>Course Content:</strong> Ch.11, Sec.2 “The Social Assessment Report”</td>
<td>SW 432</td>
<td>10b.3</td>
<td>Week 4</td>
<td>Small Group Assessment</td>
</tr>
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<td>4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client</td>
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<td>CSWE Competency</td>
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<td>centered goals and interventions</td>
<td><strong>Course Content:</strong> Chapters 9, 10, 12, 14, 15 Material covers evaluating macro practice; advocacy, social action; using technology; ethical dilemmas in macro practice; and stress and time management</td>
<td>SW 430</td>
<td>10b.4</td>
<td>Weeks 6-10</td>
<td>Community Assessment and Intervention</td>
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<td></td>
<td><strong>Course Content:</strong> Ch.12, Sec.2 &quot;The Problem Search&quot;</td>
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<td></td>
<td><strong>Course Content:</strong> Historical and theory development for groups such as educational and task groups</td>
<td>SW 432</td>
<td>10b.4</td>
<td>Week 2</td>
<td>Group Proposal</td>
</tr>
<tr>
<td>5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities</td>
<td><strong>Course Content:</strong> Ch.12, Sec.4 &quot;Formulating Intervention Objectives&quot;</td>
<td>SW 431</td>
<td>10b.5</td>
<td>Weeks 5-6</td>
<td>Service Contract &amp; Intervention Plan</td>
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<td><strong>Course Content:</strong> Understanding groups; dynamics; leadership; and diversity</td>
<td>SW 432</td>
<td>10b.5</td>
<td>Week 3</td>
<td>Group Proposal</td>
</tr>
<tr>
<td>2.1.10c. Intervention</td>
<td>1. <strong>Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals</strong></td>
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<td><strong>Course Content:</strong> Ch.12, Sec.5 &quot;Written Service Contracts&quot;</td>
<td>SW 431</td>
<td>10c.1</td>
<td>Weeks 5-6</td>
<td>Service Contract &amp; Intervention Plan</td>
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<td></td>
<td><strong>Course Content:</strong> treatment groups; foundational methods; and specialized groups</td>
<td>SW 432</td>
<td>10c.1</td>
<td>Week 5</td>
<td>Group Role Play</td>
</tr>
<tr>
<td>2. <strong>Implements prevention interventions that enhance service user capacities</strong></td>
<td><strong>Course Content:</strong> Chapters 9, 10, 12, 14, 15 Material covers evaluating macro practice; advocacy, social action; using technology; ethical dilemmas in macro practice; and stress and time management</td>
<td>SW 430</td>
<td>10c.2</td>
<td>Weeks 6-10</td>
<td>Community Assessment and Intervention</td>
</tr>
<tr>
<td>3. <strong>Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase</strong></td>
<td><strong>Course Content:</strong> Ch.12, Sec 1 “Selecting Target Problems and Goals”</td>
<td>SW 431</td>
<td>10c.3</td>
<td>Weeks 5-6</td>
<td>Service Contract &amp; Intervention Plan</td>
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<td></td>
<td><strong>Course Content:</strong> Middle Stage Skills and task groups</td>
<td>SW 432</td>
<td>10c.3</td>
<td>Week 5-6</td>
<td>Group Role Play</td>
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<tr>
<td>4. <strong>Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e., case management)</strong></td>
<td><strong>Course Content:</strong> Ch.10, Sec.4 &quot;Making a Referral&quot; Ch.12, Sec.6 &quot;Making Use of Informal</td>
<td>SW 431</td>
<td>10c.4</td>
<td>Weeks 5-6</td>
<td>Service Contract &amp; Intervention Plan</td>
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<td>CSWE Competency</td>
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<td>Resources”</td>
<td>5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations</td>
<td>SW 432</td>
<td>10c.5</td>
<td>Week 7</td>
<td>Group Role Play</td>
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<td><strong>Course Content:</strong> Ending the group work; evaluation; and termination issues</td>
<td>SW 460</td>
<td>10c.5</td>
<td>Weeks 8-10</td>
<td>Portfolio &amp; Class Presentation</td>
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<td><strong>Course Content:</strong> During term student will be reflecting on this class as an ending of their BSW Program; integrative experience; closure and plans for their future</td>
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<td>2.1.10d. Evaluation</td>
<td>SW 450</td>
<td>10d.1</td>
<td>Weeks 1-10</td>
<td>EBP Exercise and Single Subject/ Evaluation Research Proposal Design</td>
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<td></td>
<td>1. Evaluates their own practice and contributes to the evaluations of their programs and agencies</td>
<td>SW 451</td>
<td>10d.1</td>
<td>Weeks 1-10</td>
<td>Data Analysis Assignment</td>
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<td><strong>Course content:</strong> Single system designs, program evaluation, the process of research and evaluation, producing research and evaluation</td>
<td>SW 460</td>
<td>10d.1</td>
<td>Weeks 8-10</td>
<td>Portfolio &amp; Class Presentation</td>
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<td><strong>Course content:</strong> Data analysis; the process of research and evaluation; and producing research and evaluation</td>
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<td><strong>Course Content:</strong> Development of their own portfolio in term; self-evaluation and reflection of what are the key examples of competencies during two year program; and peer evaluation</td>
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Accreditation Standard 2.1-Field Education

2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have educational and training experiences in professionally supervised field placements. The purpose of field education is to provide BSW students with opportunities to integrate and apply generalist social work conceptual and theoretical learning from the classroom into community field settings and to develop generalist entry-level social work practice competencies.

Students in this BSW Program have strong academic preparation in using empirical and practice-based knowledge to select and apply theoretical frameworks to practice. Field sites are interested in and committed to using empirical evidence in selecting and evaluating practice interventions and are increasingly invested in working with students to research evidence-based practices suitable for use with the populations they serve. Generalist Practice and the Field Education Plan and Evaluation of Student Learning (SSW Field Education Handbook 2013-2014, Appendix 6) place emphasis on students developing skills to critically evaluate their own practice and the programs in which they work.

Students who are in field placement are concurrently taking their generalist social work practice courses each term so there are assignments that they are doing within the classroom that directly relate to their field experiences and are tied to the competencies and practice behaviors.

Students have opportunities in field placements to use assessment and evaluation tools as they participate in agency level evaluation activities and conduct evaluation of their own practice. Students, field instructors and other agency staff are increasingly using research and evaluation evidence to inform practice decisions.

B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.

The purpose of field education, which includes field placement and an integrative seminar, is to provide BSW students with opportunities to integrate and apply generalist social work conceptual and theoretical learning from the classroom into the community and to develop generalist entry-level social work practice competencies. Field is an integral part of the BSW curriculum, supporting the mission of the BSW Program to develop generalist entry-level social workers who can promote social and economic justice and strengthen the capacities of individuals, families, and communities. BSW students are placed in learning environments working directly with diverse individuals, families, groups, organizations, and communities.
BSW field placement sites and field instructors are selected based on their potential to offer opportunities for students to develop and demonstrate the generalist practice behaviors and core competencies. Through field instructor orientations and trainings, we teach field instructors and task supervisors about the practice behaviors and core competencies and the expectation that they help students create opportunities to develop and demonstrate those behaviors and competencies within their field settings. This expectation is reinforced by the faculty liaison in the fall term review of the student’s field education plan and at each quarterly site visit. The core competencies and practice behaviors are embedded in the following field documents: the Personal Assessment Questionnaire, which students complete during the first two weeks of field; the Field Education Plan, which students develop with field instructor and faculty liaison input by the middle of fall term; and the Evaluation of Student Learning, completed at the end of each term, so that students are continuously being directed toward developing and demonstrating core competencies. In addition, we provide rubrics for each practice behavior, which are built into the Evaluation of Student Learning, making it accessible for students to see the definitions/expectations, build appropriate learning opportunities into their Field Education Plans, and track their own progress toward demonstration of core competence.

BSW students are expected to demonstrate and are evaluated on all the practice behaviors in their field settings. Field placements for BSW students typically offer some combination of the following types of learning opportunities through which students can develop and demonstrate practice behaviors and core competencies: case coordination/management; advocacy for and collaboration with vulnerable populations; outreach; team participation; teaching; group work; individual work; information and referral; assessment; development, implementation and evaluation of intervention plans with service users; research/grant writing; networking/collaboration with community agencies; program evaluation; and documentation.

The integrative seminar (facilitated by the faculty liaison) is designed to help students further develop and fully engage in learning opportunities at their field placement sites in their quest to demonstrate generalist competencies. Two seminar assignments provide students the opportunity to demonstrate and be evaluated on the following specific practice behaviors:

The Critical Case Reflection assignment in winter and spring term allows students to demonstrate Practice Behavior 3.1 – Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments, which is also associated with Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

The Supervision Log assignment every term allows students to demonstrate Practice Behavior 1.6 – Prepares for and effectively uses supervision and consultation, which is associated with Competency 2.1.1 – Identifies as a professional social worker and conducts self accordingly.

In summary, the combination of the field placement and the integrative seminar prepares students to apply, demonstrate, and evaluate generalist social work practice behaviors and core competencies.
2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs.

BSW students are expected to complete a minimum of 500 hours of field education, which includes field placement and integrative seminar. They participate in a professionally supervised field placement 15 hours per week and an integrative seminar 1.5 hours per week throughout the academic year, which provides well over the CSWE required 400 hours. Students are required to track and record their field hours each week on an electronic time sheet, which is verified by their field instructor when they sign the evaluation at the end of each term. These documents are electronically archived at the end of each academic year.

2.1.4: [The program discusses how its field education program] admits only those students who have met the program’s specified criteria for field education.

In order for students to be considered for a field placement they must have been admitted to the BSW Program and be in good academic standing. They must have successfully completed their junior year required social work classes: SW 301U Introduction to Social Work, SW 339 Introduction to Oppression & Privilege, SW 350 Human Behavior Through the Lifespan, SW 340 Advocacy for Policy Change, SW341 Social Justice Practice, and SW351 Beginning Generalist Social Work Practice with a C or better.

Additionally, to be considered for field placement, students must also attend a BSW field information session, complete a BSW field application, and meet with a field specialist to discuss prior experience, social work practice and population interests, career goals, and any special circumstances relevant to their ability to be successful in field. Students in field placement must also participate in the integrative seminar and maintain concurrent enrollment in the generalist social work practice courses.

Students must earn passing grades in field education (“Pass”) and earn a grade of “C” or better in their generalist social work practice courses each term in order to continue into the next term of field education and generalist social work practice classes.

2.1.5: [The program discusses how its field education program] specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field settings’ effectiveness congruent with the program’s competencies.

The BSW Program is located within the School of Social Work, which utilizes over 300 community agencies and organizations for field education each year. This rich community resource includes a range of placements offered in urban, suburban, and rural settings. The field education team is continuously developing new field placement opportunities to meet the educational needs and interests of our students. The field team maintains a database of all available placements including agency descriptions and learning opportunities. Field team members confer with faculty, students,
and community members in their ongoing efforts to recruit field settings and field instructors. Ultimate responsibility for assuring that new and continuing placement settings and field instructors meet the school’s requirements rests with the Director of Field Education, who collaborates extensively in this regard with the field team and faculty liaisons. The School of Social Work Field Education Handbook (Appendix 6) contains all policies and procedures for selecting agencies and field instructors, placing students, maintaining liaison contact with agencies, and evaluating student learning and agency effectiveness.

**Selecting Field Settings**

The SSW’s Field Education Handbook (2013-2014), in the section called “Qualifications of Field Education Agencies,” (Appendix 6) clearly specifies the qualifications that agencies must meet to become field education sites. The School of Social Work recognizes the need for high-quality field placements that can provide a range of learning experiences in a professional environment. The following qualifications for field settings 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 operates within PSU’s policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.

- The agency will provide a qualified field instructor who meets the qualifications....

- 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 and provide individual and group (if applicable) supervision, to attend school-sponsored orientation and training, and to complete 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.

**Placing and Monitoring Students**

While a student is in the process of being placed in a field setting, a Field Coordinator, who is a member of the field education team, is responsible for tracking their placement process. The Field Coordinator also serves as the student’s primary contact prior to the start of field placement. Once
students begin field placement and integrative seminar, their faculty liaisons monitor their experience and progress in field and serve as the primary contact for both the student and field instructor regarding any issues in field.

**How Students are Placed**

The SSW Field Education Handbook, Field Placement Assignments (Appendix 6) outlines the process for how all SSW students are placed; the following is specific to the BSW Program. The SSW Field Education Office maintains an online database of over 500 field placement sites throughout the state that supports the placement of students. Students have access to the database, which allows them to search for specific learning opportunities and read about different agencies.

Placements are collaboratively made between the student and field team based on the student’s interests and learning needs. In general, the process follows these steps:

- During winter of their junior year, BSW students search the online database, attend a field information meeting, complete and submit the Field Placement Application, including a current resume, and meet individually with a field team member to discuss their learning interests, needs and unique circumstances as they apply to field.

- A Field Specialist reviews the completed application and begins to coordinate the placement assignment process. The field team may review the student’s file and consult with other faculty as necessary to identify strengths and challenges for field education.

- Based on the above information and available field placements, the student is tentatively assigned to a field placement.

- Students interview with the social worker at their 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 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 works with the student on another option.

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 school’s field team. Students are encouraged to contact a member of the school’s field team with ideas about new placement settings.

**Procedures for Changing Placement and Addressing Field Concerns**

The SSW Field Education Handbook, Changing a Field Assignment and Procedures for Addressing Field Placement Concerns and Changing Placement (Appendix 6) outlines the policies and procedures for changing field placements and addressing concerns.
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. 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. 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 the organization are too limited
- 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 liaison
- Organization substantially changes its administrative structure, creating a chaotic situation and adversely affecting student learning opportunities
- Excessive travel time or distance. In some cases, significant student responsibilities (e.g., family, employment) may interfere with commuting 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 two terms.

Procedures for Addressing Field Concerns and Changing Placement

If any member of the field placement trio – student, field instructor, or faculty liaison – thinks the field placement should end, a respectful process of information sharing needs to occur.

- Field instructor and student discuss the concerns. The student may prefer to begin with their faculty liaison if the matter is delicate.
- Field instructor, student, and faculty liaison discuss the concerns and explore alternatives. The faculty liaison informs 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 liaison in consultation with the Director of Field Education or designee. The faculty liaison notifies the field instructor.
- Student, faculty liaison, and/or a field team member explore other placement options and the
student is replaced.

• Some replacements may involve assigning the student a different faculty liaison, but in most cases where a liaison relationship has been established, it is preferable to keep that relationship intact.

Note: In instances where the field instructor and/or faculty 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 the BSW Program Handbook and Policy on Unsatisfactory Student Performance in the BSW Program Handbook, Appendix 1).

Maintaining Field Liaison Contacts with Field Education Settings

The strength of the field placement lies in the partnership established between the School of Social Work and the field setting. Each organization has certain responsibilities to the other that help keep the partnership viable and collaborative. Within a specific field assignment, the school is represented by the faculty liaison and the field instructor represents the placement setting. Their mutual focus is to help the student make optimal use of the setting’s learning opportunities. The faculty liaison clarifies the expectations of the field placement, including development of core competencies, as demonstrated through practice behaviors, and communicates the academic curriculum to the field instructor.

The Faculty Liaison’s Responsibilities

The faculty liaison has responsibilities to the field agency, the student, and the School of Social Work, which are clearly delineated in the field handbook. The faculty liaison responsibilities listed below relate to maintenance of faculty liaison contact with field education settings:

• 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. Communicates with field instructors about the school’s curriculum and any changes in the program. When applicable, interprets relevant school policies and procedures.

• Conducts an onsite review/evaluation conference with the field instructor and the student at the end of each term, reviews and signs the Evaluation of Student Learning, assigns the student’s grade based on the field instructor’s recommendation and the liaison’s professional assessment, reports unsatisfactory or marginal performance to the Director of Field Education, and electronically signs the Field Educational Plan (fall term) and Evaluation of Student Learning at the end of every term.

• Advocates, as needed, for the student to gain access to learning experiences within the organization and the professional community.

• Serves as a consultant to the field instructor in regard to concerns about the student’s learning and any other questions that arise for the field instructor.
• Confers with the organization about student assignments for the coming year, available field instructors, and educational opportunities, and communicates the result of this conference to the Director of Field during winter and/or spring term.

Evaluating Student Learning and Field Setting Effectiveness

The policies and procedures for evaluating student learning are outlined in the SSW Field Education Handbook, Field Educational Plan, and Evaluation of Student Learning (Appendix 6). The Field Educational Plan and the Evaluation of Student Learning are documents used to guide and evaluate students’ progress toward mastery of social work practice behaviors and competencies. The Field Educational Plan outlines specific activities at the student’s field placement setting that will facilitate this growth and allow for demonstration and evaluation. The student and field instructor, in consultation with the faculty liaison, develop the Field Educational Plan at the beginning of the placement, revisiting it at least quarterly and revising as needed. The Evaluation of Student Learning provides the list of competencies and associated practice behaviors that students are expected to master. The student, field instructor (with input from the task supervisor where applicable), and faculty liaison complete the evaluation at the end of every term to document the student’s progress toward mastering these professional practice behaviors and competencies.

Field Educational Plan

The Field Educational Plan discussed in the Field Education Handbook, serves to articulate the schedule and activities that support the student’s development of competence. These social work learning 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. It is expected that students will have various experiences that allow them to be evaluated on all the required practice behaviors. Reviewing the evaluation document, including the rubrics for each practice behavior, 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 field placement. The faculty liaison is available to the student and the field instructor for consultation regarding appropriate learning activities. It is expected that the plan will be reviewed and updated in subsequent quarters to assure the activities continue to be 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 includes:

1. scheduled days and times for field placement (updated each term);
2. scheduled days and time for supervision (updated each term);
3. available practice activities that will support student’s development of practice behaviors/competencies;

4. student, field instructor, and faculty liaison signatures.

**Evaluation of Student Learning**

The Evaluation of Student Learning instrument is designed to evaluate the student on the practice behaviors and core competencies that comprise the School of Social Work’s BSW Program objectives and curriculum. The practice behaviors/core competencies and the rubric associated with each practice behavior are useful guides for field instructors and students in identifying educational activities (cases, projects, meetings, etc.) that promote the development and demonstration of these skills. 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 identity specific performance strengths and weaknesses, evaluate progress toward mastering competencies, and demonstrate practice behaviors (Field Education Handbook).

The Evaluation of Student Learning is available online via the field education section of the BSW Student Web Center. This site is secure and password protected.

**Unsatisfactory Performance in Field**

The policy on unsatisfactory performance in field is outlined in the SSW Field Education Handbook (Appendix 6). 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 liaison about performance concerns that have not been resolved through an informal plan. The faculty liaison will discuss the situation with the BSW Program Director, the Director of Field, and the student’s advisor, and arrange a remediation meeting with the field instructor and student (in accordance with procedures outlined in the BSW Program Handbook, Appendix 1). The purpose of the remediation meeting will be to identify those elements of performance that are unsatisfactory, to develop a plan whereby the student will 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 liaison will assign a grade of Incomplete. If the review indicates successful completion of the remediation plan, the faculty liaison will assign a P (Pass) grade and will document successful completion of the remediation plan, with copies to the student, field instructor, BSW Program Director, Director of Field, and student file. If the student does not demonstrate adequate growth in the specified areas within of the allotted period of time, the faculty liaison should immediately notify the advisor, BSW Program Director, and Director of Field Education and call for a retention review. A retention review will be conducted as described in the Policy on Unsatisfactory Student Performance in the BSW Program Handbook.

If a field instructor recommends a “No Pass” in field*, or if a student is asked to leave a placement with no opportunity for remediation, the faculty advisor/liaison consults with the Director of Field Education or designee. Together, they will decide that either the concerns:
a) Warrant a retention review, in which case the faculty advisor/liaison will initiate the Retention Review process, or

b) Do not warrant Retention Review, in which case the Director of Field Education or designee and the faculty advisor/liaison will develop a Remediation Plan for addressing the concerns.

*A grade of “No Pass” in field can only be assigned based on the decision of the Retention Review Committee. If there is a need to enter an interim grade, the faculty advisor/liaison will enter a grade of “I” (Incomplete), or if deemed appropriate, not enter a grade, which will result in an “M” (Missing).

If the outcome of the retention review is that after an appropriate amount of time, if the student’s performance has not improved, the faculty liaison will assign a grade of “No Pass” and the following steps will be implemented:

• the student has been warned that his or her performance is unsatisfactory;

• the area(s) of professional skill, knowledge, judgment, and/or ethics which are lacking have been clearly defined;

• the student has been given help to improve his or her performance; and

• the 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 Program. The student's admission to the BSW 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 liaison will initiate a retention review within two weeks of being notified.

**Evaluating Field Settings’ Effectiveness Congruent with the Program’s Competencies**

At the end of winter term, members of the field team meet individually with each faculty liaison to briefly assess each field instructor and field setting in preparation for the placement process for the upcoming year. Assessment conversations related to field instructors and field settings focus on demonstrated availability and willingness to provide regular supervision, to adequately support and challenge students, and to offer an array of appropriate BSW oriented learning experiences that support student demonstration of social work practice behaviors and competencies, as well as recommendations for best match in terms of student characteristics.

At the end of each academic year, all students in field placement are expected to complete the Student Evaluation of Field Placement and Field Instructor, which is electronically submitted to the field team. The field team uses these evaluations in determining whether to continue using the field
setting and field instructor. The field team also uses this student feedback to work with field instructors to improve learning experiences for students. These evaluations can be provided to field instructors after grades are submitted in order to improve field placements and supervision.

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

Field Instructor Requirements

Potential field instructors may self-refer or may be recruited by the program. Either way, a member of the field team contacts the prospective field instructor to explain the requirements and expectations for field instructors and to describe the BSW Program in general and field education in particular. Social workers who want to become field instructors must submit applications and current resumes to the Field Education office. The SSW’s Field Education Handbook, Qualifications for Field Instructors (Appendix 6), specifies the following qualifications and expectations which social workers must meet to become field instructors:

- Field instructors for BSW students 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.

- A field instructor must be a competent social work practitioner in one or more areas of service.

- A field instructor must be an employed staff member of the agency or approved off-site field instructor.

- A field instructor must have an interest in students and willingly accept the role of field instructor.

- A field instructor must be willing to work within the Portland State University School of Social Work's philosophy of social work education and the competencies/practice behaviors 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 three (3) times per term with each student who does not have a
field instructor with the required credentials to reinforce the social work perspective. All BSW coursework and the integrative field seminar also reinforce the social work perspective.

**Off-Site Field Instructor Arrangement**

There are some placement settings that can provide good internship experiences for BSW students even though they do not employ social workers with the requisite degree and post-degree experience. The Field Education Office works with a small number of such organizations to arrange off-site supervision from a qualified field instructor and to designate an onsite or 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 Evaluation of Student Learning 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 relationships to each other, the School of Social Work, 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.

2.1.7: [The program discusses how its field education program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Each year, the field education team provides multiple field instructor orientations in the Portland metropolitan area. Field instructor orientations use a combination of methods to provide information and training about the BSW Program, the curriculum, field education expectations, planning and evaluation, supervision, and useful resources for field instructors. It is expected that all new field instructors attend an orientation session and the school encourages more experienced field instructors to attend if they have not attended in the last several years.

Throughout the academic year, the Field Education Office offers training workshops for field instructors. Some of the workshops are designed specifically for new or relatively new field instructors and others are intended to appeal to field instructors with varying levels of experience. (Appendix 7, Field Instructor Training.)

The training workshops for field instructors have received positive reviews by attendees. In addition to the inherently valuable content of the trainings, continuing education credits are available as an incentive to field instructors who participate in orientation and training sessions. The peer
networking opportunities provided at all field events (training, placement fair, and field instructor appreciation) offer another incentive for field instructors to attend our workshops.

In addition, because some field agencies are located great distances from campus, and because scheduling can be challenging, the Field Education Office has developed and is in the process of updating a set of online field training modules to address information in the orientation sessions as well as field instructor competencies. The modules are accessible from our Field Instructor Web Center. The online modules include: Beginnings, Roles and Responsibilities, Field Educational Plan and Evaluation of Student Learning, Field Instructor Competencies, Models of Supervision, Theory to Practice: Understanding and Integrating the Curriculum, and Preventing and Addressing Challenges and Concerns. To encourage field instructors to read the modules, they can receive continuing education credit by completing a test on each module. Continuing dialog with field instructors and agencies is also built into the faculty liaison role and occurs at quarterly site visits. Ongoing dialog occurs between field team members, faculty, and field instructors at all field orientations and trainings, placement fairs, field instructor appreciation events, and when confirming the availability of placements for upcoming years. The School of Social Work’s field team is responsible for all communication, orientation, and training with field instructors and agencies.

**Communication with Agencies**

The School of Social Work’s field team:

- 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 BSW mission, goals, and program objectives, BSW curriculum, and BSW and school policies; assists the field instructor through consultation and conferences;

- designates a member of the faculty to serve as liaison to the organization;

- plans periodic trainings for field instructors to integrate field education with the total curriculum;

- informs field instructors of their privileges within the university community (e.g., library use).

- Communicates regularly with field instructors with reminders about field expectations and due dates, upcoming trainings and events, and significant updates about the School of Social Work. Maintains a field instructor web center with information field instructors need regarding field education, a calendar of events, and access to their students’ field documents.

- The Dean has recently started a blog to keep our extended social work community informed of news highlights and events at the School; all current field instructors are included on her distribution list.
2.1.8: [The program discusses how its field education program] develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

**Placements in Organizations Where Students Work: Employed Social Worker (ESW) Option**

In accordance with Council of Social Work Education standards, the only way students can do a field placement at their employing organization is through a specially negotiated ESW arrangement. In the SSW Field Education Handbook, the Placements in Organizations Where Students Work: Employed Social Worker (ESW) Option (Appendix 6) outlines the policies and procedures.

The ESW 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 education. The employer retains the student-employee in the organization setting, but releases them from their job duties for a practicum experience while still paying their salary. The ESW 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 Employed Social Work (ESW) Placement**

The student’s employer, the School of Social Work, and the student work together to ensure that the following ESW conditions are met:

- 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 the 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 hours/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.

- The field instructor and work supervisor must agree that the student’s internship performance will not influence his or her 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.
• Field instructors for BSW students must have a BSW from an accredited social work program plus two years post-degree experience or an MSW from an accredited social work program. The field instructor and the employment supervisor must be different people.

• If the agency does not have a qualified social work field instructor on staff, they must arrange for an off-site field instructor to provide the required supervision and designate an onsite task supervisor to provide daily oversight and support.

• An agency’s alteration of the ESW agreement 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 their designee), the student-employee, and the faculty advisor/liaison, and will be 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 Placement Application* and returns it to the field education office. A field faculty member negotiates and then approves the placement with the student, the work supervisor, and the field instructor to assure that all parties understand and approve the educational arrangement.
Accreditation Standard 3.1 - Diversity

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

The Portland State University’s School of Social Work programs have an ongoing commitment to advancing a culture of social justice, inclusion, and diversity within teaching, research, service, field, and administration activities. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes the importance of celebrating diversity as a strength, value, ethic, and valued component in the profession of social work.

For the purposes of this section, diversity and inclusion are defined at the broadest levels of intersectionality including race, culture, and other important lenses of human interaction. The notion of diversity and inclusion is built on many interactive, concentric circles, and relationships within spheres of community, university, and the School of Social Work’s BSW Program. Each of these spheres of influence provide different, complementary, and enhancing experiences that offer a wellspring of unique resources to increase students’ knowledge, values, and skills in becoming a generalist social worker at the undergraduate level. The students’ learning environment includes all these levels of interaction as the program works to increase diversity, inclusion, and social justice into social work practice learning environment.

The SSW provides specific and continuous learning efforts that respect all persons, understands diversity where differences are practiced. Students can select from a series of activities, events, programs, and workshops, which are presented throughout the calendar year.

BSW Program Mission:
“emphasizes commitment to social and economic justice and equity. The educational experience prepares professional entry-level generalist social workers to provide competent, value/ethics based, and effective services to people from a wide range of backgrounds” (Revised and accepted on 11/18/2011 by the BSW Program Committee).

This statement is reflected in the many ways students interact with the learning environment in the community, university, and the School of Social Work’s BSW Program. The following is a description of some of these learning opportunities.

Context of Learning Environment

The BSW Program demonstrates its commitment to diversity, including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation by providing a continuum of learning opportunities across all spheres of lived experiences, both informally and formally, through the cohort experience and faculty, staff, and administration who are living these values and commitments every day in a multifaceted community and school setting.
Community

There are numerous resources, agencies, organizations, and social worker professionals that reside, work, and live in the greater Portland area and throughout the state of Oregon. Portland, located in Multnomah County, is “overwhelming White….it ranks 5th Whitest in the 40 largest urban centers in the USA.” (Hammond, 2009) (cited in Curry-Stevens, 2010) p. 14. Portland is nationally known for being a progressive, liberal, and democratic city. The University motto is “Let Knowledge Serve the City”. Portland is nationally known for its progressive stance on many topics and like many other large cities has its share of historical racist policies and practices. One recent study by, (Curry-Stevens, 2010)¹ about Multnomah County indicates high levels of social and economic disparities within communities of color.

Therefore, the population reside in a highly diverse, culturally, and racially different urban environment with many disparities. PSU itself is built upon this dichotomy, a dichotomy of providing access to college within a city plagued by continued exclusion from housing and jobs for communities of color. PSU provided public access to college for World War II veterans and was built in a vulnerable neighborhood shared with the mostly minority war industry workers; however, both the college, houses, and vulnerable people were washed away by a flood in 1948 and moved to a vacant high school in downtown Portland. Thus the historical roots of PSU are fraught with embedded racism and social exclusion on one end of the continuum and building an accessible college on the other.

Portland is primarily a “white” city with a “white” university culture. In recent years the university has become a pocket of diversity within the city of Portland itself, thus demonstrating its many cultures, ethnicities, religions, races, sexual orientations and multitudes of identities. These multicultural, multilingual, and multi-organizational and community complexities provide a living lab for learning about and working in the world of differences, social justice practice, and social work as a lived profession expressing its values of human dignity, respect, and inclusion. One exemplary community organization embracing diversity and social justice is Sisters of the Road, a nationally known agency that practices social justice through the lens of liberation and non-violence communication and has recently become a collective from a broad based organization. Other examples of agencies practicing social justice and inclusion in Portland include: Central City Concern, PEAR for street youth, Cascade AIDS and Outside In.

In addition, students are placed in ‘mainstream’ social service agencies that are also responding to national and local efforts to increase inclusion through hiring staff of color and honoring the input and diversity of clients/customers. The BSW graduates are a diverse population and they are being hired into these agencies and are making changes by the nature of them being there and implementing their newly acquired knowledge, values, and skills of being a generalist social worker with a foci of social justice practice principles. One example is that one of our graduates, while she was still in our program, suggested the state of Oregon driver’s license instructions be in Spanish and the state made that change. Another example is the State of Oregon’s Department of Human Services (DHS), which has partnered with the SSW’s Center for Improvement of Child and Family Services to change their workforce and their policies on empowerment and inclusion of families through diversification of their workforce. Through the Child Welfare Education program, the

¹ (Hammond, oregonlive.com/portland/index.ssf/2010/05/communities_of_color_coalition.html)
partnership offers financial support and customized field education and coursework for social work students committed to careers in public child welfare. The Child Welfare Partnership was founded at Portland State University in 1994 to help address the evolving needs of abused and neglected children and their families, particularly those served by Oregon’s child welfare system. Our BSW students are in these settings sometimes as both the learner and the expert, and many of our graduates have been hired into stable, living wage professional positions within that agency and other mainstream agencies.

Many of our BSW students have field placements in these diverse agencies which offer the best in terms of understanding and working with diversity and inclusion, not just on a conceptual and theoretical level, but on a practical level of impacting the real lives of individuals and families via their social justice mission driven goals and competencies related to social justice, inclusion, and diversity.

The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have educational experiences in professionally supervised field placements. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. 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 in order to demonstrate mastery of social work practice behaviors and development of professional competencies. 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. Some of the field placements include a variety of settings that offer learning about social justice, inclusion, and respect for the dignity of the individual and all levels of intervention (individuals, families, groups, and communities). The following practice areas and relevant agencies highlight the wide diversity of available field placements: Aging: Metropolitan Family Services and Rose Villa; Child Welfare: Boys and Girls Aid, Catholic Charities, DHS, Native American Youth and Family Center, New Avenues for Youth and The Inn; Community Planning: Groundwork; Corrections: Janus Youth Programs; Developmental Disabilities: Multnomah County DCHS; Housing: Cascadia, JOIN, and many more.

By being placed in these varied field placements and having courses within PSU and the BSW Program, students have learning experiences with many diversities and identities. The emphasis is on how to have all aspects of the program reflect its attention and commitment to diversity at its broadest definition and variety of human experiences.

The community of Portland offers a rich variety of places to practice and learn about social justice, injustice, oppression, inclusion, and opportunities to be change agents, supported by the BSW Program’s continuous efforts to provide ongoing learning from the ground up. Many classes have guest speakers from several of these agencies depending on the topic area.

These are all examples of continuous and specific efforts to provide for a diverse and inclusive learning environment.
University

Context of Learning Environment
Portland State University is comprised of eight colleges and schools from Liberal Arts and Sciences, Urban and Public Affairs, School of Social Work, and many more. The average class size throughout the university is 24 students. There are 28,766 students, 23,353 undergraduate and 5,413 graduate. Sixty-six percent (66%) of students come from Multnomah, Washington, and Clackamas counties. Seventy-nine percent (79%) of students are Oregon residents. Out of state students come from Washington, California, Hawaii, New York, and Alaska, and international students come from Saudi Arabia, China, Kuwait, India, and Japan. Student diversity figures include: 62% White, 9% Latino, 8% International, 7% Asian, African American 3%, and Native American 1%.

Underrepresented students have increased from 2,512 in 2009 to 3,953 in 2013. Fifty-nine percent (59%) of students receive financial aid. In 2013, 6,074 degrees were awarded, including 4,321 Bachelor’s, 1,675 Master’s, and 78 Doctoral. There are 530 community partners; the top community partners are Intel, OHSU, Portland Public Schools, City of Portland, Multnomah County, and Portland General Electric. There are 400 community based learning courses per year and student service hours are 1.02 million with a service hours value of $19.7 million.  

Diversity and inclusion at PSU is celebrated and supported by a central office called Global Diversity and Inclusion that includes both the Office of Equity & Compliance and the Office of Diversity Advocacy. The Chief Diversity Officer is Jilma Meneses, J.D. who has been instrumental in insuring the goals and objectives of these offices are achieved.

These offices are guided by a vision of a campus infused with a commitment to diversity and inclusion; where faculty, staff, and students see diversity as an integral part of academic excellence; where open and rich communications are commonplace; and where all cultural differences are appreciated and embraced. Global Diversity and Inclusion offers support, information and advice to the PSU community on how to work to make the campus a welcoming place for everyone. It plays an important role in campus leadership promoting equity and inclusion. It recognizes the importance of partnering with all offices, programs, departments, campus leaders and the local and international communities in furthering the university's strategic plan regarding global excellence.

The University published the Diversity Action Plan in 2012 and set up teams across campus to work toward its eight goals. The first progress report gives ratings from “excellent” to “needs improvement” on each of the eight goals.

University Wide Non-Discrimination Policy
PSU values diversity and fosters a climate of mutual respect and reflection that supports different beliefs and points of view and the open exchange of ideas. Portland State University has several policies which promote diversity and respect for differences.

The BSW Program adheres to policies and practices that are adamantly against providing systematic privileged treatment or exclusion by prohibiting discrimination on the basis age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender

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expression, sexual orientation, veteran status, or any other basis in law. This policy is in accordance with state and federal laws and pertains to our policies and procedures related to admissions, education, and student employment.

Reports of discrimination or harassment are taken seriously and are to be addressed promptly and with care. Students who are experiencing critical incidents related to discrimination or harassment are urged to contact the Director of the BSW Program, an Academic Advisor, the Recruitment and Retention Specialist or the PSU Office of Equity and Compliance. PSU has a clear process for formally filing and addressing complaints regarding acts of discrimination, harassment, or violations of student conduct. The university policy can be accessed at http://www.pdx.edu/diversity/office-of-equity-compliance

All faculty, administration, and staff are required to take a “Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment” webinar online if they are employees of Portland State University. This online educational training offers strategies for preventing unlawful discrimination, harassment, and retaliation within the University. It teaches our community how to respond appropriately when they become aware of potential discrimination or harassment, educates the university employee about the risk of liability to Portland State University, its managers, and individual employees, and, in keeping with PSU’s core values, promotes a climate of mutual respect. Certificates of Completion are given when the training is done. Everyone in the BSW Program has taken this online course.

Diversity Related Activities (these are only a few examples)

MLK Day of Service
Each year PSU participates in the National Day of Service by collaborating with a dozen local colleges, universities, and Oregon Campus Compact to organize a day of service honoring the commitment to community building, justice, and solidarity that Dr. Martin Luther King, Jr. displayed. This is part of a city-wide call to action that mobilizes thousands of students, community members, and organizations to address problems in our community.

Take Back the Night
In celebration of Sexual Assault Awareness Month, PSU’s Women’s Resource Center and Portland Women’s Crisis Line host the annual Take Back the Night/Bike Back the Night event. This is an event to recognize and speak out in opposition of the violence that occurs against women in our community. The core message is to promote the understanding that everyone deserves the right to feel safe in their neighborhood and on the streets. This event has existed in some form since the mid-1970’s, and has come to be recognized as an international effort to spread awareness and raise activism around this very important issue. In the last 30 years, countries including Canada, Belgium, Germany, Great Britain, India and Australia have held a variety of TBTN events—and although the focus of these events has ranged throughout the years, Take Back the Night has re-centered its emphasis on eliminating sexual violence in all forms, with thousands of colleges, universities, women’s centers, and rape crisis lines sponsoring events all over the country.

Lavender Graduation
Lavender Graduation is a cultural celebration that recognizes LGBT students of all races and ethnicities and acknowledges their achievements and contributions to the university as students who survived the college experience. Through such recognition LGBT students may leave the university
with a positive last experience of the institution, thereby encouraging them to become involved mentors for current students as well as financially contributing alumni.

Transgender Day of Remembrance
The Transgender Day of Remembrance was set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. The event is held in November to honor Rita Hester, whose murder on November 28, 1998 kicked off the “Remembering Our Dead” web project and a San Francisco candlelight vigil in 1999. Rita Hester’s murder — like most anti-transgender murder cases — has yet to be solved.

Although not every person represented during the Day of Remembrance self-identified as transgender — that is, as a transsexual, cross-dresser, or otherwise gender-variant — each was a victim of violence based on bias against transgender people.

Portland State University has numerous multicultural events including but not limited to the following: Native American Pow-Wow, Cinco de Mayo, Asian events, and African American/Black History month. These are only a few of the many events scheduled throughout the calendar year to enhance, make visible, and practice inclusion and recognize differences on campus. Multiculturalism is practiced on the PSU campus with celebrations, foods, and different events to provide for a sense of welcoming and belonging throughout the campus.

BSW Specific Resources

BSW Program
In the mission and goals chapter the SSW values were discussed and these values and beliefs guide much of the work within the School itself and the BSW Program in particular. These SSW values are examples of enacting the NASW Code of Ethics by linking 12 key values to the specific values within the NASW Code of Ethics. Diversity and respect for the individual are key aspects of the SSW Values Statement. These values of our School and program link directly to the CSWE competencies and practice behaviors (competency #4, “engages diversity and difference in practice;” #5, “advances human rights and social and economic justice;” #8, “engages in policy practice to advance social and economic well-being and to deliver effective social work services;” and #9, “responds to contexts that shape practice”). The BSW curriculum demonstrates the commitment to social justice, inclusion, and differences.

Diversity among Our Students
The BSW Program was developed in response to expressed community need for an increase in front-line generalist social workers in child welfare, mental health, and health programs. The under-representation of workers of color and diverse backgrounds have historically been tied to overt and covert oppression and exclusion of students from higher education, resulting in an under-representation of professionals of color. A goal of the BSW Program from the outset has been to increase pathways into the profession for students from the community and community colleges by providing them a step into professional education at a four-year urban university.

These community needs have resulted in cohorts of students representing diverse lived experience with 21% male and 79% female; 44% students of color; 35% under 25, 32% between the ages of 25-34, 17% between the ages of 35-44, 13% are 45 or older. This intentional over representation
(based on our local population) results in classroom discourses that go beyond teaching ‘cultural competence’ to enacting a Just Practice (Finn, 2003) framework informed by the diverse life experience of our students with instructors willing to challenge dominant culture models within the profession. Our Program and School have walked the walk of inclusion, and the BSW Program has been an active participant in that change. This does not mean we have arrived, but a steady progression toward a more just society is our goal.

Many of our students have achieved their first step in that a large majority of our students come from the community college and without the BSW Program may have completed their academic work at that level. We have excellent community colleges where students complete specialized AA certificates in addictions, mental health, and early childhood education, but with no clear pathway to a four year professional degree. The BSW Program provides that pathway at less cost than a four year university Bachelor’s degree and two full years of graduate level education and tuition. The average in-state cost of attending PSU for tuition and fees is $7,764, not including books, supplies, housing, meals, transportation, and other costs associated with attending a university.

**BSW Program Committee**
BSW Program Committee meets at least once a term and more often if necessary. The BSW Program Committee is recognized in the SSW By-Laws, and is the faculty governing committee that discusses issues related to the cohort and diversity via programming, policies, course offerings, and future planning. Respect, inclusion, and communication about social justice issues do arise and the program works on these topics and the climate of the program on a regular basis. Students and community members are voting members of the committee.

**BSW Administration Committee**
The BSW Program has bi-monthly meetings of the BSW Administration committee to discuss issues related to students, field, applications, retention, and process issues that arise in a cohort. Members include student advisors, recruitment and retention specialist, staff, field team representatives, and the Program Director. The BSW team works together to provide a caring and supportive place for students from underrepresented groups to be heard, have a voice, and make the necessary changes when appropriate.

Each of these structures assists the Program in providing a variety of places, individuals, and activities to feel their diversity and differences are respected and valued. Of course, there are times when these resources are not enough, and as a BSW team we have to work with other university resources such as the Office of Equity and Compliance.

**BSW Program Student Advisor**
The BSW Academic Student Advisor works with each student and discusses issues related to retention and diversity. Our students live very active lives outside of the classroom and sometimes these issues impact their learning. The BSW student advisor has an MSW degree and works with the students by providing a safe and confidential space for discussion of issues related to areas of their academic planning, classroom dynamics, interpersonal problems, and intra-cohort issues, which may interfere with their learning. The Academic Student Advisor has a proactive, one-to-one, personable and open-door approach has provided a place for students to resolve problems and build on their strengths. The Academic Student Advisor generally is able to meet with each new cohort member before fall term begins thus developing a beginning relationship with each student prior to the pressures of the term begin.
SSW Recruitment & Retention Specialist
The School of Social Work is one of the only departments and/or schools/college with a funded position for a Recruitment and Retention Specialist who is responsible for providing ongoing student and faculty support and assistance by providing resource referral, scholarship assistance, and implementing programming dedicated to diversity, social justice, inclusion, mediation and academic support. This position is filled by an MSW degreed person who provides professional, sensitive, and culturally humble communication with faculty, students, and administrators. The Recruitment and Retention Specialist attends the BSW Program Committee and the BSW Administration group to keep the issues of diversity and social justice on the agenda. In addition, the person in this position is responsible for many of the diversity and inclusion orientated workshops, seminars, and lectures offered in the SSW. They works with faculty and students on a regular basis to assist with problems in the classroom, field, and other learning spaces regarding communication skill building, such as seminars on “Interrupting Micro-Aggressions” and increasing social justice in the SSW.

BSW Specific Scholarships
Students are experiencing increasing difficulty in financing their educational experience. The BSW Program recognizes that opportunities for scholarships can help to provide access to students and is an important retention tool that helps maintain the diversity of our student body. In addition to other university scholarships, the BSW Program offers two social work specific scholarships to our BSW students. The Carol & Gayle Veber scholarship is a $5,000 endowment that is available to students pursuing a Bachelor's in Social Work at the School of Social Work who have limited financial resources and demonstrate commitment to pursuing education in the BSW Program. The School of Social Work Staff and Faculty Scholarship ($2,000) was created in order to honor the goal of improving access and equity within all programs of the SSW. In particular this scholarship seeks to provide support to students who have a lived experience with structural oppression and inequity, and who have experience navigating and confronting these systems.

Social Media
The BSW Program communicates and creates supports for students using multiple social media modalities. Facebook pages for individual cohorts are developed by the cohorts themselves and are student-led and driven. This has been a useful way for students to have their own voice within their cohort structure. The BSW Program also has its own Facebook page to share relevant information and materials with the BSW students. The School of Social Work itself has a Facebook presence too. Students receive information via various BSW Program student listservs. Use of twitter is not being currently considered. These are technology based resources to get information to students about living in a diverse community, Portland, the University, School of Social Work and the BSW Program. Each of these settings offers a wide variety of workshops, speakers, conferences, events, and activities that enrich student’s social work knowledge, values, and skills about living in a diverse city.

Extracurricular Programming

Setting the Stage
The SSW recognizes that fostering a culture of respect can not happen solely in the classroom. The importance of diversity and social justice is infused within both the explicit and implicit curriculum.
Throughout the academic year, the school of social work is intentional in providing opportunities for students, faculty and staff to learn and exchange ideas particularly related to diversity and social justice. Programming that includes guest lectures, workshops, and dialogues are an important way that the SSW confirms its commitment to diversity while encouraging students, faculty, and staff to grow in knowledge and experience.

**Culture and Conversation Series**

One of the larger school-wide programs is the yearly Culture and Conversation Series. The Culture and Conversation series is a three-week lecture series focused on facilitating conversation that will employ critical thinking about social work practice and engaging with diverse communities. The series enhances the social justice and diversity curriculum by promoting cross-cultural communication and understanding, and supporting the exploration of diverse thoughts and experiences through a social work lens. For example, the topics addressed this year are: 1) “Understanding the experiences of undocumented youth through learning about the Dream Act;” 2) “Exploring issues related to Human Trafficking” and how social workers can support people experiencing this; and 3) “Understanding the concept of the “New Jim Crow” and the impacts of racial profiling on communities.” BSW students do attend these events.

Students have the opportunity to expand their classroom learning and explore the practical application of theoretical frameworks along with faculty and community members. By offering the series to the community, the School is able to strengthen academic and community relationships while simultaneously enriching the content and perspectives present in the SSW. The SSW recognizes that the retention and satisfaction rates of students are likely to increase when diverse representation of thoughts, topics, people, and values are reflected in the SSW.

**Social Justice Films**

A student-led activity is the showing of weekly social justice themed videos, which are open to all students in the School of Social Work. The student was encouraged by one of our social work faculty to start this series of social justice oriented videos and it is now occurring each Friday night. Since this is a student-led activity it may or may not continue but for now it is available for all social work students and other students across the campus. It is held in the School of Social Work facility. The BSW Program Director has attended some of the events and participated in the discussion. This event illustrates the organic nature of student life in a large, urban-based university. Some of the films included were *Biutiful*, *Gummo*, *La Haine*, and *George Washington* with various themes of culture, race, ethnicity, urban migration, poverty, social and health disparities, different family and community contexts, and some from a global perspective.

**Religious and Spiritual Diversity**

Students in the School of Social Work come from many religious and spiritual backgrounds and belief systems. The University has a “quiet meditation” room in Smith Student Center, which is open at various times for religious expression. The School of Social Work itself has a designated room for “quiet and meditation” which is open to students also. These rooms are spaces for religious and spiritual expression and offer a place for solitude and prayer depending on the religious background of the student. The university itself has several student clubs/organizations for religion/spiritual interest including the following: 13 Christian groups, 1 Jewish group, 1 Muslim group, and 1 Mormon group.
Recovery Movement
Portland State University has several times during the week when different recovery programs are made available such as AA and other addictions such as drugs, etc. These offer support, caring, and group peer support for different issues.

Student Health and Counseling Center
PSU has a robust and accessible Student Health and Counseling Center, and all students have access to mental health, dental, and primary health care services funded by student-paid insurance with some University subsidies. Some of their services include: biofeedback for stress, quiet room for massages, a light enhanced room for those who suffer from seasonal affective disorder, and professional social workers for counseling for individuals, families, and others. This Center is located in the next block so it is very accessible to our students.

International Communities
Many of our students have participated in international travel as a way to increase their knowledge, values, and skills in working with different and diverse communities. One example is the summer SSW course offered in Costa Rica, is led by a social worker, and involves living with Spanish speaking host families and going to different social services agencies to learn about the culture.

Two of our BSW instructors have been co-leaders for a summer Capstone course to Oaxaca, Mexico, to learn about the local communities, food, small businesses, and social services in addition to speaking Spanish and living with host families.

The University has an extensive international program with numerous opportunities for students to study abroad in countries such as France, England, Russia, Vietnam, China, or complete their Senior Capstone in an international service experience. The BSW Program Director is on the university wide Internationalization Committee, which discusses university issues related to international programming, course delivery, and how to make internationalization more explicit throughout the university system.

Portland has a large international community presence including individuals from Vietnam, Mexico, Russia, Saudi Arabia, and many other countries and nations. Portland also has a large indigenous community including individuals from the Navajo Nation, Lakota Nation, Hopi Nation, and from all the seven federally recognized tribes in Oregon.

School of Social Work Wide Organizational Structures to Promote Diversity and Social Justice
The SSW has two advisory bodies that provide guidance and leadership to all programs in regards to diversity and social justice. These two councils are in the SSW By-laws and are officially recognized as School wide organizational structures to uphold the goals of diversity and social justice throughout the School itself.

Cultural Competency Diversity Council (CCDC)
CCDC is comprised of faculty, students, staff, and community partners. The CCDC is charged with promoting 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. This
Council is the oldest committee within the School and was originally developed by MSW students. This Council has a student-community mentoring program where BSW students are encouraged to participate in the mentoring program. This council’s authority rests within the SSW by-laws with membership delineated in that policy structure. The BSW Program Director has served on this council twice. The Recruitment & Retention Specialist serves on this council as well.

**Social Justice Committee (SJC)**

SJC is another complementary committee also addressed in the SSW by-laws. It is comprised of students, faculty and staff who are charged with promoting and overseeing the implementation and annual updating of the Faculty Action Plan for Social Justice, Inclusion and Diversity. Both bodies serve a great purpose in providing the school with a structural mechanism to critically analyze functioning within the school and provide a space for human resources dedicated to creating and implementing recommendations, with the increase of diversity and social justice as the core drivers. BSW students have access to serve on either committee, which provides a platform for students to have an active voice in the creation and maintenance of an inclusive environment that is mindful and intentionally geared toward improving diversity and inclusion within the School.

**Native Ways Committee**

This is a fairly new committee under the auspices of the Child Welfare Partnership of which Dr. Goodluck, BSW Program Director, is a member. It has been meeting for about two years with the goal of recruitment and retention of Native American students in all of the programs. The Native Ways is a collaborative effort facilitated by the PSU School of Social Work. It includes educators, students, and community partners. The purpose is to serve tribal and urban American Indian and Alaskan Native (AI/AN) human services agencies and communities by recruiting, educating and graduating social work students with a knowledge base of cultural responsiveness and the professional skills to serve our tribal communities effectively. To this goal, it identifies strengths, needs and barriers to address in the university, school of social work, and larger community. It is actively defining the values and principles needed to guide its work. It is initiating steps to widen the door for AI/AN students and create a place for indigenous knowledge and practice within social work education. Native Ways’ work is grounded in the ideas, experiences, and expertise colleagues and community partners bring to enhance the learning community regarding indigenous knowledge and values.

**Environmental Aesthetic**

On the ground floor as one enters the main building there is a beautiful stained glass canoe with a motif design called “Viking Creation Myth” by artist, Vibeke Skov, a unique artwork of kiln-formed glass and iron in the form of a Viking ship. Pictographic compositions are set against symmetrical glass panels within the iron frame of the ship offering a welcoming visual art image of water based activities. It aspires to bring beauty to the goal of the student center for sports, health, and well-being of students, faculty, staff, and administration. This building also serves as classrooms for PSU students and a welcoming public auditorium. The Viking is the university mascot. The School of Social Work is on the sixth floor of this building so everyone passes this artwork each day.

The BSW Program attempts to create a welcoming learning environment for students, faculty, and staff. This is achieved in many ways, including an emphasis on environmental aesthetics. The BSW Program recognizes that it is important to have diverse representation of artwork, images, language, and media present and accessible to all students. The BSW building and classroom environments are ADA accessible and have many accommodations that allow all students to learn in a comfortable
Within the School itself there are cross-cultural posters, paintings, and collages. There are black and white pictures of alumni and students paired with quotes from them about their experiences while attending the School of Social Work. These photographs were taken to celebrate the 50th anniversary of the School of Social Work in 1913-2014.

In a major hallway facing north over the urban plaza there is a student-designed wall-sized mural depicting indigenous peoples living on Columbia River. It also reflects how this geographic area has changed due to urbanization and dislocation of tribes. The mural also captures the historical movement of African American peoples from a downtown area to another area of Portland. This large mural is in a long hallway with large windows providing light and opportunities to see it all the time. The mural represents both the beauty of the environment but also the painful history associated with the emergence of PSU.

It must also be stated that Portland State University itself and Portland are built on land that was initially inhabited by several tribal nations; thus, it is crucial to question the “pioneer narrative” that Portland holds as important in telling its own story. These are stories from the recognition of the multi-layered histories and stories from everyone who lives here.

In the BSW Program hallway there is a bulletin board with many announcements, job notices, advertisements, and the mission statement of the BSW Program. The undergraduate wing of the SSW is in the southwest corner of the building and it presents a warm, welcoming area with places for students to sit and study, a student kitchen area with a microwave, refrigerators, tables, and several places throughout the SSW for students to have conversations and be with each other. There are many plants to give the space a feeling of greenery and life.

**University Resources**

Portland State University has a variety of resources, activities, and opportunities for students to celebrate diversity and support students both academically and socially. As undergraduate students, our BSW students have complete access to many services, student-led groups, and departments in the university that address their needs. Examples of these programs are described below.

**Diversity Multicultural Student Services (DMSS)**

The Diversity and Multicultural Student Services mission is to build and strengthen a sustainable, educationally diverse and co-curricular environment where all students have the access and support they need to achieve their educational goals. The DMSS office accomplishes this mission by providing structured support services to student populations whose access, retention, academic success, and graduation are most challenged by social historical factors and contemporary inequities. The DMSS office is able to provide a student-centered inclusive environment that enriches the university experience and engages both families and the community.

**African American Student Services (AASS)**

This service provides academic support services, advocacy, and campus navigation. AASS provide connection to African American community services and resources for incoming freshman, transfer, and continuing students. AASS also provides a supportive and welcoming environment for African American students as they transition to the PSU academic environment or continue their education.
Latino Student Services (LSS)
This service provides academic support services, advocacy and connections to campus and Latino community services and resources to new incoming freshman, transfer and continuing students. LSS provides a supportive and welcoming environment for Latino students as they transition to the PSU academic environment. LSS assists students who are seeking a cultural connection to the Portland State University campus by connecting them to student groups and faculty, an essential component to achieving academic success.

Diversity Scholarship Programs
This program provides scholarships to traditionally underrepresented students in higher education. Preferences are given to those who are Oregon residents and have financial need, first-generation students, and students completing their first bachelor’s degrees.

General Pool Students
This program offers general academic support to students who are first-generation, low-income and from diverse and multicultural backgrounds. The program will aid students throughout their college experience by providing general academic advising, connections with a diverse and multicultural on-campus community, and referrals to campus and community resources. The General Pool Services Program is for students who are not currently enrolled in one of the following DMSS transition programs: ACCESS, Diversity Scholars, GANAS, TRiO-SSS or NDNSS.

TRiO Student Support Services
The federal government has asserted a commitment to providing educational opportunity for all Americans regardless of race, ethnic background or economic circumstance. In support of this commitment, U. S. Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. These programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRiO Programs (initially just 3 programs). While student financial aid programs help students overcome financial barriers to higher education, TRiO programs help students overcome class, social and cultural barriers to higher education.

Disability Resource Center (DRC)
This center collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable access to education and university life. To accomplish this goal, the DRC provides pre-admission and disability counseling, educational training, advocacy, and a variety of accommodations for equal access to the academic process and campus life.

International Student Services (OISS)
This service advances PSU’s commitment to global excellence. OISS orients, advises, and supports international students and scholars while advocating for cultural and intellectual exchange through education, outreach and service. It is the goal of OISS to provide students with everything needed to know about life in Portland, Oregon, from information about taxes and health insurance to housing and transportation. Their mentoring and orientation programming can help students
through the cultural adjustment process.

**PSU Cultural Centers**
The Cultural Centers create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success and leadership. PSU offers access to the following three cultural centers:

**La Casa Latina Center (LCLC)**
Its mission is to attract Latino/a students to Portland State University, support their academic success, and provide cultural, social, and academic services and programs that enhance the quality of Latino/a student life.

**Multicultural Center (MCC)**
The Multicultural Center started as an idea by a group of Portland State University students proposed in 1991. The MCC has existed in various forms since 1992, and with its current location in the student union center, it marks over 15 years of service to the campus community. It provides a forum for collaborative cultural, educational, and social experiences at Portland State and beyond.

**Native American Student & Community Center (NASCC)**
This center provides a "cultural home" where Native American, Alaskan Native and Pacific Islander students can connect to other students, faculty, staff and community members in an inclusive and supportive environment. At the Center, students may build community, receive assistance in support of their academic goals, and explore and develop cultural identities and intercultural alliances. They sponsor an annual Pow Wow event in the spring of each year. It is one of the largest events on campus where everyone is invited and welcomed. Native students volunteer to organize and implement the event via a Native American Student Organization.

**Women’s Resource Center (WRC)**
This center advocates for the best educational and campus experience for all members of our community. They accomplish this by advancing social justice, ensuring access to personal empowerment for all self-identified women, and by working toward a safe and healthy campus. The WRC sponsors several programs, which are integral to student success, well-being, and community involvement.

**Queer Resource Center (QRC)**
This center provides students along the sexuality and gender spectrum with the support they need to persist to graduation. The QRC builds conscious coalitions among sexuality and gender related organizations within Portland State University and the surrounding community to strengthen support structures across communities and identities. They identify and address gaps in campus services for students, staff, and faculty along the sexuality and gender spectra. To make mentorship opportunities possible between the Queer PSU staff and faculty and PSU students, the Queer Resource Center provides advocacy to students, faculty, and staff in the pursuit of accessing full institutional benefits. QRC holds each other accountable to reflect the multiple and intersecting identities of LGBTQIAAP communities in our staff, programs, and volunteers. They make sure the needs of students, staff and faculty along sexuality and gender spectra are a campus-wide priority as they provide awareness, knowledge, and skills within campus departments.
Veterans Resource Center (VRC)
The Veterans Resource Center provides comprehensive support for Student Veterans and Service members to meet their unique academic needs. They also provide Faculty and Administrators with resources and information to support the Student Veteran Community. The VRC can assist Service members and their families and friends by providing information about many organizations that are specific to the needs of Veterans and Military Service members, and can help students navigate during the transition into PSU.

Resource Center for Students with Children (RCSC)
Through campus projects, community involvement, and advocacy, the RCSC strives to increase available resources and opportunities that improve the quality of life for students with children. Resources include: child care subsidies, parent groups, financial assistance and more.

In summary there are several student resources and centers to assist in making each student feel welcomed and included at Portland State University. The overall goal is to provide a place where each student can obtain academic, social, peer, economic, and concrete support services to increase student retention and graduation by taking into consideration their unique social and cultural backgrounds and community associations. Many of these organizations function from a multi-cultural, cultural competency, and social justice stance bringing forth diversity and inclusion in a variety of university settings, places, and structures.

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

The BSW Program models affirmation and respect for diversity and differences in the following ways:

The BSW Program Director herself is a Navajo woman from northern Arizona, with a cultural and ethnic sensibility and life view from traditional to contemporary. She has been a professional social work educator for the majority of her life. She models cultural respect, affirmation, and difference by taking a stance on social justice in various settings from her position in the School and university. She is an out lesbian. She practices affirmation in the classroom by sharing about her ethnic, cultural, and sexual orientation in courses such as Introduction to Social Work, Social Justice Practice and Senior Integrated Portfolio. In one student evaluation a student stated, “I really enjoyed this term (Spring, 2014) and thank you Charlotte for being such a wonderful, kind, and humble professor;” another student stated: “One of my favorite experiences in this class (Senior Integrated Portfolio) has been when our instructor Charlotte, shared some of her history. It was really wonderful to see some of her work as a student and hear parts of her story. I believe this was not only an encouragement to me, but for many others in the class as well.”

The faculty who teach in the BSW Program come from a variety of racial, cultural, and diverse backgrounds including but not limited to race and culture. For example, we have had three African American social workers teaching social justice, field seminar, and practice courses; two Latina social workers teaching social justice practice and introduction to social work; two Native Americans who teach policy and the senior portfolio course; and we have instructors who have different sexual orientations. We have white professors who have worked their entire lives for the causes of social justice and diversity with extensive community networks and in settings with vulnerable populations
and students. Many faculty have traveled extensively in other countries and lived in other nations and speak a variety of different languages.

We have an African American woman recruitment and retention specialist who our faculty, staff, students, and administration work with on a daily basis toward improving our practice of diversity, inclusion and respect. Notwithstanding all the issues and problems she hears about on a regular basis, she has an ability to be creative in providing a soft place to be to heard and the structural support to empower others who are feeling overwhelmed and stressed.

The modeling is demonstrated by the behavior, actions, and conversations held by all of us on a daily, weekly, and yearly manner to make explicit a better reality of openness, respect, inclusion, diversity, and accountability.

In one such example, a student asked for a place to discuss some issues they were having and the program response was to have a student-faculty dialog. We are as accountable as possible and listen and respond with acts of kindness, courage, and willingness to listen and be accountable to the best of our abilities and in spite of our difficulties.

Our faculty range from tenure/tenure track, fixed term, and adjunct and come from a variety of educational backgrounds including community activist, clinical social work, and first generation college experiences, a variety of research interests, and experiences in different practice and community settings- all of these “differences within differences” present and model a wide variety of lived experiences to the BSW students. By having this rich and varied educational, social, class, racial and cultural mix we can be the mirror for our BSW student population so they don't feel isolated, not heard, or disempowered but rather listened to and supported.

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

Our program continually strives to improve the learning environment for students and community constituents. Ongoing assessment, student feedback and community voice provide many opportunities for the program to identify and implement changes that continue to affirm and support all persons in our program. The BSW Program Director is Navajo and certainly understands and honors the importance of differences, diversity and cultural respect and humbleness. BSW Program faculty, staff, and administrators are very supportive of these values, different ways of knowing, and how the BSW Program it is important to recognize the structural necessity to be explicitly clear of these values, ethics, behaviors, policies, and programming to promote and actively engage students in diversity education and living. The BSW Program is well aware that the School resides within an oppressive society and the experience of oppression is a commonality of many students, so it is critically important to counter this narrative and provide ongoing, structural, meaningful learning experiences. When critical incidents occur in the classroom the student can be supported by many of the resources discussed within the BSW Program itself, the School of Social Work, and within the total University environment. We are not a perfect place and sometimes our ideals do not match the student reality of what they think social work is as a profession so it is our role as a Program to engage with the student about these difficult conversations and the tensions that arise. We always have something to learn about this topic and
way of living. The recruitment and retention figures support we are doing some things right but we can always improve. The BSW Program plans to affirm and support persons with diverse identities in the following ways.

**Plan to Affirm and Support Persons with Diverse Identities**

1. **Provide for Different Linguistic Environments**
The School of Social Work curriculum is delivered in English with English textbook, videos, materials, etc. This is an area that can cause difficulty for our newly increasing population of Spanish speaking, Latino/a students and of course other nationalities and ethnic backgrounds. There are instances in which this is a “cultural given” so it is considered an “English privilege” and we need to have more conversations on this topic. This may be an area of future growth of potentially having a Spanish-speaking BSW Program to meet these needs. This is a nationwide issue and at least Oregon does not have an “only English” law.

2. **Mentoring Program**
BSW students will have the opportunity to engage in a social work mentoring program. The mentoring program is designed with the intent of increasing the retention and graduation rates of traditionally underrepresented students in the SSW by providing amplified opportunities for positive academic experiences and successful transitions into the social work profession. The program focuses on the traditionally underrepresented in higher education (ex: students of color and first generation students) and students seeking additional support in professional/academic areas. Mentoring support has been an active focus to support retention. BSW students will have access to participate in the program beginning in fall of 2014.

3. **Online Courses**
The BSW Program will continue to provide opportunities for students to learn using increased technology, diverse modalities and alternative curriculum planning. By offering online classes, the BSW Program is increasing flexibility in reaching program requirements which may be appealing and increase educational access to non-traditional students (working students, parenting students, students in rural areas, and those living in tribal communities). Currently, the BSW Program has one fully online course, SW301U, Introduction to Social Work. It is the plan for the BSW Program to develop more online offerings as resources become available.

4. **Development of a Part-Time Program**
Due to the ever increasing demands of BSW students regarding their heavily scheduled lives, creating a part-time, weekend BSW Program is a way to offer those students social work courses outside of their work week and over an extended period of time so the financial burden is not so heavy. The BSW Program is in the formative stages of developing a part-time program. This could be a combination of face-to-face and online courses as to ease the transportation difficulties some students have in coming to a downtown campus.

5. **Workshops and Lecture Series**
The SSW in coordination with the BSW Program will continue to have workshops and lectures on issues related to differences, social justice, and diversity. Some of the upcoming topics will include: religion, veterans, gender, social justice/injustice, conversations about differences and how to communicate in difficult situations, conflict resolution, and living in a peaceful world from a social work lens.
In summary, the BSW Program was conceived within an environment privileging professionalization and licensure of clinical social work interventions at the Master’s level. The BSW Program has provided a pathway for students with financial and social challenges a means to achieve both the Bachelor’s level generalist social work knowledge, values, and practice skills and access to jobs.

The BSW Program, its faculty and students have both challenged and enhanced the culture of the School, initially struggling through exclusion and marginalized status, to the improvement of a culture embracing the diversity and other resources that the BSW Program brings to the School and the Community. The BSW Program has provided a mechanism for change from a Master-centric School to one with a diversity of undergraduate education programs, including not only the BSW Program but also the Child and Family Studies Program with its own educational goals and objectives. These two educational pathways offer a new direction for a highly diverse student body to make their voices and ideas known and to enhance the educational experiences of everyone. The BSW Program provides a place where representation of diversity is seen on a daily basis in the classroom, hallways, study areas, and in downtown Portland.

As an educator once said “students need to have three things in the classroom to be successful: a mirror, so they can see themselves (so having other students with the same background in the classroom and/or readings to represent their own lived experiences); a window, so they can see the world (see their own community and global); and a door (so they can have access to come and go).” The BSW Program continues to have all of these venues of educational opportunities; we are not prefect but we are doing it as best we can and students are helping us achieve these avenues for success. BSW students have graduated and are getting jobs throughout the state of Oregon and in the city of Portland in a variety of settings.

Increasing and making explicit all types of diversity, inclusion, respect, and differences among students, faculty, staff, administration and connecting to the community via field placements provides for an enhanced educational experience of learning and enrichment by living out diversity, inclusion, social justice, empowerment, and strengths perspective.
Accreditation Standard 3.2 – Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

3.2.1: The program identifies the criteria it uses for admission.

The criteria for admission to the BSW Program is as follows: students are admitted as juniors (90 credits completed); the completion of two pre-requisite courses, one sociology 200 level course with a C or better, one psychology 200 level course with a C or better; the completion of a social work application which includes a personal statement, 2 references, and copies of their transcripts. The application materials are reviewed by at least two social work faculty and a recommendation is given regarding admission.

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

The BSW Program Committee has a responsibility to implement and guide the admissions process. The thorough examination of the applications by those grounded in undergraduate social work education further ensures quality in admissions. The BSW Program Application for Admission Packet (Appendix 8) contains the forms that applicants complete and submit. The Administrative Assistant for the BSW Program reviews all applications, ensures minimum requirements are met, creates an applicant file with all necessary documentation (completed application, letters of recommendation, personal statement, transcripts, etc.), and enters applicant information into the BSW Program Applicant Database. Screened applications are reviewed by two faculty readers using a form with points assigned for each section of the application (Appendix 9, BSW Application Review Sheet). If there are questions about the application an additional faculty member reviews the application. At this time a decision is made whether or not to include this applicant in the final pool of candidates. For example, in March of 2014 the program received 145 applications for admission and accepted 62 students for the seventh cohort.

All faculty readers (2 for each student application file) submit their numerical ratings and recommendations to the BSW Program Administrative Assistant. After the data has been submitted there is a list of the number of applicants and we discuss the accepted, provisional, and denied applicants. There is room for discussion based on the actual number of the score and comments provided by the reviewer. The applicants who are on the line between an acceptance and denial are discussed by the team. Final admissions decisions are made by the BSW Program Director in conjunction with the other team members. After the applicants have been reviewed, the list is divided into three categories: accepted, accepted with provisional status, and denied. Some students are placed on a wait list pending final enrollment decisions. An applicant from the wait list is invited to enter the program if an accepted student decides not to enter the program at the time of acceptance.
Deferral of admissions is considered on a case-by-case basis, and is outlined in our admissions deferral policy. There are students who change their mind for a variety of reasons, so the accepted students list does change from time to time as the summer comes to an end. We do get in touch with students as soon as possible. After the decision has been made about the applicant’s acceptance or not, they are sent a formal letter of acceptance or denial and they are asked to RSVP within a couple of weeks so we will have an accurate list of who is in the next cohort.

The grounds for contingent conditions may include that they are on the “wait list.” The “wait list” is for internal uses only since it is a very delicate process of acceptance and no acceptance and we want to be fair with the students. The program has to wait until we hear from all the students who have been accepted to see if there is room in the cohort size (N:60) to accept someone who is on the “wait list” before we can move on to secure additional spaces for the students who are not at the top of the list. Some of the contingent conditions include: students who move from other states and at the last minute decide not to move; those students whose financial situations change and prevent them from coming into the program; and personal problems such as change of status (death in family, divorce, etc). The students who are on the “wait list” are notified of the decision as soon as we have made the decision based on the above variables and/or conditions.

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

Policies and procedures regarding the transfer of credits appear in the BSW Program Handbook, 2013-2014, p. 27. The statement states:

**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 works closely 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**

Waiver exams will be offered for the following core courses in the BSW Program: (see previous comment about course changes for reaccreditation)
SW 350 Human Behavior Through The Lifespan
SW 450 Social Work Research and Evaluation I
SW 451 Social Work Research and Evaluation II
SW 340 Advocacy for Policy Change

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

If students have taken courses at another BSW Program in the country it may be requested that students provide a course syllabus to our BSW Program so we can evaluate its content to our program of study.

BSW students must also abide by Portland State University policies related to transfer of credit. These policies are located online at www.pdx.edu/sba-psu-bulletin, page 35 for 2012-2013.

**Transfer of BSW Students from other BSW Programs**

BSW students who are attending an accredited BSW Program in another part of the country or state (there are accredited private BSW Programs within the Portland urban area and one in nearby Vancouver, Washington) may request to be admitted to our BSW Program with special considerations. The policy on transfer students from other BSW Programs is available to students on the SSW website under BSW Program information.

Along with a completed application, transfer applicants must provide

- a course of study plan from their current BSW Program
- course syllabi from all social work courses they have taken at the previous BSW Program (for which they want transfer credit)
- letter from current BSW Director detailing the student’s status in the program and the reason for transfer to another program

Up to 30 quarter credits of BSW course work may be transferred into our program. BSW coursework with a grade of C or higher can be considered for transfer into the BSW Program. This decision to allow transfer of coursework is made by the BSW Program Director after examination of an official transcript from their previous social work program/university and a review of course syllabi. It is the responsibility of the student to make sure all of his/her documents are in order and sent in a timely fashion. It is understood that not all social work courses may be transferred depending on their fit with our BSW Program and curriculum goals and objectives. Generalist practice courses and field courses will not be accepted. PSU requires that 45 of the last 60 credits be taken at PSU.

Once all materials have been reviewed, the Program Director in consultation with other BSW faculty develop a plan of study for completion of the BSW Program. It is the goal of the BSW Program to recognize the autonomy and integrity of the accredited BSW Program in other universities and/or colleges and to work toward the successful graduation of the transferring student in a timely fashion.
3.2.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The written statement regarding this standard states: “the BSW Program does not grant social work course credit for life experience or previous work experience.”

The students, faculty, and others may find this policy in the BSW Program Handbook.

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

Academic and Professional Advising Policies and Procedures

Portland State University has three tiers of requirements for graduation: General Education (University Studies Program); Degree (Bachelor of Arts and Bachelor of Science); and major (BSW Program). The complexities of this three-tier system necessitate accessible and accurate advising in order for students to graduate on schedule and not take unnecessary courses. In 2009-2010, the President of PSU developed a special initiative and task force to implement best advising practices. One outcome of this initiative is to hold departments responsible for advising students who major in their programs, with general university advisors only as support for undecided students. As of fall 2011, all students new to PSU are required to meet with an advisor within their first year in order to register for classes the following year. To support this initiative, the University dedicated additional resources for undergraduate advising, including funds for a .5 FTE student advisor who was hired by the SSW in November 2010. Her time is split between the BSW Program and the Child and Family Studies Program. She works primarily with pre-social work majors.

Professional advising takes places as soon as the student is assigned an advisor in their quest to learn about the BSW Program. The BSW Program has two advisors, one who works with pre-majors and another one who works with those who are admitted to the program. Both student advisors are professional social workers and have an MSW degree. Working as social work educators, they bring their knowledge, values, and skills to the advising work with each student in pre-admission advising to the BSW Program or after the student has been accepted into the BSW Program. Professional advising includes having specific knowledge of higher education, PSU as a system of resources and information, and more specifically about the BSW Program itself. Therefore, each advisor needs to know PSU requirements; have knowledge of the degree requirements; understand how the transfer credits can be applied to each student’s individual course of study; and how to assist students with their unique and different personal and/or professional concerns they may encounter at PSU. The advisors serve as social work role models with extensive knowledge of community and university resources necessary to provide direction, guidance, advice, and/or suggestions regarding the student’s academic and/or personal concerns. Each contact with a student is conducted in a professional manner using sensitive, culturally respectful communication skills, confidentiality,
knowledge of boundaries, and appropriate skills of understanding different cultures and the culture of higher education within a changing environment of reduced financial aid and the enormity of resource management.

Kate Constable, MSW, is the Pre-Admission Advisor for the School of Social Work. She provides pre-admission advising with prospective and current PSU students who plan to apply to the BSW Program. Her duties include: responding to student inquiries by phone, email, or in person; conducting weekly information sessions for students interested in the BSW Program; providing presentations and advising for PSU New Student Orientations; and attending transfer events in the community to discuss the BSW Program with community college students. She works with PSU students to create education plans to prepare them to apply to the BSW Program, provides information to students on registration holds, petitions, or certification forms, and answers questions about BSW admissions and the application forms. Kate is the point person for the SSW around PSU initiatives including retention efforts, marketing, and supporting students with conditional admission to PSU.

Sam Gioia, MSW, a Senior Instructor (fixed term), holds the position of BSW Student Advisor. The responsibilities of this position include: advising all BSW students (except the students for which the Program Director provides field liaison); responding to student inquiries about the BSW Program; and reporting regularly (almost daily) to the BSW Program Director on all advising contacts. Mr. Gioia's advising responsibilities have been allocated .31 FTE which includes two hours per day for advising responsibilities. This FTE can change depending on funding resources.

Mr. Gioia has been involved in the BSW Program from its early planning and inception and has taught in PSU’s general studies program and the MSW Program for eight years. He also teaches in the BSW Program. He has attended training sessions for PSU academic advisors and consults regularly with the university advising center and the PSU Orientation office. Twice monthly he holds information sessions in which prospective students participate in campus tours and orientation. In the last six months he has had approximately 200 student contacts.

Key advising practices include:
• Available for scheduled appointments during the week (up to 10 hours per week)
• Respond to all phone calls and emails related to advising within 24-48 hours
• Schedule all advising appointments within one week, when possible
• Update the BSW Program Director on a daily basis when possible on advising issues and has access to the Director’s cell phone for emergency situations and also uses text message when appropriate
• Document all student contacts and track all hours of advising time to determine the appropriate FTE for future planning
• Coordinate advising with BSW Program Administrative Assistant support on a regular basis
• Update and make changes to student files per DARS (admitted students)
• Attends the BSW Program Committee and the BSW Administration group to coordinate efforts

BSW Program faculty and staff often advise both prospective and admitted students on the program mission, their long range career goals, specific requirements of the program, course selection and scheduling, and, when necessary, referral to university student support services. However, Sam Gioia
is the designated social work faculty who is assigned to this role for the majority of our students in
the program, and Kate Constable primarily works with students interested in our program.

The BSW Program Director oversees all advising activities. She works with the advising team as a
coordinated effort to provide excellent and timely advising to each BSW and pre-social work
student, given the resources and time available. The SSW has a full time SSW Director of Student
Affairs, a social worker, with whom the BSW Program coordinates and communicates with about
issues related to advising in general, scholarships, university awards, and other matters related to
student advising.

Students also come into contact with our BSW Program Administrative Program Assistant, Melissa
Penners, who although not a social worker, has extensive knowledge of PSU. A 2005 graduate of
PSU, Melissa Penners has worked at PSU since 1998. She is a professional worker with exceptional
communication skills. The ratings in her evaluations are “outstanding” with regard to initiative,
problem solving, quality of work, productivity, and job knowledge. She is a core staff in the BSW
Program and students are always praising her work with them. Her work hours extend to 6:00 PM
making her available when student “drop by” seeking information. Her contact is more informal and
organic in nature but professional in every way.

Students also have contact with social work faculty in their classes and other times during the week.
Social workers are demonstrating their professional behavior in many of these settings.

All BSW administrative offices are located in the School of Social Work. The BSW Student
Advisor’s office is located across from the Program Director and next to the Program
Administrative Assistant so that questions about advising can be centralized for students in the
program. The pre-social work advisor is in the next hallway just around the corner for ease of
access. This has greatly improved and enhanced the coordination and effectiveness of the advising
process for students in the BSW Program. All the current student files are in the BSW Student
Advisor’s office in a locked filing cabinet. Older files are housed in a separate locked archival room
accessible to a few designed personnel.

Quality Student Advising Begins at the First Contact

Beginning in fall 2011, Portland State University instituted mandatory advising for all students. This
process includes:

1. Required orientation to the University, including a group meeting with the designated advisor
from the program the student plans to major in. The Pre-Admissions Advisor and the BSW
Student Advisor are present at these meetings to provide information on the social work
program.
2. Advising is mandatory for students at least once per year within their first year at PSU. Students
may not enroll in classes the following year until the advising meeting has occurred. Students
receive reminders about this requirement from the Pre-Admissions Advisor, who also is
responsible for meeting with students and removing the hold.

When a student expresses an interest in the BSW Program, the following steps ensue:
**First Contact**

A potential student may contact the BSW Program by calling the program, sending an email or letter, making an office visit, or through a referral from a faculty member and/or community member and/or current student. Students also make inquiries online where they have access to program materials and information. Students may also make their first contact during the university orientation.

General BSW Program literature is made available to students interested in the BSW Program, primarily through the program website. Relevant literature may include the following: a BSW brochure, information about the application packet, important dates to remember, and the BSW Student Map.

If the student is transferring from another college and/or community college, s/he is advised about the transfer process and university resources. If s/he is a current student at PSU, s/he is informed about how to apply to the program and can access the materials online. Considering the large numbers of interested students, the program offers Information Sessions, which is typically the first area of referral. Students with special circumstances may be given an appointment with either the Pre-Admissions Advisor or the BSW Student Advisor, and/or encouraged to obtain materials on the Web. Our goal is to provide an efficient and personal response to students within our schedules and resources.

Students who attend the Information Sessions complete two forms: 1. Sign In Sheet and 2. BSW Program Orientation and/or Information Meeting Evaluation Form. It has the following questions: 1. What was the most helpful for you about this meeting? 2. What could be done to improve this meeting? 3. Most important things I learned about the BSW Program: and 4. I would recommend that students interested in the BSW Program attend this meeting? Yes…No…Unsure and a section asking for “Other comments.” The BSW Program Director receives the forms after each session and she uses the information as documentation for conversation with the administration about future resource development. This information helps the Director assess the quality of the meeting and to gain a better understanding of what students want to know about the program. We do not have the resources to enter this data into an electronic database so it is kept in hard copy in the Director's office and discussed with the BSW Student Advisor during meetings.

**Advising Process**

In keeping with empirical literature about retention of undergraduate social work students, we consider “retention” at the beginning of every step with interested students. Forming a solid relationship (i.e. “personal” contact) is critical in early advising with the student. The BSW Program core advising concepts are based on the significance of the “relational” and “personal/professional.” These themes are a hallmark of quality advising and ensuring that the potential student is enrolled, retained, and graduated. This relational-based advising approach is also helpful with any student for whom social work is not a suitable fit.

All students who identify social work as their major and those who are accepted into the program are informed that the BSW Student Advisor is their primary contact. There may be times when the Program Director, the BSW Student Advisor, and/or the student may request to have another social work faculty member work with the student regarding advising needs. In that situation, students are usually referred to the Pre-Admission advisor. However, for consistency, the ideal model is to have
the BSW Student Advisor work closely with all the students about their academic needs as well as other issues that may arise. The students maintain regular contact with their advisor.

The BSW Student Advisor conducts an interview with all newly admitted students. During the interview the student receives the following documents: BSW Academic Advising Syllabus (Appendix 10) and the BSW Student Holistic Assessment form (Appendix 1, BSW Program Handbook, pg. 56-57). The students rates themselves on a 1-5 point scale for the following items: Resources/Responsibilities (academic skills, financial, family support, peer support, transportation, technology, scheduling); Identity (ethnic, cultural, orientation, first generation, religion/spiritual, personal values, veterans status, career questions) and Ability (physical health, mental health issues, learning styles, and language proficiency). This self-assessment provides the student advisor information to discuss and explore with each student. This is a proactive approach to advising. The student reads the BSW Academic Advising Syllabus (Appendix 10) and by signing it gives the advisor permission to discuss the content of the assessment with others if necessary. This information is kept in the student file.

This is our current advising model. This process has allowed students to access resources early in their BSW Program and form a trusting relationship with the advisors. Due to resources and scheduling, the BSW Program may be required to revise this process for the future.

During pre-registration periods, students make an appointment with the advisor to discuss, review, and plan their academic program for the upcoming term. Each student file contains the following items: social work student contact sheet, program map, transcripts, and other relevant scheduling materials and forms. The student file also contains the application, recommendation letters, personal essay statement, review sheets, and other academic-related materials. Short notations are kept by the advisor for future reference. These notes are initialed and dated by the individual who works with the student. BSW students see the BSW Student Advisor for the majority of their academic needs. Each student file and its contents are kept in the BSW Student Advisor's locked office.

Seniors entering their foundation field placement are enrolled in a Field Seminar course that meets weekly. The instructor for this course serves as their field advisor/liaison. Throughout the year, students also maintain an ongoing relationship with Mr. Gioia, who continues to serve as their academic advisor.

**PSU Advising Model to Improve Retention**

PSU has implemented a number of initiatives in order to improve the retention of students, and to support their successful degree completion. These initiatives include: (1) mandatory advising for all PSU students in their first year at PSU. Students are prevented from registering for second-year classes without an advisor meeting; (2) Last Mile initiative, which allows for resources and outreach to students who left PSU but were very close to degree completion; (3) intensive advising for freshmen who were conditionally admitted to PSU; (4) freshman retention outreach efforts to help freshmen return to PSU for their sophomore year and; (5) required advising contacts for students with veteran’s benefits or who have financial aid or other issues.

In summary, professional advising occurs from the first contact with the BSW Program through the student talking with a designated advisor, either our pre-major student advisor or our BSW Student
Advisor about the BSW Program and its requirements, courses, planning, and other resources. We have formal advising structures and policies to provide consistent and quality advising from the first contact through graduation from the BSW Program. Student advising is discussed in the BSW Program Handbook (2013-2014, page 21). Additional student resources are available to students who may need further guidance.

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

Academic and Professional Performance

There are several policies and procedures at three levels regarding academic and professional performance: The University (PSU’s Codes of Conduct), The School of Social Work, and the BSW Program itself. Some of these policies and procedures overlap and are the same. The BSW Program has its own autonomy to set policy but it must be consistent with the School of Social Work since it is not the only social work program in the School. The following will discuss the various relevant policies related to this standard; however, there may be overlap from one Handbook to another.

BSW Program Handbook

Academic

Students must abide by PSU policies and procedures about academic performance.

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

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.

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’ educational performance, skills, competencies, practice behaviors, 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 in order to complete the appropriate sequence of classes. This is discussed with the BSW Student Advisor. It generally takes two years to complete the BSW Program.

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. Each course syllabus has a written policy about attendance and expectations.

SSW Policy on Unsatisfactory Student Performance

Rationale
The goal of the School of Social Work is to prepare students for competent ethical professional practice in social work or Child and Family Studies. 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. Practice-oriented provisions may not apply to students enrolled in the Ph.D. program who do not possess a practice oriented social work degree.

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. Evaluation of student progress is based on examinations, assignments, and other evidence of demonstration of competency in practice behaviors, professional behaviors, fulfillment of expectations outlined in course syllabi, 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. BSW, MSW, and PhD students are expected to adhere to the Code of Ethics of the National Association of Social Workers and CFS students to the National Council on Family Relations Code of Ethics.

**Procedures in Response to Unsatisfactory Performance**
1. Whenever possible, it is expected that the student and instructor or adviser will attempt to resolve any 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 of SSW faculty 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 adviser, with the exception of criteria for automatic initiation as listed below. The criteria and procedures for Remediation and Retention are provided below.

For BSW or MSW students, if a field instructor recommends a No Pass (NP) in field *, or if a student is asked to leave a placement with no opportunity to remediate concerns, the faculty adviser/liaison will consult with the Director of Field Education or designee. Together, they will decide that either:
1. The concerns warrant a Retention Review, in which case the faculty adviser/liaison will initiate the Retention Review process, as specified below, OR
2. The concerns do not warrant a Retention Review, in which case the Director of Field Education or designee and the faculty adviser/liaison will develop a Remediation Plan for resolving the concerns, as specified below.

* A grade of No Pass in field can only be assigned based on the decision of a Retention Review committee. If there is a need to enter an interim grade the faculty adviser/liaison will enter a grade.
of “I” or, if deemed appropriate, not enter a grade (which will result in an “M”).

The following situations are subject to automatic initiation of the Remediation Procedure by the student’s adviser:
  a) For graduate students, when a required course must be re-taken because of a grade less than B- and for undergraduate students when a grade is less than C;
  b) Academic probation.
  c) If the student commits a violation of the NASW Code of Ethics including unethical conduct in a field placement.

The following situations are subject to automatic initiation of the Retention Review by the student’s adviser:
  a) If a plan for remediation has previously been in place and has not satisfactorily resolved the concern by the date specified in the Remediation Plan.
  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
I. Remediation Procedures
1. Whenever an instructor or adviser has an ongoing serious 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 adviser in writing requesting a remediation meeting. The written request is expected to specify how the student is failing to meet the School of Social Work’s performance standards. A copy of this notification will be sent to the relevant Program Director and to the student, and a copy will be placed in the student’s file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education or Coordinator of the MSW Distance Option.

2. The faculty member or field instructor will meet with the student and the student’s adviser to discuss any concerns and develop a plan for remediation. If it is decided that concerns are 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 Program Director, the student, and placed in the student’s file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education and/or MSW Distance Option Coordinator.

3. When a plan for remediation is considered appropriate, the concerned instructor, student’s adviser and student will develop a written plan to remediate the concerns. In developing the plan, the student’s adviser will consult with all instructors with whom the student is currently enrolled and other faculty as warranted.

4. A recommended template for the written plan appears at the end of this Appendix. The plan will specify the concerns regarding unsatisfactory performance, 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.

5. Where the concern is related to performance in Field Education, if the period of time needed for remediation extends into the following term, the faculty liaison/adviser will assign a grade of Incomplete. 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 adviser to consult with the Program Director to assure that the plan is monitored by an eligible faculty member.
6. The student, the instructor and the student’s adviser will sign the plan within five days of the remediation meeting. Copies of the plan shall be distributed to the student, instructor, student’s adviser, Program Director, and the student’s file.

7. The adviser will 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.

8. The student’s adviser will decide whether or not the student has successfully remediated concerns. The adviser will summarize this decision and other pertinent details on the plan and send a copy of it to the Program Director.

In the event a Remediation Plan has been successfully completed, the Program Director will provide written confirmation of the adviser’s decision to the student. A copy of the plan will be placed in the student’s file. In the case of successful remediation, all material related to the remediation will be removed from the student file upon the student’s completion of the program at the student’s request.

In the event that a remediation has not been successful, the Program Director will inform the student in writing, including a copy of the plan and its outcomes, notifying the student that a Retention Review will be invoked by his or her adviser. Copies of these documents will be placed in the student’s file.

II. Retention Review

1. The instructor referring the concern for a Retention Review shall notify the student and the student’s adviser 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 Program Director and placed in the student’s file. Upon receiving notification of the request for a Retention Review, the Program Director will send a letter to student that includes:
   a) Reasons for retention review and description of process including that the meeting will be audio-taped as a record of the meeting.
   b) Reference to this policy.
   c) Invitation to nominate at least two full-time faculty members, one of whom will be selected by the Program Director to serve on the Retention Review Committee.
   d) Recommendation that the student invite a support person to the meeting, and if the student is registered with Disability Resource Center (DRC), that s/he invites DRC representative.
   e) Invitation to contact Program Director to plan mutually convenient dates for the meeting and to explain the Retention Review procedures.
   f) Invitation to submit supporting documentation to the Program Director at least 2 working days in advance of the scheduled meeting date with statement that documents will be shared with committee members.
   g) Notification that the student will receive copies of documents submitted by other participants at least five working days in advance of the scheduled meeting.

The Program Director documents Retention Review preparation activities in the Retention Review Checklist.

2. A Retention Review Committee shall be assembled and convened by the Program Director. For
students admitted to a single program, membership on the committee shall include the MSW Program Director, who will serve as the non-voting chair, and three faculty members. For students in the BSW or MSW Program, the Director of Field Education and/or Coordinator of the MSW Distance Option may be invited to participate as non-voting members. For students admitted to the joint Program, the committee shall consist of the Ph.D. and the MSW Program Directors who will co-chair the committee, and two additional faculty members, one representing the MSW 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 full-time faculty members.

3. If there is a conflict of interest for the Program Director, another tenured faculty member will be appointed by the Associate Dean to assume the aforementioned responsibilities.

4. 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 adviser shall attend the meeting. The committee chair shall also invite all parties relevant to the concern. The student is encouraged to invite a support person to speak on his or her behalf and if the student is registered with Disability Resource Center (DRC), a DRC representative. 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.

5. The Retention Review Committee shall consider the concerns brought before them and the student’s response. The presentation of concerns, responses, and discussion will be audio-taped. The committee may choose to review the student’s academic file. At the conclusion of the presentations by the parties attending, the student will be asked if s/he wants to share any additional information pertinent to the committee’s decision making process. The committee will then meet in private, with the committee chair facilitating, for deliberation. The committee may invite the Director of Field Education and/or the MSW Distance Option Coordinator for all or part of its deliberations. Based on its deliberations, the committee will reach a decision 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 specified by the committee. In the event of this outcome, committee members are encouraged to consider and address the following when specifying a Retention Plan:
      • Whether immediate continuation (or re-placement) in field is indicated, or whether there should be a delay in returning to field;
      • The total number of hours of field the student needs to complete;
      • In the event the student has completed one or more terms of practice class, whether the student needs to sit in on (i.e., repeat) practice class;
      • Where the student has an Incomplete in a required course, the plan clearly states what remains to be completed, the plan for completion, and the student’s responsibility to convey this information to instructors who have an educational need to know;
      • The optimal number of credits a student may enroll for each term, how this is to be monitored, and for how long this is to be monitored;
• Procedures for monitoring completion of the plan, including who monitors the plan (e.g., the adviser/liaison), how often, in what format, for how long, etc.;
• If the Retention Plan is related to Field, the field instructor will be provided a copy of the plan and recommendations about how best to work with the student.
• Indicators that the Retention Plan has been successfully completed.

d. The Retention Review Committee may recommend that the student be dismissed from the Program.

The committee should seek to reach consensus. When this is not possible, a majority of two is sufficient.

6. After the committee’s deliberations, the student will be invited back to hear the outcome of the committee’s deliberations. The chair will inform the faculty advisor, the faculty member requesting the Retention Review, and the other participants who have an educational reason to know of the Committee’s decision within one working day. The chair will also inform the instructors of other courses the student is taking of the retention review outcome. The chair will send a letter to the student summarizing the decision and rationale within five academic days, with copies to the Dean, the Office of Graduate Studies (for graduate students), the student’s adviser, the student file, and if relevant, the Director of Field Education and/or Coordinator of the MSW Distance Option. The audio-tape of the meeting and one copy of all documents used in the Retention Review, including the meeting notes, will be maintained in a sealed file and be unsealed only as provided by law. When a student has been allowed to remain in the program with a retention plan that impacts subsequent course work, the Program Director will provide a copy of the plan to all instructors who have an educational reason to know.

7. In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal as described in #8 below, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from Field, and unless the committee has determined that the student’s behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

8. If the student feels that School of Social Work policies were not followed, s/he may request a review of the retention review process. This request must be made in writing to the Chair of the MSW Student Affairs Committee or the relevant Program Director, within five working days after being informed of the Retention Review Committee’s decision, as outlined in # 5 above. The student’s appeal letter must specify the part(s) of the process that are being appealed and the grounds for the appeal.

9. Within ten working days of receiving the request, the Chair or Program Director convenes the appropriate committee to consider the request and determine one of three possible recommendations:
   a) The retention review process had no flaws;
   b) The process had minor flaws but they did not affect the fairness of the outcome; or
   c) The retention review process was not conducted fairly and the decision should be reconsidered.

The chair of the Program Committee will inform the Dean in writing of the committee’s
recommendation. The Dean will write to the student to inform her/him of the final decision.

**Professional**

**National Social Work Association’s (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 can be retrieved from [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp). The NASW Code of Ethics is discussed in most classes. Student violations of the NASW Code of Ethics are covered by the School's Policy on Unsatisfactory Student Performance in Appendix B. NASW has a copy of the Code of Ethics in Spanish online.

**Other Codes of Ethics**

There are other Codes of Ethics, for example the International Association of Schools of Social Work (see: [http://www.iassw-aiets.org](http://www.iassw-aiets.org)), the National Association of Black Social Workers (see: [http://www.nabsw.org/mserver/CodeofEthics.aspx](http://www.nabsw.org/mserver/CodeofEthics.aspx)) and the Social Welfare Action Alliance (see: [http://www.socialwelfareactionalliance.org/links.htm](http://www.socialwelfareactionalliance.org/links.htm)).

Each of these organizations have chapters and membership fees, so students can look at each for their own interest area. The oldest one is the NASW and is highly recommended for BSW students as a professional organization to get active with in Oregon. We have had BSW students on their Board of Directors over the years. SWAA is active in Portland and has workshops on very relevant topics at the SSW. NASW also has workshops and/or conferences with fees geared toward students.

**Licensure**

Licensure for BSW Social Workers (Registered) see Oregon.gov website for information. Baccalaureate Social Worker see [http://www.oregon.gov/blsw/Pages/rbsw.aspx#RBSW_Who_is_Eligible?](http://www.oregon.gov/blsw/Pages/rbsw.aspx#RBSW_Who_is_Eligible?).

The Board of Licensed Social Workers (Board) is statutorily responsible to protect the citizens of Oregon through the regulation of social workers. This is accomplished by setting policy, establishing standards of practice and ethical conduct, establishing standards for certification and licensure, including renewals thereof, and monitoring continuing education requirements and disciplined licensees to safeguard the public. For more information on the licensure of BSW social workers see [http://www.oregon.gov/BLSW/pages/about_us.aspx](http://www.oregon.gov/BLSW/pages/about_us.aspx).

**School of Social Work Field Education Handbook**

**Academic**

The Field Evaluation is designed to evaluate the student on a list of professional practice behaviors that align with the School of Social Work’s goals and objectives and CSWE’s core practice competencies. This list of practice behaviors 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 Field Evaluation is completed online following the instructions provided.

Each term the student and field instructor, in consultation with the task supervisor (where applicable), determine a performance rating for each of these professional practice
behaviors/competencies using the rubric embedded in the evaluation as a guide. In addition, student 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 assessment to determine whether the student receives a passing grade for field. The BSW generalist Field Evaluation contains the core competencies and associated practice behaviors identified by CSWE, the School of Social Work, and our professional practice community as representing the core expected outcomes of the generalist practice year (From the Field Education Handbook, 2013-2014, p. 18-19).

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 practice behaviors. Site visits, which include the faculty advisor/liaison or Distance Option (DO) site coordinator, the student, the field instructor, and the task supervisor (where applicable), are used to review the student's performance in relationship to demonstrating the practice behaviors identified on the Field Educational Plan and the Field Evaluation. The site visit 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.

Various sources of evaluative information can include:
• Student written reports, case evaluations, process recordings, audio or video recordings, supervision logs and self-evaluation indicating activities that provide evidence of level of competence
• Field instructor observations of student learning activities (sessions with service users, presentations, project related work, participation in staff meetings, etc)
• Feedback from task supervisors (where applicable) and other colleagues and professionals who have worked with or observed the student

Rating Student Performance
Each term the field instructor and the student evaluate the student's performance on all practice behaviors using the rubric embedded in the Field Evaluation. Each rating represents a continuum running from Highly Proficient/Exceptional Competence to Inadequate/No Competence and is relative to the development of competency over time.

Level of Performance. . . . . . . . . . . . . . . . . . . . . . . Value
No Opportunity to Demonstrate or Observe 0
Inadequate – No Competence 1
Novice – Emerging Competence 2
Basic – Moderate Competence 3
Proficient – Strong Competence 4
Highly Proficient – Exceptional Competence 5

Students first complete the rating scale as a self-evaluation, followed by the field instructor (in
consultation with the task instructor where applicable). The task instructor also provides general evaluative feedback in the comments section. Competency ratings from previous terms will be carried forward unless there are changes.

Open ended questions and comments follow the rating section for practice behaviors, and students and field instructors are required to answer open ended questions about the student's professional development. The student, field instructor and faculty advisor/liaison or DO site coordinator use all the above information to determine whether the student is making acceptable progress or needs to revise their Field Educational Plan to master the required practice behaviors and competencies.

The last page of the Field Evaluation provides space for additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison or DO site coordinator. This section must be used to explain any rating of Inadequate – No Competence (1), all ratings of No Opportunity to Demonstrate or Observe (0), and a recommendation for a grade of “No Pass.” It can also 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 it to indicate that it has been read. The student may write a statement explaining why they disagree with the field instructor's assessments 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 enters their grade recommendation (“Pass”/“No Pass”) on the Field Evaluation. The faculty advisor/liaison determines the student's grade based on the Field Evaluation, the field instructor's recommendation and the liaison’s professional assessment.

For BSW students, the BSW Seminar instructor is responsible for assigning final field grades. For most BSW students, their Field 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 professional assessment 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 or DO site coordinator.

The field instructor, student, and faculty advisor/liaison or DO site coordinator electronically sign the completed Field Evaluation. A grade cannot be assigned until the Time Sheet is completed and the Field Evaluation is complete and electronically signed. Based on the field instructor’s recommendations and their own professional assessment, the faculty advisor/liaison, DO site coordinator, or the BSW field seminar instructor determines the grade.

The faculty advisor/liaison must consult with the Director of Field Education about all students with incomplete grades in field and students who may not be demonstrating passing level work in field. The Policy on Unsatisfactory Performance in the BSW or MSW Program Handbook clearly delineates required procedures if a student’s performance in field is below passing level.
Additional Professional Performance Guidelines

As part of the socialization of becoming a professional social worker in the BSW Program, this culture is initiated in the first meeting with BSW students as they attend the required orientation to the BSW Program one week before starting their coursework. The orientation is a meeting with all the new students and it provides an overview of the program, introduction to faculty, advisors, and resources available to them as students. At the end of the orientation they are asked to sign a “Statement of Commitment to the BSW Program.” The Statement is cited in full below. It includes statements related to the NASW Code of Ethics, standards of professional behavior and practice, and it promotes social justice as a goal. Each student signs this Commitment statement as a group and then a picture is taken of the new cohort. Thus, the first act of taking a public stance is to start to become a professional social worker. Students are given a copy of the Statement for their own records.

**Statement of Commitment to the BSW Program**

As a newly admitted student into the BSW Program, I make the following commitment:

1. I will read the BSW Program Handbook, Appendices, NASW Code of Ethics, and the SSW Values Statement.
2. I agree to be accountable to the policies, codes of ethics, and procedures as stated above.
3. I will make every effort to attend all my classes in the Program.
4. I will be an active member of the cohort, provide leadership, and support students in my cohort.
5. I will conduct myself in a professional manner, and practice high standards in my relationships with students, instructors, staff, and others in the community.
6. I will keep the BSW Program Advisor apprised of any major changes in my schooling if it impacts my courses and other areas related to my program at the School of Social Work.
7. I will learn to become a generalist social worker who is informed and an effective leader in challenging injustice and promoting social and economic change.

Grievances

**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 by 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 (AAB) 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. Students can appeal AAB findings to the Provost, who determines the ultimate decision.

This information is provided to all faculty and students via the website. A grievance may be initiated by any BSW student regarding field, class, or other educational conditions. If an informal discussion with the instructor does not lead to a resolution, the student, in consultation with his/her faculty advisor, may file a written grievance with BSW Program Committee with a copy to the faculty member. The committee reviews the statement and any documents submitted by all relevant parties. The chairperson of the BSW Program Committee will arrange a hearing, which is chaired by the BSW Program Director. The hearing is attended by the members of the BSW Program Committee who will be considering the grievance. After the hearing the BSW Program Committee creates a recommendation for the Dean who renders a final decision. If either party is dissatisfied with the results of the grievance process, s/he can appeal to the Dean and following that to the Academic Appeals Committee of the University. Faculty and students have access to information on grievance and appeal procedures in the BSW Program Handbook, and can be located online.

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

Terminating a Student’s Enrollment

BSW Program Handbook

There are specific criteria outlined in the BSW Program Handbook that delineate when a student may be terminated from the BSW Program for reasons of academic and professional performance. Terminations are the last step when all efforts have taken place by the BSW Program in consultation with appropriate student advisors, retention committee members, and finally the Dean of the School of Social Work. These decisions and recommendations are very serious and there is a well-established set of policies that come into play when this is either recommended and/or decided. The recommendation for termination is a process of the interplay between several parties: the student, BSW Student advisor, Retention Committee, field (if appropriate), field liaisons, field supervisors, those who initiate the process of concern (instructors), etc. It is a complex set of
policies, procedures, timeframes, and of course the human interaction of those involved. When appropriate the Office of Compliance and Equity, PSU Student Conduct representatives may be involved. The utmost discretion, fairness, and professionalism is taken into consideration due to the implications of this decision for a student’s life going forward.

In the event that a remediation has not been successful, the Program Director will inform the student in writing, including a copy of the plan and its outcomes, notifying the student that a Retention Review will be invoked by his or her adviser. Copies of these documents will be placed in the student’s file.

II. Retention Review
1. The instructor referring the concern for a Retention Review shall notify the student and the student’s adviser 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 Program Director and placed in the student’s file. Upon receiving notification of the request for a Retention Review, the Program Director will send a letter to student that includes:
   a. Reasons for retention review and description of process including that the meeting will be audio-taped as a record of the meeting.
   b. Reference to this policy.
   c. Invitation to nominate at least two full-time faculty members, one of whom will be selected by the Program Director to serve on the Retention Review Committee.
   d. Recommendation that the student invite a support person to the meeting, and if the student is registered with Disability Resource Center (DRC), s/he invites DRC representative.
   e. Invitation to contact Program Director to plan mutually convenient dates for the meeting and to explain the Retention Review procedures.
   f. Invitation to submit supporting documentation to the Program Director at least 2 working days in advance of the scheduled meeting date with statement that documents will be shared with committee members.
   g. Notification that the student will receive copies of documents submitted by other participants at least five working days in advance of the scheduled meeting.

The Program Director documents Retention Review preparation activities in the Retention Review Checklist.

2. A Retention Review Committee shall be assembled and convened by the Program Director. For students admitted to a single program, membership on the committee shall include the MSW Program Director, who will serve as the non-voting chair, and three faculty members. For students in the BSW or MSW Program, the Director of Field Education and/or Coordinator of the MSW Distance Option may be invited to participate as non-voting members. For students admitted to the joint Program, the committee shall consist of the Ph.D. and the MSW Program Directors who will co-chair the committee, and two additional faculty members, one representing the MSW 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 full-time faculty members.

3. If there is a conflict of interest for the Program Director, another tenured faculty member will be appointed by the Associate Dean to assume the aforementioned responsibilities.
4. 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 adviser shall attend the meeting. The committee chair shall also invite all parties relevant to the concern. The student is encouraged to invite a support person to speak on his or her behalf and if the student is registered with Disability Resource Center (DRC), a DRC representative. 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.

5. The Retention Review Committee shall consider the concerns brought before them and the student’s response. The presentation of concerns, responses, and discussion will be audio-taped. The committee may choose to review the student’s academic file. At the conclusion of the presentations by the parties attending, the student will be asked if s/he wants to share any additional information pertinent to the committee’s decision making process. The committee will then meet in private, with the committee chair facilitating, for deliberation. The committee may invite the Director of Field Education and/or the MSW Distance Option Coordinator for all or part of its deliberations. Based on its deliberations, the committee will reach a decision 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 specified by the committee. In the event of this outcome, committee members are encouraged to consider and address the following when specifying a Retention Plan:
      • Whether immediate continuation (or re-placement) in field is indicated, or whether there should be a delay in returning to field;
      • The total number of hours of field the student needs to complete;
      • In the event the student has completed one or more terms of practice class, whether the student needs to sit in on (i.e., repeat) practice class;
      • Where the student has an Incomplete in a required course, the plan clearly states what remains to be completed, the plan for completion, and the student’s responsibility to convey this information to instructors who have an educational need to know;
      • The optimal number of credits a student may enroll for each term, how this is to be monitored, and for how long this is to be monitored;
      • Procedures for monitoring completion of the plan, including who monitors the plan (e.g., the adviser/liaison), how often, in what format, for how long, etc.;
      • If the Retention Plan is related to Field, the field instructor will be provided a copy of the plan and recommendations about how best to work with the student.
      • Indicators that the Retention Plan has been successfully completed.
   d. The Retention Review Committee may recommend that the student be dismissed from the Program.

   The committee should seek to reach consensus. When this is not possible, a majority of two is sufficient.

6. After the committee’s deliberations, the student will be invited back to hear the outcome of the
committee’s deliberations. The chair will inform the faculty advisor, the faculty member requesting the Retention Review, and the other participants who have an educational reason to know of the Committee’s decision within one working day. The chair will also inform the instructors of other courses the student is taking of the retention review outcome. The chair will send a letter to the student summarizing the decision and rationale within five academic days, with copies to the Dean, the Office of Graduate Studies (for graduate students), the student’s adviser, the student file, and if relevant, the Director of Field Education and/or Coordinator of the MSW Distance Option. The audio-tape of the meeting and one copy of all documents used in the Retention Review, including the meeting notes, will be maintained in a sealed file and be unsealed only as provided by law. When a student has been allowed to remain in the program with a retention plan that impacts subsequent course work, the Program Director will provide a copy of the plan to all instructors who have an educational reason to know.

7. In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal as described in #8 below, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from Field, and unless the committee has determined that the student’s behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

8. If the student feels that School of Social Work policies were not followed, s/he may request a review of the retention review process. This request must be made in writing to the Chair of the MSW Student Affairs Committee or the relevant Program Director, within five working days after being informed of the Retention Review Committee’s decision as outlined in # 5 above. The student’s appeal letter must specify the part(s) of the process that are being appealed and the grounds for the appeal.

9. Within ten working days of receiving the request, the Chair or Program Director convenes the appropriate committee to consider the request and determine one of three possible recommendations:
   a) The retention review process had no flaws;
   b) The process had minor flaws but they did not affect the fairness of the outcome; or
   c) The retention review process was not conducted fairly and the decision should be reconsidered.

   The chair of the Program Committee will inform the Dean in writing of the committee’s recommendation. The Dean will write to the student to inform her/him of the final decision.

Whenever a faculty member or field instructor has an ongoing concern related to a student’s academic performance, professional performance in the classroom or the field, or student conduct, he or she notifies the student and the student’s advisor in writing requesting a remediation meeting. The faculty member/field instructor then meets with the student and the student’s advisor to develop a remediation plan that specifies the concerns, the actions to be taken by the student, and the date by which the deficiencies must be overcome (a maximum of one term beyond the term in which the plan was written). The remediation plan is distributed to the BSW Program Director, the student, and one copy is placed in the student’s file. The student’s advisor meets with the student, and if possible, the instructor bringing the concern, on or before the specified date to determine whether the student has successfully remediated the concern. If the concern is alleviated in the judgment of the advisor, the advisor reports this outcome in a written document submitted to the
BSW Program Director. The BSW Program Director then notifies the student in writing of the outcome of the remediation plan.

If the concern is not deemed to be resolved, the student’s advisor invokes a retention review. The BSW Program Director notifies the student in writing of the requested review, also specifying in what ways the student is failing to meet the School of Social Work’s performance standard, and why that matter is appropriate for a Retention Review.

The Retention Review Committee is assembled and convened by the BSW Program Director who serves on the committee along with two members of the faculty, one of who is selected from a list submitted by the student. In addition to the Committee, the student and the student’s advisor also attend the Retention Review meeting. After considering the concerns brought before them, the student’s response, and the attempted resolution, the Retention Review Committee may judge that the concern was based on insufficient grounds, that the problem has been remediated, that the student should be retained in the program under certain conditions or that the student should be dismissed from the program. The next step is a written report that will be made to the Dean of the SSW; she/he will make the final recommendation and notify the student of the final decision. The Dean’s decision may be appealed to the University’s Academic Appeals Board for students in the undergraduate social work program under policies outlined in the Portland State University Bulletin.

If at any time there is a perceived conflict of interest in terms of the BSW Program Director serving as the student advisor and an issue comes up regarding a student’s termination, a designee will be selected by the Dean so the student will have an alternate advocate. The BSW Program Director cannot serve as a facilitator of a meeting and the student advisor at the same time; therefore a plan to manage all of these roles must be available. The BSW Program seeks to be uniform and fair as to any application of any policy that could result in the termination of a student from the program. Core principles that guide our processes and policies include transparency, fairness, and professionalism. The BSW Program has the expectation that students will become professional generalist social workers and abide by the NASW Code of Ethics and thus develop a professional social work identity which guides adherence to professional behavior at all times.

So far the BSW Program has utilized the remediation and retention process a few times with a variety of outcomes for the students who were involved in various situations (classes, family issues, grades, field). We have had programmatic experience with these policies and procedures by actually applying them in our Program. The policies are fair, systematic, and transparent, as best they can be depending on the issue and confidentiality of all those concerned. Of course, the outcome may not be to the liking of a specific student but this is why any decision is made by a team of individuals who are social workers and are knowledgeable of the gatekeeping role of our profession. As uncomfortable as this may be, it is the client/consumer of services we are protecting by these often difficult and painful recommendations and decisions that come forward.
3.2.9: The program describes its policies and procedures specifying student’s rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

Student Participation

Student Affairs is a section of the BSW Program Handbook, 2013-2014, p. 20-21. Student rights, freedoms, responsibilities, policies, and information are located in the BSW Program Handbook which is available online at the BSW Student Web Center. A hard copy of the Handbook can be accessed from the BSW Program Director’s office and from our BSW Student Advisor when there is an individual request. Areas of policy described in the BSW Program Handbook, 2013-2014, include: student rights and responsibilities pertaining to access to university courses and facilities; student, faculty, and staff relationships; student records; student affairs; and student conduct. Student rights include the right to know the goals, content, expectations, and grading methods in a course; to be evaluated on the materials in the course; and to consult with the instructor outside the classroom.

Students have the responsibility to observe the standards of academic performance and conduct established by the instructor of a course and to supply pertinent information required by the University. Students are also responsible for knowing the regulations and procedures of the University as outlined in the Statement of Student Rights and Responsibilities, Portland State University Bulletin, and the BSW Program Handbook. These include the PSU Administrative Rules of Student Conduct, Standards of Conduct Regarding Alcohol and Drugs, the Policy on Academic Honesty and Integrity, and the Sexual Harassment Policy, which are all included in the BSW Program Handbook. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or assertion that the student was not informed by a faculty adviser or other authority. Embedded in these policies is the right to be represented on committees of the School of Social Work and the BSW Program Committee.

Two BSW student representatives serve as voting members on the BSW Program Committee. Students are told about these positions via email and class announcements. These students are selected by self-nominations. Student representative have the right to suggest policies and/or make changes to policies due to their membership on this committee. The students are present at the meetings and can be active in that role if they desire. Also, individual members of the student body are encouraged to bring educational policy concerns to the attention of the Program Director for consideration by the faculty. Since many of the students in the BSW Program are non-traditional students, balancing work, family, and education can impact a student’s ability to participate in committees and student government.

Student voices are also heard from student/faculty dialogs. This information is taken very seriously by the BSW Program Director and other members of the team. Student concerns are shared with the BSW Program Committee. Faculty members work together to make the program more accountable to student needs. Results of these meetings are shared with the BSW students by email or other announcements.
3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

**Student Organizations**

BSW students in the program have the right to form organizations and associations under the PSU Policy Statement on Rights, Freedoms, and Responsibilities of Students. There is no current officially recognized BSW student group. Students are encouraged to form student groups but they have not formed one in the BSW Program. The School of Social Work has a student group which students may participate if they want to. There is a Latino/a Student Group at the School level that students may join. There are opportunities for students to join these already existing groups at the School level.

The university has several mechanisms for students who are interested in forming organizations, clubs, and activities. Student government is organized by the Associate Students of Portland State University and provides students with avenues for student body government. Students may also join clubs associated with many interest areas including academic, recreational, multicultural, honors, and many more.

In the BSW Program the cohort model functions as an organic group. The BSW Program discusses student groups in the orientation when they start the program. They come into the program as “cohorts” and this past year they have utilized that group to serve as their group. Students’ organize around “issues” and this year they organized around the topic of using TaskStream in the program. The BSW Program organized a meeting to listen to their concerns and followed up with a report to the BSW Program Committee and this information was shared with the students. They met with faculty, staff, and administration two times this past year as a unified cohort group.

The local chapter of the NASW offers students an opportunity to participate in their professional organization through involvement in committees and a student board position. One BSW student is a member of the NASW board and he has been very active with this organization. He has attended various functions in the School of Social Work to share his experience, resources, and work on this board with SSW faculty, staff, and students. His membership on this board represents professional social work role modeling of leadership, advocacy, and practicing his generalist social work knowledge, values, and skills in a statewide professional social work board.
Accreditation Standard 3.3 - Faculty

3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience. (See Faculty Data Form—if use adjuncts only have to describe those who taught during the academic year prior to the submission of the self-study).

Describe each faculty member/degree from CSWE accredited program/which faculty teach practice classes

Faculty

Wende Garrison has a MA. She was a special hire due to Laura Nissen taking the Dean position. She taught the Senior Integrated Portfolio; she is an international expert in electronic portfolios. This was a one-term hire due to the original faculty taking the Dean position. This course will be taught by social workers in the future.

Charlotte Goodluck has a Ph.D. and MSW from an accredited school of social work, Smith School for Social Work. Charlotte has been a social work educator since 1987. Her social work background includes working with Native American families on issues related to adoption and foster care; she also has worked with indigenous communities (Navajo and Hopi) on women’s breast cancer prevention, lifelong learning in social work, and policy issues related to sustainability.

Denise Grant has an MSW from an accredited school of social work, Portland State University. Her work experience has been in the areas of public health and education. She has been a Field Specialist with the BSW Program for five years.

Jessica Harrison has an MSSW from accredited school of social work, University of Wisconsin-Madison. She is a clinical social worker with experience providing trauma-informed care within diverse, multicultural communities. Her practice includes clinical care, activism, and social work education with a focus on reproductive justice, perinatal/women's mental health, and the adoption constellation. She has been an adjunct instructor at PSU’s school of social work and has been working with students in various roles for six years. She has been a practicing clinical social work for 10 years, and is an adoptee activist advocating for adoption policy reform and adoptee-centric practices. Her work is grounded in social justice and feminist empowerment frameworks. She is a licensed social worker with the State of Oregon.

Mindy Holiday has an MSW from an accredited school of social work, University of Michigan. She has 20 years of practice experience focused on working with communities of color, providing direct services, community organization and program development for in home services. She has provided and administered family preservation services in the Detroit Metropolitan Area, Clark County
Washington and Multnomah County, Oregon, before accepting a faculty appointment. She began her teaching career in 1980 at Oakland University, Rochester, Michigan.

Michael Hulshof-Schmidt has an MSW from an accredited school of social work, Portland State University. He is a trainer, facilitator, mediator, and progressive educator. He directs Equality Works, NW, providing workshops and trainings around race, power, gender, privilege, and equity. He has formal training in research practices, diversity work, mediation, and education and has learned and implemented best practices for team building and diversity training, providing consulting to businesses both large and small. He teaches at the PSU School of Social Work in both the graduate and undergraduate programs.

Rachel Krokus has an MSW from an accredited school of social work, Portland State University. She has worked for the VA as a social worker since 2009 and currently is a therapist in the Substance Abuse Treatment Program. Before obtaining her MSW, she worked providing harm reduction services to people at risk of/living with HIV/AIDS, as an advocate for parents of kids with disabilities, and as a policy consultant for Drug Policy Alliance.

Sandy Leotti has an MSW from an accredited school of social work, University of Montana. She has taught research for our program. She has experience with case management, mental health, social justice advocacy, and therapeutic wilderness exploration with youth.

Denise Grant has an MSW from an accredited school of social work, Portland State University. Her work experience has been in the areas of public health and education. She has been a Field Specialist with the BSW Program for five years.

David Molko has an MSW from accredited school of social work, Barry University. He has been a social worker for the past twenty years, having spent much of his career in the area of geriatrics. He consults with and provides counseling services and on-going support groups through Jewish Family Service. He has been a field supervisor for both the MSW and BSW Programs for the last seven years and ended his first year as faculty liaison for the BSW Program this month.

Laura Nissen taught in the BSW Program in fall 2013. She has a Ph.D. and MSW from an accredited school of social work, University of Denver. She is currently the Dean of the School of Social Work. She was the Director of Reclaiming Futures, a nationwide Robert Wood Johnson Foundation funded project; she has been a professor at the School of Social Work for several years before becoming the dean. Her practice area is substance abuse, juvenile justice reform, and working with adolescents in a variety of settings. She has published extensively and is a nationally known consultant and trainer in strengths perspective, innovation and change dynamics, and creativity.

Elizabeth (Lisa) Norton has an MSW from an accredited school of social work, Portland State University. She has worked in a variety of positions with the Silez Tribe including tribal court, enrollment, mental health, and sexual assault advocate. She has taught social welfare policy and research. She is currently in our doctoral program.

Greg Pugh has a Ph.D. and MSW from an accredited school of social work, Eastern Washington University. Greg has many years of clinical work in health care settings, HIV case management, and has worked in cross cultural settings such as Hawaii. His interests includes social work ethics, the impact of foster care placement into adulthood, and patient quality of life. He has worked on curriculum development with the BSW Program and taught HBSE this past year.
Maria Talbot has a Ph.D. and MSW from an accredited school of social work, University of California, Berkeley. Maria has been at the School of Social Work since 1984. She has been a tireless faculty member serving on numerous school-wide committees. Her area of interest is gerontological social work, mental disorders, and hoarding among older adults. She has been active on the BSW Program Committee and assisting in the writing of the self-study on assessment; she has taught research with the BSW Program for several years. She has been active in volunteering with the Multnomah County Aging and Disability Services and has conducted numerous community-based research projects.

Christine Velez-Klug has an MSW from an accredited school of social work, the State University of New York at Buffalo. She has practice experience working in a myriad of nonprofit settings including refugee resettlement services, adult mental health, and medical social work as well as extensive work with Latina/o communities. Her research interests include women's reproductive health issues with a focus on Latina populations, critical social work and feminist theory.

John Wolfe has an MSW from an accredited program, Portland State University. He has a private practice in Portland where he works with individuals, families and youth, conducts trainings on social justice issues and conducts groups with African American male youth. His effort remains to educate, inform and support those individuals he engages toward a healthier and connected relationship within their respective environments. He has been teaching with the BSW Program since it started in 2008.

**Faculty who teach practice classes**

**SW351: Beginning Generalist Practice**

Sam Gioia has an MSW from an accredited school of social work, Portland State University and two years post MSW social work experience. He has taught one of the generalist social work practice classes. He is a licensed social worker with the State of Oregon. After earning his MSW in 1987 he worked in the mental health field for 14 years before coming to PSU as a faculty. Professor Gioia recently received a Graduate Certificate in Student Affairs in Higher Education at PSU, College of Education. This will equip Professor Gioia to be more knowledgeable about student learning and development, demonstrate more commitment to meeting the needs of diverse students, collaborate more with faculty and other campus colleagues to shape support services and campus environments that enhance student learning and development, support professional decisions by applying research findings and theoretical frameworks to local contexts, and to continually strive to improve practice through assessment of student outcomes.

**SW430: Generalist Practice with Communities and Organizations**

Michael Taylor has a Ph.D. and MSW from an accredited school of social work, Portland State University. He has two years post MSW social work experience and he teaches one of the generalist social work practice courses. He is a licensed clinical social worker in Oregon and has over 30 years of practice experience at the individual, organizational, and community levels. He has been a full-time faculty at the School of Social Work since 2002, and teaches BSW and MSW generalist practice
and social policy courses. He also teaches courses on family studies and mental health policy and practice in the Child and Family Studies undergraduate curriculum.

Andre Pruitt has an MSW from an accredited school of social work, Portland State University and two years post MSW social work experience. He has taught a generalist social work practice class. André Pruitt is a licensed practitioner providing direct services and community social work for the past twelve years. Andre specializes in Posttraumatic Stress Disorder, depression, anxiety, support around sexual orientation, gay identity development, developing spirituality for healing, grief and loss, and is trained in EMDR.

**SW431: Generalist Practice with Individuals and Families**

Paula Mike has an MSW from an accredited school of social work, Portland State University and two years post MSW social work experience. She has taught one of the generalist social work practice classes. She retired at the end of the academic school year after several years of teaching with the School of Social Work.

**SW432: Generalist Practice with Groups**

Dawn Williamson has an MSW from an accredited school of social work, Portland State University, and two years of MSW social work experience. She has been teaching part time in the BSW since its inception, and has been teaching a generalist social work practice class regarding groups. She has a private practice specializing in clinical work with young children who have experienced trauma.

**Faculty Summary Forms**

Please see the following pages for the Faculty Summary – Parts I and II.
<table>
<thead>
<tr>
<th>Initials and Surname of Faculty Member</th>
<th>Date of Appointment</th>
<th>Ethnicity</th>
<th>Years of Practice Experience*</th>
<th>Percentage of Time Assigned to Program</th>
<th>Previous Positions</th>
<th>Current Positions</th>
<th>Years of Employment as Full-Time Educator</th>
<th>Program Time Assigned to BSW</th>
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*This form is used to assist the COA in the evaluation of the program's compliance with Accreditation Standards stated below.
Indicate the total number of years practice experience after receiving the baccalaureate degree and/or master's of social work degree.

Combine full-time and part-time work into a full-year equivalence years of full-time teaching.

* Should sum to total of years of full-time teaching.

** % of workload taught in the BSW Program/Workload database for details

<table>
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<tr>
<th>Initials and Surname of Faculty Member</th>
<th>Date of Appointment</th>
<th>Ethnicity</th>
<th>Years of Practice Experience</th>
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Council on Social Work Education

Commission on Accreditation (COA)

**Faculty Summary—Part 2**

Form F2-2008—Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing Accreditation Standards below.

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**Accreditation Standards**

3.3.2. The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B3.3.3. The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

---

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Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions within the past academic year. List from highest to lowest in rank.
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3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

Faculty to Student Ratio

The Faculty to Student Ratio is: 1:30 students. Each classroom has between 25-30 students depending on the cohort size, junior or senior year; senior year usually has a smaller ratio (1:25) due to some of the students stopping out, leaving the program, or going part-time. Sometimes there are other considerations which are out of our control such as budget issues, university policies, etc. The BSW Program offers 13 classes with two sections of each. The curriculum includes course work in introduction to social work, research, human behavior and social environment, social justice, generalist social work practice, policy, portfolio, field seminar and field practicum. Each year, the program admits a cohort of 60 students; this results in class sizes of approximately 30 students per class per cohort year. This class size is right and is based on classroom size regarding desks, teaching principles with medium size classes, and by splitting the cohort into two sections and then we can offer two sections, one in the day and one at night to accommodate individuals’ different work schedules. The class size is consistent with teaching principles.

The faculty size is commensurate with the number and type of curricular offerings and class sizes, with each section of 30 students and two sections of each course. The field seminar sections are taught by four social work faculty; they each have 13-15 students in the field for whom they provide liaison with the social work agency. They also meet with each student in the field seminar each week of the three terms for consistency and continuity. Each social work faculty has teaching, scholarly and/or service responsibilities. This will vary depending on what faculty status they are associated with. For example, a tenure/tenure track faculty will have so many credits for teaching, research, and serving on at least two SSW wide committees. However, a fixed term faculty will not have research/scholarly responsibilities so their credit base is higher; this concept also applies to adjunct and doctoral students who do not have research or service responsibilities so the credit base is increased.

At this time, the BSW Program has two full time social worker faculty and we have other social work faculty of different faculty status. This serves the BSW Program currently in getting the necessary work accomplished.

This term (Spring, 14) we are in the process of a search for one full-time Tenure/Tenure Track Assistant Professor to add to the BSW Program who will be teaching full time in the program. This new position will add to the BSW faculty and will provide more consistency and continuity to the program.

In terms of teaching in the BSW Program see the following table: (2013-2014)
### Table 3.1 Faculty Status and Credits Taught in the BSW Program

<table>
<thead>
<tr>
<th>Tenure/Tenure Track (4)</th>
<th>Fixed Term (6)</th>
<th>Adjunct (8)</th>
<th>Doctoral Students (3)</th>
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<tbody>
<tr>
<td>Nissen (Full) 3 credits</td>
<td>Holliday 15 credits</td>
<td>Wolfe 3 credits</td>
<td>Norton 11 credits</td>
</tr>
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<td>Talbott (Associate) 3 credits</td>
<td>Grant 3 credits</td>
<td>Harrison 3 credits</td>
<td>Leotti 6 credits</td>
</tr>
<tr>
<td>Goodluck (Full) 7 credits</td>
<td>Taylor 3 credits</td>
<td>Pruitt 3 credits</td>
<td>Velez-Klug 4 credits</td>
</tr>
<tr>
<td>Pugh (Assistant) 4 credits</td>
<td>Gioia 13 credits</td>
<td>Holshof-Schmidt 7 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mike 3 credits</td>
<td>Krokus 3 credits</td>
<td></td>
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<td>Garrison 3 credits</td>
<td>Williamson 6 credits</td>
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<td></td>
<td>Molko 3 credits</td>
<td>Waid 3 credits</td>
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<tr>
<td>Total: 17/27</td>
<td>40/33</td>
<td>31/45</td>
<td>21/27</td>
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The workload formula is calculated from the following data per faculty member: Each faculty member has a base number depending on if there are Tenure/Tenure Track (T/TT), Fixed Term, Adjunct, or doctoral students. Each status has a base of credits per workload for the year. The base is stated in the following:
- T/TT base 27 credits: 17/27: 1.58
- F/T base 33: 40/33: 1.33
- Adjunct base 45: 31/45: .68
- Doctoral students base: 27: 21/27: .77
Total: 4.36 FTE

**Number of Faculty Teaching in the BSW Program: How is the Number Calculated?**
The calculation is determined by the number of course credits divided by the base number. By counting the number of credits per faculty and what base they are that determines the workload number. Adding all the credits per faculty number determines the FTE number. The workload formula gives the BSW Program a total of **4.36 FTE** devoted to teaching of the BSW Program.

**B.3.3.3: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE–accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work form a CSWE-accredited program and a doctoral degree preferably in social work.**

The BSW Program Director is a full time tenured full professor, whose principal responsibility is to direct the BSW Program, with .50 FTE of her assignment devoted to program administration, and additional time divided between teaching, research, and service. Dr. Charlotte Goodluck holds both an MSW from Smith College School for Social Work, an accredited program, and a Ph.D. from the University of Denver, Graduate School of Social Work.

Currently the BSW Program has two full-time social work faculty: one is a tenured full professor, Dr. Charlotte Goodluck, and one fixed term faculty member with a MSW degree, Professor Samuel Gioia, who teaches undergraduate BSW classes. Professor Gioia also provides advising for our BSW students. Professor Samuel Gioia’s MSW is from Portland State University, School of Social Work,
an accredited social work program.

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

Faculty Workload Policy and the BSW Program Mission

“The BSW Program promotes commitment to well-being, self-determination, and social and economic justice in our communities. The educational experience prepares professional, entry-level, generalist social workers to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities. This mission builds on the tradition and history of Portland State University as an urban, public access institution.” (Revised and accepted by the BSW Program Committee on October 18, 2013).

The workload policies are derived from the School of Social Work in conjunction with the University. Policy on workload as a system governs the entire faculty of the School at any given time. The BSW Program is part of this larger educational system. The faculty at PSU are governed by collective bargaining agreements with American Association of University Professionals (AAUP) and American Federation of Teachers (AFT). Therefore, faculty who teach in the BSW Program are governed by School-wide workload policies. The School’s workload policy is based on principles that have been approved by the faculty, and includes differentiation between the various groups of faculty members: tenure/tenure-track, fixed term faculty, and adjunct faculty. The workload policy is adequate for the implementation and administration of the BSW Program. The workload policy represents the BSW mission and goals in that it provides for the faculty to teach knowledge, values, and skills in a generalist social work program. The faculty represent social work perspectives and provide knowledge, values, and skills to carry out the goals of the BSW Program. The BSW Program provides for a public education in social work at the generalist entry-level to prepare students to address the concerns of the communities with professional knowledge, social work values and ethics, and appropriate skills; BSW students will be capable of addressing a multitude of problems, disparities, and build on the strengths of the community by working directly with individuals, families, groups, and communities. The generalist social work lens is introduced, built upon, and implemented in the various field placements with a multitude of community agencies and/or organizations.

The workload policy is the structure by which faculty are selected to teach in the BSW Program, thus giving the Program educators, leaders, advocates, mentors, advisors, liaisons, role models, and social workers to implement the BSW curriculum and program.

The workload policy is discussed for the following groups in the following section.

Tenure/Tenure Track Faculty (T/TT)

The workload for a tenure/tenure track faculty member is 36 credit hours each year, of which six credits are devoted to scholarly activities and 3 credits to service. For the MSW Program nine of the remaining credit hours are typically taken up with three terms of advisement/field liaison for an average of 12-15 students. The remaining 18 credits usually take the form of some combination of
three and four credit classes. The most common configuration is six three-credit classes, two per term. Where possible, administrators who plan the workload give faculty members the opportunity to teach two sections of the same course each year, to minimize the number of course preparations. Faculty who work with Ph.D. students can also receive course credit for completion of dissertation supervision, chairing advisory committees, and serving on dissertation committees.

The BSW Program has a different field formula; it has four field seminar leaders/teachers who have field liaison as part of their workload.

It is the expectation at Portland State University that all tenure/tenure track faculty develop and pursue a scholarly agenda, which may involve any or all of four expressions of scholarship: discovery, integration, interpretation, and application of knowledge. Faculty serving as principal investigators of research or training grants, or carrying significant project-related assignments on externally-funded research projects are given release time in relation to the requirements of the grantor or of the project. Faculty also may be released from teaching duties to take on administrative roles, such as program direction. After consultation with the Dean, sabbatical release may be granted to tenured faculty engaged in other significant scholarly activities.

The BSW Program had 4 Tenure/Tenure Track faculty during the 2013-2014 academic year; there were 2 full professors, 1 Associate, and 1 Assistant faculty. This served the BSW Program well regarding the teaching, administration, and service roles.

**Fixed-Term Contract Faculty (FTF)**

The usual workload for fixed term contract faculty, who are employed at .50 FTE or more, is based on a 36 credit per year workload for 1.00 FTE. Faculty reach agreements with the Dean on their workload assignments, based on the needs of the school and their own professional goals. Most contract faculty agree to take on governance and service responsibilities, and are released from one three-credit course for this work. Therefore, a full-time contract faculty member with the 36-credit workload might be assigned to 3 credits of service, a full 9-credit field load, and 27 credits of courses (e.g., 8 three-credit courses, 2 or 3 per term). Fixed-term faculty are hired on a year to year contract or 1-3 years depending on their previous work with the School of Social Work, individual circumstances, and in tandem with union provisions.

The BSW Program had 6 fixed-term faculty during the 2013-2014 academic year. They taught between one and four courses for the Program. This served the BSW Program with high quality to meet the teaching needs of our students.

**Adjunct Faculty (AF)**

Adjunct faculty members are those instructional faculty who teach less than .50 FTE each academic year. As specified in the American Federation of Teachers contract, which applies to adjunct faculty members at PSU, adjunct faculty have a workload based on the full-time equivalency of 44 credits per year. Most adjunct faculty in the SSW teach between 3 and 9 credits per academic year. Many are engaged in full-time doctoral study or employment as social work practitioners, and so are not expected to engage in regular governance activities as part of their workload. They are however, expected to participate in course development and meet with other members of the curriculum subcommittee in relation to their classes. Additionally, adjunct faculty members are required to keep
regular office hours to consult with students. SSW provides orientation to adjunct faculty to acquaint them with the policies, procedures, and other relevant information about the university and the School itself and individual programs, such as the BSW Program. The BSW Director is in contact with the adjunct faculty to support them in their work with our Program.

During the 2013-2014 academic year, the BSW Program had 6 adjunct faculty and 3 doctoral students assigned to teach BSW courses, which appropriately served the BSW Program. This standard (3.3.4) addresses if the BSW Program workload is tenable. At this time, the BSW Program is meeting most of its needs; however, due to the variety of faculty statuses this can be confusing for the students. It would be more ideal if the BSW Program had more consistency and cohesion with more full time tenure/tenure track faculty assigned to the program. The majority of faculty are great team players and provide quality teaching by bringing their own practice experiences into the classroom. The BSW Program is nested within the PSU university wide system where there was the threat of a union strike. The strike was averted within the last 10 days with tenable negotiations.

With regard to the BSW Program, faculty work very hard, serve on committees, and do their research. There is never enough time but I think the BSW Program faculty identify with the mission of the BSW Program by wanting to make a better place for disenfranchised communities. Faculty work with their entire heart, mind, body, and spirit to serve the BSW student population and the communities they represent and will eventually serve in keeping with our BSW mission and goals. We have dedicated faculty who work with the BSW Program directly and other faculty who teach from 1-3 courses, and they are all committed to the BSW Program and the students in our Program. They realize the importance of higher education and a professional degree to many of our students from working class backgrounds and 1st generation students with complex families and work responsibilities. Higher education is a step toward their dreams to make it a better world for themselves and their communities. We are part of this circle.

**Challenges**

1. **Reduced state budgets of higher education.**
   Like other states, Oregon has been severely affected by the economic recession since 2008 and this has had a serious impact on state funding, resulting in cuts to higher education funding. PSU is a state funded university but it is having to find other venues for funding since the state legislature has cut its funding tremendously, similar to other states. This year, 2013-2014, we were asked to make a 5% reduction across the SSW budget after taking a 3% cut last year.

2. **PSU initiates a new budget formula.**
   PSU has moved from a revenue and expenditures based budget to a performance based budget, so units in the SSW are having to work more closely with budgets based on outcome measures. All units are required to use the Revenue and Cost Attribution Tool (RCAT) to determine their budgets in tandem with the SSW as an entirety and with other university colleges and departments.

3. **SSW Dean Changes.**
   The last three years we have had major changes. Dean Kristi Nelson passed away in 2012; we had an interim Dean, Nancy Koroloff, for one year while a national search was commenced. In 2012-2013, Dean David Springer served as our dean and he left this position to return to Texas
for family reasons in June, 2012. Nancy Koroloff, for the second time, served as our interim Dean for half a year in fall 2013 while another national search for a new dean commenced. The Dean search was successful with the hiring of a new Dean, Laura Nissen who began her term on January 6, 2014. Dr. Nissen has been a faculty member at PSU for several years. Dr. Nissen has played a significant role in the BSW Program by teaching, serving on the BSW Program Committee, and doing field visits with BSW students. This change will be wonderful for the School but will have impact on the BSW Program due to replacements both in teaching and committee structure. It is her goal to bring stability and new vision to the SSW.

**New Opportunities for the BSW Program**

The SSW has conducted a nationwide search for a new Assistant Professor for the 2014-2015 academic year; this individual will teach primarily in the BSW Program adding to its consistency and cohesion. The BSW Program is very excited about this possibility and growth. The faculty who was hired beginning Fall, 2014 is Gita Mehrotra who holds a Ph.D. in Social Welfare from the University of Washington and an MSW from the University of Minnesota. She has been involved with anti-violence work for over 15 years in a variety of capacities including: direct service, education/training, and program and organizational development, with a focus on Asian and South Asian women and LGBTQ communities of color. Her current research and teaching interests include: queer people of color identities and wellness, diversity and social justice education, domestic violence in minoritized communities, and critical and feminist theories and methodologies for social work.

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

Sam Gioia is a licensed social worker with the State of Oregon. After earning his MSW in 1987 he worked in the mental health field for 14 years before coming to PSU as a faculty. He has taught extensively in the undergraduate general studies program specializing in community-based learning courses that serve immigrant and refugee youth. He has been the academic adviser for BSW students since 2008 and has also taught Introduction to Social Work, Social Work and Spirituality, and Generalist Social Work Practice. He has worked with the Portland community in many settings: multi-cultural, school settings, faith-based organizations, and other human service oriented programs and organizations. He recently completed a post-graduate certificate for Student Services in Post-Secondary Education and is a doctoral student in the Educational Leadership program at PSU.

Maria Talbott, Associate Professor, presented as an invited speaker at the 2012 BPD Annual Conference in Portland, Oregon at a Symposium on Best Practices in Teaching Research at the BSW level where her presentation received an appreciative response. She has also presented regarding her ongoing research on hoarding at an International Consortium on Social Development in Hong Kong, the Oregon chapter of NASW, the Pacific Sociological Association, to social workers at Impact Northwest, the Oregon State Agency for Seniors and People with Disabilities, United Behavioral Health, and the Multnomah County Department of Human Services.
Michael Taylor's experience includes direct practice of clinical social work with children, adults and families, as well as supervision and management of mental health and child welfare programs. His research has focused on assessment of strengths and resilience of children and families dealing with mental health challenges. He has researched the needs of military families and provided support to families and returning veterans. While at Portland State, Dr. Taylor has coordinated undergraduate courses and has researched civic engagement and retention of undergraduate students in the University Studies program. He has been elected to two terms on the PSU Faculty Senate. His practice and teaching include generalist practice as well as management and supervision practices in publicly funded mental health and human services programs. He has disseminated his research at national and international conferences and has published research. He provides leadership for the social welfare practice courses in the BSW Program and has been a member of the BSW Program Committee since the inception of the program.

Denise Grant supports her ongoing professional development as a Field Specialist by participating in the annual NW Field Education Consortium. This meeting brings Directors of Field Education and Field Educators from schools of social work in the Northwest together to discuss best practices, challenges, strategies and relevant trends in field education. She participates in the planning and attends the School of Social Work annual Field Fair, which brings community agencies together with our students and facilitates the expansion of field opportunities for the program. On a weekly basis, she meets with the Assistant Director of Field Education for supervision. She meets with students in the field via her field seminar liaison role, thus getting to know and work with several agencies serving our BSW students in the community.

Dawn Williamson has served on various community boards and committees. Her passion for macro level social work practice is apparent in her work with the NASW Oregon Chapter Board on which she serves as the chair of the Nomination and Leadership Committee, as well as her current project of developing a play therapy clinic for the underserved children of Yamhill County. She is also a board member for the Oregon chapter of the Association for Play Therapy. Dawn’s interest in international social work materialized into developing the school of social work’s first study abroad course, “Culture and Language Immersion for Social Workers in Costa Rica” in 2008. Dawn was the recipient of the “Above and Beyond” Award from the Yamhill Country Early Childhood Council.

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

There are two full time faculty members, Dr. Charlotte Goodluck and Professor Samuel Gioia. Dr. Charlotte Goodluck models behavior and values of the social work profession at PSU by the following: she is a social work educator and leader, she provides direct leadership to the BSW Program, interacts with the three other program directors at different SSW wide meetings, and she manages the BSW Program by serving as the Chair of the BSW Program Committee and Chair of the BSW Administrative group. She models teaching by teaching social work courses, including developing the online Introduction to Social Work course and teaching a new course, Senior Integrated Portfolio. She provides coaching to new doctoral students and adjuncts in developing their courses for the social work program. She models facilitation by organizing student/faculty
dialogs. She is the Chair for student retention meetings so she models professional level gatekeeping within the scope of the program’s guidelines and policies. She develops relevant social work policies to support the BSW Program. She models professional writing by editing and reviewing various brochures, handouts, university bulletins, and develops necessary course proposals when appropriate. She attends university wide meetings with offices related to budget, student recruitment and retention, compliance, and other leadership and professional growth seminars and workshops.

She is a member of NASW and CSWE, and attended the annual BPD and CSWE meetings to learn about the current status of social work education in preparation of self-study materials. She attends the child welfare governing board at the state level to represent the undergraduate social work program. She attends meetings that relate to the recruitment and retention of American Indian/Alaskan Native students and other populations. She has worked with field liaison agencies to learn about new agencies and student internships. She is a role model by working closely with the BSW team by talking with them on a regular basis about programmatic issues and direction. She works with the Dean about the BSW Program future growth and direction and works closely with the SSW admin team in strategic program vision and direction. She models social justice by bring up difficult topic areas with BSW team members and provides time to talk about these topics so each person will have a voice and a say in the program as a collaborative and cohesive team.

Professor Gioia is a social worker, professor and advisor in the BSW Program. He models social work values and behavior by providing our BSW students with professional advising about the BSW curriculum and by taking time to see each of our students before the year starts so he will have a good beginning relationship with them prior to them starting their courses. His knowledge, values, and skills represent the social work profession by providing up-to-date information on the Portland State University context, SSW, and the BSW Program itself. He teaches generalist social work practice courses and the Introduction to Social Work course in the BSW Program. Since he is both a professor and social work advisor he has to be quite conscious about the potential ethical issues related to boundaries and role clarity. He handles this well with regular meetings with the BSW Program Director for discussion and direction. He works well with the other BSW team members and is very professional in his behaviors with faculty, staff, and administration. He is active in PSU-wide faculty committees, such as the Undergraduate Curriculum Committee and other committees. He serves on the BSW admission committee and attends the BSW admin group regularly. He recently facilitated the student-faculty dialogue where he modeled professional communication, conflict resolution skills, and both large and small group facilitation skills. He is also a member of NASW. He meets with community agencies on a regular basis to keep connected to the city of Portland. He has worked at Portland State University since 2000. He received his MSW at PSU in 1987. He is a Licensed Clinical Social Worker (LCSW) with the State of Oregon since 1990. He has a small private practice. He also received an MA in Pastoral Studies in 1996. He was recently accepted to the Doctoral Program in Educational Leadership at Portland State University, which will commence in fall 2014. He has served on several community boards in the past. His behavior models the values of the profession of social work.

The part-time social work faculty come from a variety of backgrounds. They work across all fields of practice including health, mental health, housing, social justice venues, youth services, homelessness, VA, non-profit settings, criminal justice, substance abuse, aging, children’s services, public health, school settings, and with tribes and tribal programs. Part-time faculty model social work mission and goals by being committed to working within their communities to be change agents and social
justice advocates. They serve on a variety of professional organizations and are active in community boards and committees. They model social work ethics and values by identifying as a social worker in the State of Oregon and by many having their state licensure credentials. They show their commitment by being part-time educators and teaching our BSW students about their own social work interest areas, and by modeling social work in their daily lives both in an agency setting or other community settings. Many of their work settings are described in their resumes and in the above section about faculty.
Accreditation Standard 3.4 - Administrative Structure

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

The School of Social Work has an educational program involving seven structural components: (1) the Baccalaureate Social Work Program, which prepares generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change; (2) the MSW Program, which prepares professionals with advanced, analytic skills necessary for self-directed and accountable social work practice through concentrations in Clinical Social Work Practice, Children and Youth, Health Across the Lifespan, and Communities and Organizations and is offered on the Portland State University campus. The MSW Program includes an Advanced Standing Option for applicants who have a B.S.W. from a C.S.W.E. accredited program and the requisite social work practice experience; (3) the MSW Distance Option, which utilizes a combination of on-site instruction, community-based field instruction, and courses delivered through Web enhancements and intensive weekend scheduling to extend access to the MSW program to students living in distant sites in the state of Oregon; (4) the Ph.D. in Social Work and Social Research Program, which provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services; (5) the Child and Family Studies Program, an interdisciplinary, undergraduate program which prepares professionals to work with children, youth, and families in the community and which joined the SSW in 2007; (6) The Regional Research Institute for Human Services, which helps improve human services through applied social research by assessing social problems and service needs and developing and evaluating practice and policy innovations; and (7) The Center for the Improvement of Child and Family Services, which integrates research, education, and training to advance the delivery of services to children and families. The Center includes the long-standing Child Welfare Partnership, founded in 1994, which offers training, research, and education to support Oregon’s child welfare system. Please refer to Figure 3.1, School of Social Work Organizational Chart on the following page.
The BSW Program Director devotes .50 FTE to her administrative duties in the program; the MSW Program Director devotes .67 FTE to administration; the MSW Distance Option Coordinator devotes .75 FTE to administering that portion of the MSW Program; and the Ph.D. and the Child and Family Studies Programs are headed by two faculty members who each devote .50 FTE to their duties as program directors.

It is the school’s policy to appoint directors for renewable terms of two to three years. In addition to the directors of these programs, the school has two Associate Deans: the Associate Dean for Academic Affairs and the Associate Dean for Research and Sponsored Projects, and an Assistant Dean for Continuing Education and Training. The Associate Dean for Academic Affairs is assigned .75 FTE to administration and is responsible for providing direction and oversight to the school’s academic programs, assisting with University relations and external activities of the school, coordinating assessment, publications, workload, and planning projects assigned by the Dean. The Associate Dean for Research and Sponsored Projects is assigned full time to be responsible for the promotion and support of research activities across the School of Social Work and to direct the Regional...
The governance of the school is guided by the faculty by-laws, which specify faculty rights and responsibilities as well as establish the committee structure. (Appendix 12 SSW By-Laws). The school's governance and administrative structure allows for extensive faculty participation through a variety of administrative, standing, and ad hoc committees. The school's Administrative Group includes the BSW Program Director as a member. The standing committees of the Faculty include: (1) a committee of the entire faculty; (2) the Promotion, Tenure, and Merit Committee; (3) the Faculty Affairs Committee; (4) the Social Justice, Inclusion, and Diversity Committee; (5) the BSW Program Committee; (6) the MSW Curriculum Committee; (7) the MSW Admissions Committee; (8) the MSW Student Affairs Committee; (9) the Ph.D. Program Committee; (10) the Ph.D. Comprehensive Examination Committee; (11) the Cultural Competence and Diversity Council; and (12) the Child and Family Studies Program Committee. These committees are composed of faculty members and most have student representatives. In keeping with the spirit of student representation at BSW Program Committee meetings, a student representative is a member and has attended meetings regularly. Community social workers serve on all of the faculty standing committees except the Promotion, Tenure, and Merit Committee and the Ph.D. Comprehensive Examination Committee.

The BSW Program Committee, Child and Family Studies Program Committee, MSW Management Team, and the Ph.D. Program Committee are chaired by their respective program directors. These committees make recommendations to the faculty on program planning, curriculum, student affairs, program needs, and implementation. The director of each degree program provides educational leadership, participates in assigning faculty workloads, assists in performance appraisals of faculty, and assists in the allocation of School resources.

The BSW Program has autonomy via the existing BSW Program Committee recognized in the SSW By-Laws.

**Administration of the BSW Program**

The BSW Program has completed six years of operation (July 2008-present) at the time of writing this self-study. The program is administered by a Program Director with a full-time tenured faculty appointment and a half-time appointment to the administration of the BSW Program at PSU. As with all the School’s program directors, the BSW Program Director’s primary responsibility is to encourage all program participants to strive for the greatest possible quality in teaching, learning, research, and service related to the BSW Program. The overall stewardship of the degree program is the highest priority of the faculty member who carries this administrative responsibility.

The BSW Program Director is a co-equal partner in the administration of a degree program of the school and reports to the Associate Dean for Academic Affairs of the School of Social Work. The Program Director meets once a month with the Associate Dean for administrative oversight and review of program goals, objectives, and activities. In addition to being responsible for the ongoing
operation of their academic programs, each degree program director addresses all of these administrative responsibilities within his or her respective program. The Associate Dean for Academic Affairs attends the BSW Program Committee (non-voting) meetings and the BSW Admin meetings to keep current with the Program activities and provide input when necessary.

In conjunction with the BSW Program Committee, the Program Director coordinates program development activities related to the school and University as well as relevant accreditation requirements. While primarily responsibilities of the Dean and Associate Dean for Academic Affairs, the BSW Program Director supports resource development and faculty recruitment through the planning of undergraduate initiatives, efficiently managing resources, developing materials, and participating as an active member of the administrative team. Administering a baccalaureate social work degree program provides opportunities for the school to expand its alumni and community relations through the development of new partnerships.

The BSW Program Director also contributes to the governance of the School and University through membership on University committees and occasional ad hoc committees as assigned by the Dean. Dr. Charlotte Goodluck, the BSW Program Director, was hired on July 1, 2008. She has served on the following school and university related committees: the BSW Program Committee; the Faculty Affairs Committee; the Diversity Curriculum Sub-committee; the Administrative Group; the Workload Committee; the Promotion, Tenure and Merit Committee; and the University Undergraduate Curriculum Committee. Membership of the Faculty Affairs and Promotion, Tenure, and Merit Committees are by election for two-year terms; the University Curriculum Committee has a membership appointed by the Faculty Senate for a three-year term. The BSW Program Director has also served on several faculty search committees and the search committee for Dean. She also is on the Internationalization Committee for PSU for a three-year commitment. She also serves on a university wide e-portfolio committee reviewing the utilization of e-portfolios system wide. She also attends a Native Circle sponsored by the Indigenous Studies Program, which meets each term for support and discussion on indigenous informed theory and practices to support indigenous ways of knowing and pedagogical and curriculum design with faculty. Other committee assignments change each year according to the needs of the school and dean appointments; however, they remain the same in the majority of cases. The BSW Program Director served on the ad hoc search committee for a University Chief Diversity Officer. The position description of the BSW Program Director is Appendix 13. This position description lists the full range of administrative and management responsibilities, which are similar to the responsibilities of the other SSW degree program directors.

The BSW Program has been in existence since fall 2008. In the six years since the program started we have had many developmental and organizational issues to address in meeting the learning needs of the students within our academic and community environment. One change is the development of a BSW Administrative group to discuss on-going, day-to-day concerns related to student requests, file management, transcript changes, course schedules, and student concerns related to retention and advising. This committee, chaired by the BSW Program Director, is also attended by the BSW field team representative, the two BSW student advisors, our Recruitment and Retention Specialist, and the program assistant. The committee meets every two weeks to review student progress and to recommend curricular and programmatic changes to be considered by the BSW Program Committee as a whole. This group started in late November 2009, and at that meeting the group discussed several of the above issues and how to resolve problems as a group. It was also decided to change the frequency of the BSW Program Committee meetings to one per term and to have this committee focus on program-wide policies and curriculum related issues. Due to the evolution of
this newly formed working group, we anticipate better communication, coordination, and consistency. The Program has seen positive results of the group’s functioning with students and with the administration and faculty of the program. The BSW Administrative Group is meeting regularly and has provided the organizational structure to foster better communication, more consistency among its working members, and has acted as a place for proactive problem solving and group decision-making on relevant program areas and concerns.

**Program Autonomy**

The administrative authority of the School of Social Work is vested in the Dean, who has final responsibility for the development, coordination, and implementation of programs and policies for the school, including the BSW Program. The School of Social Work is a freestanding and autonomous unit of Portland State University. The Dean is the Chief Executive Officer of the school. The primary responsibilities of the Dean include: (1) program development, (2) budget and resource development, (3) recruitment and faculty development, (4) alumni and community relations, and (5) governance and university relations.

The Dean of the School of Social Work reports directly to the Provost and Vice President in the Office of Academic Affairs. The Provost is directly accountable to the President who is the Chief Executive Officer of the University. The School is on the same organizational level as all other Schools and Colleges with respect to its status. The primary link between the School and University central administration is through the Office of Academic Affairs, although business is also conducted involving the other offices of University vice presidents and vice provosts such as Finance and Administration and Student Affairs. Included are matters relating to finances, personnel, payroll, affirmative action, contracts and grants, accounting, purchasing, admissions, student financial aid, public relations, continuing education, development, and other functions of the University. Generally, issues and concerns are discussed in faculty or committee meetings and are transmitted through the Dean. The School’s autonomy is vested in the position of the Dean and the School as a standalone entity carrying out its unique mission.

Other formal channels of communication exist between the school and the central administration of the University. Each year, representatives of each unit on campus are selected for membership on a variety of university committees. Most of these committees or councils have been chaired at one time or another by members of the school's faculty. These committees and/or councils can be located in the PSU Faculty Senate Governance Guide at [http://www.pdx.edu/faculty-senate/](http://www.pdx.edu/faculty-senate/)

The BSW Program has program autonomy within this structured, hierarchical, multi-program organizational and educationally-focused system. Its autonomy is fostered by several mechanisms: (1) it is a separate undergraduate social work program with its own mission and goal statement; (2) it has a BSW Program Committee which is a decision and policy making governance structure; (3) it has an identity within the School of Social Work; (4) it has a budget to support its vision and direction; (5) it has a stand-alone BSW-oriented curriculum; and (6) it has a Program Director. Autonomy is also achieved by the Program Director via workload planning, budget development, strategic enrollment planning, governance and resource planning. The BSW Program has the latitude to make decisions within a planned, university recognized structure, and within the School of Social Work structure to implement its mission and goals relevant to the achievement of undergraduate social work education. These are only a few of the characteristics that support its autonomy within the larger School of Social Work.
Work. The BSW Program has program autonomy given that it works within a School of Social Work and in coordination and collaboration with other School programs and centers.

3.4.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institutional policies.

The BSW Program Committee has the authority to define program curriculum, mission and goals. This Committee is comprised of BSW faculty. The BSW curriculum is planned, changed, developed, and coordinated by the BSW Program Committee. This Committee meets at least once a term and more often if necessary. This Committee worked on the conversion from the 2001 EPAS to the 2008 EPAS in preparation for the reaffirmation self-study process and product. This Committee designs courses, discusses any curricular changes, and votes on any significant changes that may impact social work courses. It also did the mapping of all the social work courses with the practice behaviors and assessment design. When a new social work course is presented to the Committee, it discusses it and then votes on its acceptance with changes or revisions, then the director completes the necessary forms to be presented to the University Undergraduate Curriculum (UCC) Committee for acceptance. The UCC is a constitutional committee of the university. All curriculum forms have to be signed by the SSW Dean and Associate Dean for Academic Affairs for curriculum coordination and authority prior to sending the forms to the Undergraduate Curriculum Committee for approval. After this Committee makes its decision, the course proposals are submitted to the Portland State University Faculty Senate for approval. After this is accomplished the BSW Program will implement these courses in the BSW Program for the following academic year and make necessary changes to the PSU Bulletin. These are the basic steps for making changes in the BSW Program curriculum. There is faculty input and, by the nature of the BSW Program Committee having student representatives, student voices are part of the process also. The system provides the checks and balances to provide for a thorough, balanced, and fair process of course/curriculum development and changes and/or rejections of recommendations. Curriculum changes and modifications for development of the integration of the new 2008 EPAS were initiated over two years ago and the entire cycle was completed for the new 2008 EPAS structure of competencies and practice behaviors to be represented in the core BSW courses.

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

Recruitment, Hiring, Retention, Promotion, and Tenure

Faculty and administration of the School of Social Work participate in formulating policies regarding recruitment, hiring, retention, promotion, and tenure of program personnel. As members of University and School committees, they engage in policy formulation and modification. The faculty and administration of the School of Social Work have the authority to recruit, retain or terminate, as well as recommend tenure, promote, assign, develop, and evaluate faculty assigned to the BSW Program of the School. Additionally, the collective bargaining agreements between faculty unions and Portland State University are negotiated by representatives of faculty unions and PSU.
administrators. These agreements specify some parameters of the process of faculty hiring, retention, promotion, and tenure, as well as faculty development and peer review.

Three committees within the School that deal with matters directly affecting program personnel are the Promotion, Tenure, and Merit Committee, the Faculty Affairs Committee, and the Cultural Competence and Diversity Council (CCDC). The Promotion, Tenure, and Merit Committee considers and makes recommendations on faculty promotion, tenure, and merit applications. In addition, the committee reviews all non-tenured members of the faculty annually regarding their eligibility for promotion and tenure, except for fixed-term faculty who have met the criteria for multi-term contracts that are reviewed every three years. The Faculty Affairs Committee is responsible for: leadership in procedures supporting collegial governance; identifying development needs of the Faculty as a whole; planning and implementing development plans to meet those needs; articulating the needs of the School for faculty expertise; and identifying concerns relating to faculty rights. Elections for faculty membership on School Committees are conducted by the Chair of the Faculty Affairs Committee. The Cultural Competence and Diversity Council (CCDC) has as its major function to promote cultural competency and diversity in the practice of social work, as well as social justice, by engaging in collaboration between community members, faculty, and students. In collaboration with other school committees, the CCDC examines issues of recruitment and retention of students and faculty of color, assists in bringing together community and School faculty to address issues of cultural competency, helps the School to maintain a current response to community needs, and functions as a “state of the art” information resource on community issues relevant to the education of social justice change agent social work professionals.

**Recruitment and Hiring**

When a faculty vacancy occurs, the Dean appoints an ad hoc Search Committee to recruit and screen faculty applications for consideration of an appointment. The search committees are generally composed of four faculty members, a Ph.D. student, and a community practice representative. The chairperson is appointed by the Dean.

In consultation with the Dean, the Committee develops a position announcement consistent with affirmative action guidelines, which is then publicized on the University’s Human Resources website, the SSW web site, circulated through computer listservs, and advertised in appropriate professional journals and publications. The Committee also solicits nominations and applications from a variety of sources, including deans and heads of doctoral programs from other schools. The Committee screens applicants and references, and, where possible, coordinates informational interviews with applicants who meet selection criteria. The list of recommended candidates is forwarded to the Dean who selects candidates from that list for interviews in consultation with the committee. The top candidates are invited to campus where they are interviewed by the Dean, the Search Committee, the degree program administrators, students at PSU, curricular area sub-committees and other committees, members of the practice community, and faculty as indicated. Candidates also present a colloquium open to all faculty and students during which they deliver a formal presentation on their recent scholarship or another public issue related to the position they are seeking. After the process has been completed, faculty, students, and members of the practice community are invited to evaluate all candidates and to submit their evaluations to the Dean for appropriate action.
Retention, Promotion, and Tenure

Faculty participation in retention, promotion, tenure, and merit pay increase decisions are assured through the work of the Promotion, Tenure, and Merit Committee (PTM). This Committee is composed of seven faculty members elected by the faculty, including three tenured, two fixed-term, and two research faculty. Faculty members of the Committee are elected from a pool that excludes the Dean, the Associate Deans, the Director of the Center for the Improvement of Services to Children and Families, the Executive Assistant to the Dean and others who are not members of the faculty bargaining unit. Additionally, untenured faculty do not serve on the PTM Committee.

The Committee conducts annual progress reviews for all untenured faculty who are in the tenure track and a more intensive three-year review of faculty who have not yet attained tenure. Additionally, the committee reviews all faculty on fixed-term appointments who have not yet met the criteria for multi-year contracts. Those fixed term faculty who are on multi-year contracts are reviewed prior to renewal of their contracts. Prior to all promotion and tenure decisions, the Committee seeks input from program directors, faculty, and students who are encouraged to write the committee. For tenure-line faculty, the committee also sends out representative work of the faculty member under consideration to external reviewers. The Committee conducts all reviews of applicants using School and University criteria for promotion and tenure. The criteria that are followed are contained in four key documents: *School of Social Work Promotion, Tenure, Merit and Peer Review Guidelines; Collective Bargaining Agreement with Portland State University Chapter, American Association of University Professors and Portland State University; Portland State University Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases; and the Administrative Rules of the Oregon State Board of Higher Education.*

Committee recommendations on promotion and tenure are forwarded to the Dean who reviews the recommendations and materials and renders a recommendation to the Provost of the University. After the Provost’s review and recommendation, the President of the University makes the final decision.

The BSW Program Director is involved in the recruitment, hiring, retention, promotion and tenure by the nature of her role as the Program Director; there are also safeguards if there is any conflict of role depending on the committee she serves on. Dr. Goodluck has served on various faculty search committees throughout her tenure of being the Program Director.

3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW Programs appoint a separate director of each.

The BSW Program Director is Charlotte Goodluck. Dr. Goodluck does not simultaneously serve as the MSW Program Director. Dr. Keva Miller served as the MSW Program Director during the 2014–2014 academic year.

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

The BSW Program Director is a full-time faculty member who was hired in July 2008 after an extensive national search. Dr. Goodluck earned an MSW from the Smith College School for Social Work (a CSWE accredited program) in Northampton, Massachusetts, in 1973 and a Ph.D. in social work from the Graduate School of Social Work, University of Denver in Denver, Colorado, in 1998.

Beginning in 1987, she has 27 years of experience with undergraduate social work education, including significant leadership roles. She was granted the status of Professor Emerita after leaving Northern Arizona University (NAU) in 2008. Dr. Goodluck is a tenured full professor. She has extensive experience in teaching and research on Native American issues and her service contributions are numerous. (Appendix 14 for Dr. Goodluck’s curriculum vitae.) She was BSW Program Director at NAU and participated in several accreditation and reaccreditation processes with significant leadership for two of them. She provided the leadership and coordination of getting the BSW Program at PSU accredited in June 2011, which involved coordinating and writing large portions of the previous self-studies, benchmarks, and supporting documents. She is the lead faculty for coordination and writing the Self-Study under the CSWE 2008 EPAS for this reaccreditation process. She also served as a Board member to the Council on Social Work Education for three years (2010-2013) and participated in the site visitor training in 2010 at the APM. She participated in an abbreviated reaffirmation training at the BPD conference in March 2014, and watched all three webinars presented by the CSWE in preparation for the writing of this self-study. These webinars were made available to all the SSW faculty for their review. She also attended the APM CSWE in October 2013 in Dallas, Texas, and participated in several workshops on assessment and other relevant accreditation workshops. She has also attended the CSWE approved training to be a site visitor; however, she has not done any site visits as of yet.

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

Dr. Charlotte Goodluck the Program Director has a 1.0 FTE appointment, with .50 FTE assigned to administration of the BSW Program, and is on a 12-month contract. A copy of Dr. Goodluck’s current appointment document is included as Appendix 15.

3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

The BSW Program Director is granted .50 FTE assigned time for carrying out the administrative functions of the Program. The Program Director’s time includes attending all administrative and programmatic meetings including workload, SSW wide administrative meetings, BSW Program
meetings, and reaffirmation and accreditation meetings. She has been able to manage her responsibilities within this time frame.

3.4.5 The program identifies the field education director.

The Interim Director of Field is Julie Kates, MSW, LCSW.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Julie Kates, Interim Director of Field Education for the School of Social Work, has provided educational and administrative guidance of PSU’s Field Education Program since fall 2013, and as Assistant Director of Field Education for five years prior to that. She has been a member of the Field Education Team since 2007. Her practice expertise is in community mental health; she served as Program Coordinator and Clinical Coordinator for a treatment foster care program located in a major child and family mental health agency in Portland, Oregon, prior to assuming faculty advisor/liaison responsibilities with PSU in 2007. (Appendix 16, Julie Kates’ curriculum vitae.)

The Interim Director of Field Education, Assistant Professor Julie Kates, reports to the Associate Dean for Academic Affairs and is responsible for planning, organizing, coordinating, administering, and evaluating the BSW and MSW field programs of the school. The Field Director has an ex-officio position on the BSW Program Committee and attends BSW Administrative Committee when necessary and is assisted by the Field Education Team.

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

Julie Kates, Interim Director of Field Education for the School of Social Work, has an MSW from Portland State University School of Social Work, a CSWE-accredited program, conferred in 1995. She has over 18 years of post-degree experience in social work practice and program leadership.

3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Julie Kates, LCSW, has a full-time appointment dedicated to administration of the Field Education
program of the school, and holds the title Interim Director of Field Education.

Historically, the BSW Assistant Director of Field Education has participated in the Field Team’s planning and implementation of field placement assignments. There has been a change in field leadership as a result of the retirement of the previous long-term Field Director. A decision was made to appoint an Interim Director of Field (Julie Kates) and to conduct a search process to fill the position in the next academic year. A related decision was made to hire a .5 FTE Assistant Director of Field once the permanent Director of Field is selected. In the interim, the Field Team has hired a temporary field coordinator to manage a variety of field administrative tasks and responsibilities to assure sufficient field director time can be allocated to administration of BSW and MSW Field Education. Finally, it should be noted that sufficient workload credit has been given for the coordination of the BSW field education program. The Interim Director of Field Education holds a 12-month appointment, with her full workload devoted to field education demands across the BSW and MSW programs, including, but not limited to: field placement development, monitoring field reports, development and delivery of field instructor orientation and training materials and programs, and monitoring of student progress. There will be sufficient workload to coordinate the BSW field placements for the BSW Program. The BSW Program Director and the SSW Interim Director of Field Education will be meeting quarterly to insure for coordination and quality of the field for BSW students.

Summer field placements are the responsibility of the Director of Field for the School of Social Work since she is on a 12 month contract. The activities for the BSW field in the summer are very infrequent since the majority of field placements are concurrent with courses the students are taking in the regular academic school year. If, by chance, there is need for a student to have a field placement in the summer, which is very rare, it is the duty of the field team in coordination with the Director of the Field and BSW Program Director to manage the situation.
Accreditation Standard 3.5 - Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

Program Budget

At Portland State University, the goal of the budgeting process is to create a budget which is balanced and which sustains essential programs and functions of the University, and channels resources into university priorities. The Provost and Vice President for Academic Affairs lead the budgeting process for the academic units and have involved faculty and administrators, including the Administrative Leadership Team (ALT) (all the deans and the provost), in establishing the budgeting process and the academic priorities of the University. In order to allocate funds, the Provost collects information from each of the academic units on projected student credit hours to be generated during the following academic year, the productivity of faculty in terms of teaching, research, and community service, and the outside funding from grants and contracts obtained by each unit. If shortfalls are anticipated, the University Budget Team asks the deans to suggest areas in which their budget can be cut. Additionally, proposals for new investments either from increased funding from the State or from reinvestment funding are to be put forth by each Dean, in line with the established academic priorities. With the economic downturn beginning in 2008, units engaged in planning for budget reductions in ongoing programs. From 2008 to now (May 2014) budget reductions were implemented across all programs. Each Dean submitted top priorities to the Provost in areas of enrollment growth, student support, research, and administration.

Within the School, the budgeting process is informed by input from the members of the administrative group, including the BSW Program Director. The Dean asks each of the academic program directors to project credit hour generation for the next academic year, requests all faculty to take part in the Provost’s productivity data collection, and works with the administrative group to assist her in setting the School’s priorities for funding requests during the budgeting process.

After the review of our allocation request, the School’s base budget is set each year by the Vice-President for Finance and Administration, with the approval of the President and Provost. Funding essential to the operation of the School is directly allocated to the School of Social Work. Within the University’s guidelines, the Dean manages the School's budget.

The budget area related to technology is 50% hard money because that is the amount the university is willing to provide for a program our size. Other technology needs are covered by soft monies, which the Dean obtains by fundraising in the community. Travel in the next year is zero due to university wide cutbacks across the entire university system.
## Program Expense Budget

**Council on Social Work Education Commission on Accreditation 2008 EPAS**

This form is used to evaluate a program’s compliance with Accreditation Standard (AS) 3.5.1.

### AS 3.5.1

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

Provide all of the information requested below. If accredited baccalaureate and master’s programs are being reviewed at the same time, use one form for each program.

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Baccalaureate</th>
<th>Master’s</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Expenses</th>
<th>Previous Year 2012-13</th>
<th>Current Year 2013-14</th>
<th>Next Year 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollar Amount</td>
<td>% Hard Money</td>
<td>Dollar Amount</td>
</tr>
<tr>
<td>Faculty &amp; Administrators</td>
<td>199956</td>
<td>100</td>
<td>235656</td>
</tr>
<tr>
<td>Support Staff</td>
<td>44810</td>
<td>100</td>
<td>53038</td>
</tr>
<tr>
<td>Temporary or Adjunct Faculty &amp; Field Staff</td>
<td>50710</td>
<td>100</td>
<td>78335</td>
</tr>
<tr>
<td>Fringe</td>
<td>116298</td>
<td>100</td>
<td>151251</td>
</tr>
<tr>
<td>Supplies &amp; Services</td>
<td>8450</td>
<td>100</td>
<td>8350</td>
</tr>
<tr>
<td>Travel</td>
<td>5000</td>
<td>100</td>
<td>2500</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological Resources</td>
<td>5000</td>
<td>50</td>
<td>5000</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>430,224</td>
<td></td>
<td>534,130</td>
</tr>
</tbody>
</table>

### 3.5.2

The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

The BSW Program Director, in coordination with the fiscal financial director, develops an annual budget for the BSW Program. The structure of this budget is in keeping with PSU budgetary systems and guidelines for both revenue and expense policies and procedures. The annual budget is discussed at various points in the year due to university budget changes, student tuition changes, and university wide cost/expense analysis and changes. For the 2014-2015 academic year, the University has changed to a Performance Based Budgeting (PBB) process and system. Program Directors have had many workshops on the implementation of the Revenue and Cost Attribution Tool (RCAT) to
inform program decision-making across academic programs. At any given time, a Program Director can locate data on their program in relationship to other academic programs for analysis and comparison with regard to credit hours, scheduled classes, and other relevant budgetary determinants. The BSW Program budget is only one program within the School of Social Work; there are several others, such as the MSW, Ph.D., CFS, Field, Distance, and others.

The BSW Program in addition to the other programs have been requested to cut their cost by 5% this year and another cut is expected of 8% next year due to a reduction in state funding throughout the state. Other costs include: increase in facility cost, increase of public employees retirement system (PERS), health care insurance, etc. These cuts have been hard on the BSW Program because of the size of the program. The university asked to cut summer expenses from administration and advising costs. These cuts will impact the BSW Program quality and frequency of student advising from our 1:1 contact with the students to the use of more group advising. It is a hard time for the SSW as a whole and these changes continue to impact the BSW Program. The Dean has been fair in having these difficult conversations with all the Program Directors and the cuts are being discussed by the key stakeholders in each program on a regular basis. The BSW Program Director is always at these conversations and advocating for the BSW Program.

State funding of university-supported programs is at a low; Oregon is ranked 43 out of 50 states regarding state support of higher education. Unfortunately, this is a national trend and our new Dean has made a pledge to increase funding through foundations, private donors, and more community support in the upcoming years. However, since she just started in January 2014, this is new to her and she will need time to make these expectations come to fruition.

These budget changes are not new to PSU or SSW but moving from outcome based budgeting to performance based budgeting is new this year. Each unit is being systematically screened for Student Credit Hours (SCH) on a more regular basis and having to show how these numbers are impacting our units. Since the BSW Program is one of two undergraduate programs in SSW this is very important since the majority of the university is more interested in undergraduate credit hours. We can make a case for growth in the BSW Program, which is vital to our future. Therefore, we are looking to expand in the future both at distance sites for BSW Programming (rural and reservation based) and with more online course development. These are opportunities to both grow the budget and add more faculty as the need indicates. We anticipate some of these changes will take place after the reaffirmation process is completed.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

SSW Administrative Support Personnel

As of May 2014 there are nine full-time, and four half-time administrative support staff members serving the entire School's educational programs. The Operations Manager is responsible to the Dean for maintenance of personnel records, supervision of the Administrative Assistants, and general management of the office. Of the Administrative Assistants: one provides administrative support in the Dean's Office; one handles admissions, registration, and student records for the Portland MSW Program; two are in charge of registration, student records, and faculty and administrative support of
the MSW Distance Option and the Child Welfare Partnership students; one provides support to the Office of Field Education; one supports the Ph.D. Program; one serves both the BSW Program (.50 FTE) and the Child and Family Studies Program (.50 FTE); and one serves as receptionist, maintains curriculum files, and assists in updating the School’s websites. Other assistants provide support for the Associate Dean for Academic Affairs and for the MSW Program and perform other duties assigned by the Operations Manager.

These support staff are assisted by four to five work study students or graduate assistants. Additional services are provided as the need arises. A full-time Chief Accounting and Budgetary Officer position was added to the staff in 2008 to take over the accounting and financial planning duties of the School. The School has also added an administrative professional to the staff who serves as a half-time Student Recruitment and Retention Specialist. This person works to recruit and retain a diverse student body. Two graduate assistants are employed to provide student support: one provides writing assistance and tutoring to BSW and MSW students and the other supports the Recruitment and Retention Specialist by facilitating community-building events among BSW and MSW students.

The administrative support is adequate for the BSW Program at this time. If in the future we expand, we will have to consider adding to this configuration, but for now it is adequate. Resources for this section are adequate and meeting our needs.

**Technological Support**

Issues related to technology during normal working hours for the School are addressed by a full-time Systems Analyst. Additionally, network and faculty and student desktop support is provided through the University’s Office of Information Technology, which also supplies faculty and staff training in computer applications.

Faculty have additional assistance in the completion of scholarly reports, in the conduct of data analysis, and in computer software support from Administrative and Technical Assistants, and Student Assistants who are employed by the other units of the School such as the Regional Research Institute and the Center for Improvement of Services to Children and Families.

Within the Instructional Unit, all full-time and part-time faculty and staff have been provided with desktop or notebook computers that meet the Portland State University standards. The total number of such computers is approximately ninety. The majority use the Microsoft Windows operating system and have a standard software configuration consisting of Microsoft Office Professional, Google Chrome, Firefox, MacAfee Antivirus, and other specialized statistical, graphical, or authoring software depending upon need. In addition to faculty and staff computers, the SSW maintains a 22-station computer laboratory with a similar software configuration, including SPSS for data analysis. All computers are joined to the Microsoft Active Directory network maintained by PSU’s Office of Information Services. Peripherals include eight network printers, several portable LCD projectors, two scanners, and a number of personal office printers. Five classroom/conference rooms are equipped with PSU’s "high-tech" classroom technology, consisting of ceiling-mounted LCD projectors, audio amplifiers and speakers, and instructor workstations.

One of the major technology initiatives in recent years has been an increased emphasis on web presence and online learning. The School has developed an extensive public website addressing a
range of audiences, from prospective and current students to alumni and community partners. In particular, the School has pioneered the use of web technology for administering and maintaining its Field Education program. Originally developed for use in the MSW Program, this technology is now being used in the BSW Program as well. Activities such as field plans and evaluation, field instructor recruitment and training, placement option updates, and field administration are now handled extensively through custom web applications. In addition to externally-focused websites, the School also maintains secure, password-protected sites for faculty and staff, students, field instructors, and organizations that provide field placements.

The School maintains a number of databases to meet business and administration needs. These include systems for managing information pertaining to staff and faculty, current students, applicants, field instructors, and field partners (programs and agencies). Other databases are used to manage information regarding events, community opportunities, and information requests. The database topology used by the School is a flexible, cross-platform approach that allows web-based access when needed and strong querying capability for staff who need to extract data for various purposes.

Our full-time Systems Analyst is responsible for the overall technology systems used by the School of Social Work. This includes hardware and software acquisition, website maintenance and development, backend databases, course evaluation systems, and researching new technology solutions. He has been actively engaged with the BSW and PSU administration in evaluating new systems to handle online admissions, e-portfolios, and course assessment.

The area of technology is always in a state of flux due to ever-changing computer systems, technological advancements, and the new applications being available to faculty, staff, and administration. PSU uses Google Apps as a calendaring solution and for working with a variety of documents. Faculty can transfer and share files using Google Drive and/or network drives (called H: and I: drives) maintained by PSU for storage and safety. SSW faculty and staff use a combination of Mac and PC products.

Currently, the resources for this section are adequate; however, if we grow in the future we will need to build that growth into our program planning.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
Librarian’s Report

Council on Social Work Education
Commission on Accreditation

BSW Program Accreditation Documentation, 2014

Kimberly Pendell, Social Work and Social Sciences Librarian
Portland State University

Students enrolled in the BSW Program at Portland State University are provided with extensive monograph, journal, and video collections, as well as instruction and reference support. Aside from collection purchases and instructional support dedicated to the BSW Program, students additionally benefit from investments in resources and services for related programs in the School of Social Work.

This report has been updated with current information and statistics, and focuses on years 2012 to 2014.

Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research

**Monographs:**

<table>
<thead>
<tr>
<th>Available book titles pertinent to social work study and research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BF 1-940: Psychology</td>
<td>17,266</td>
</tr>
<tr>
<td>GN 502-517: Cross-Cultural Psychology</td>
<td>113</td>
</tr>
<tr>
<td>HA 29-32: Social Science Research Methods &amp; Statistics</td>
<td>1,223</td>
</tr>
<tr>
<td>HB 846-846.8: Welfare Theory</td>
<td>114</td>
</tr>
<tr>
<td>HM 1-299: Sociology</td>
<td>6,945</td>
</tr>
<tr>
<td>HN 1-995: Social history &amp; conditions. Social problems. Social reform.</td>
<td>6,687</td>
</tr>
<tr>
<td>HQ 1-2044: The Family, Populations (adolescents, aged, women, etc)</td>
<td>17,926</td>
</tr>
<tr>
<td>HT 601-1595: Classes. Races.</td>
<td>1,337</td>
</tr>
<tr>
<td>HV 1-5840, 7428, 9051-9920.5: Social Work, At-Risk Groups, Substance Abuse, Offenders</td>
<td>17,376</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83,333</strong></td>
</tr>
</tbody>
</table>

**Journals:**
The Library supports significant journal holdings (1172) via electronic and print within pertinent Library of Congress subject heading fields (social work, social service, child welfare, community health, family, substance abuse). The Library has also invested in large social and behavioral science journal packages from publishers such as Taylor and Francis, significantly increasing access to scholarly journals for social work students and faculty.
The following list is a selection of journals purchased specifically to support social work students and faculty. As an interdisciplinary field, Social Work faculty and students make heavy use of journals in other areas of the Library collection (Psychology, Sociology, Community Health, Criminal Justice, etc.) which are not represented below.

Administration in social work
Advances in social work
Affilia
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 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

Government Documents:
The Government Documents collection at Portland State Library includes full depository level for all areas of Health and Human Services, Housing and Urban Development, Social Security Administration, and other areas of interest to social workers. The Library also participates in the State of Oregon depository library program, receiving the state’s governmental publications.

Both print and online government documents are discoverable via the Library catalog. Online research guides also support access to government information, for example:
Videos/DVDs:
The Portland State Library holds over 800 DVDs and VHS tapes in the subject areas associated and/or relevant to Social Work. In addition to the physical collection, access to video content has significantly grown by hundreds of titles since 2011 with the addition of the following streaming media collections:

- **Counseling and Therapy in Video**: Offers videos for the study of social work, psychotherapy, psychology, and psychiatric counseling. Includes counseling sessions and demonstrations, consultations, lectures, presentations, and interviews.
- **Films on Demand**: Maintains a collection of streaming videos, educational films, and video segments in the humanities & social sciences, business & economics, science & mathematics, health & medicine, technical education, family & consumer sciences, careers & job searching, and guidance & counseling.

Staffing pertinent to the provision of library services to social work students
The School of Social Work at Portland State has a dedicated subject librarian who performs collection development, instruction, reference, and other support activities. In addition, the Library as a whole employs fourteen Reference and Instruction Librarians and fully staffed circulation, course reserves, and interlibrary loan departments.

Budget for social work library resources for the last, current and upcoming academic years
Acquisitions for Social Work at Portland State are well funded. Efforts have been made to stabilize collections in the face of rising costs. Beginning in 2011, the Library updated its acquisitions budget model to centralize and protect core resources and existing journal licenses. Faculty requests are also centrally funded. Dedicated funds for monograph and video purchasing remain available for the Social Work Librarian to perform more holistic collection development.

In addition, the Library participates in both local and consortium Demand Driven Acquisitions (DDA) programs. DDA programs significantly increase full access to eBooks from a variety of publishers and vendors such as Taylor and Francis, Routledge, and Oxford University Press. When a DDA title has been accessed more than a set number of times, the title is automatically purchased and becomes part of the collection.

Finally, 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.

Circulation or utilization data for items relevant to social work

*Electronic Journals:*
Social Work related scholarly journals titles available via both individual licensing and journal packages are heavily used at Portland State. The following are usage statistics for selected titles during 2013:
Usage Stats of Selected Social Work Journals, 2013

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>Number of downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of ethnic &amp; cultural diversity in social work</td>
<td>220</td>
</tr>
<tr>
<td>Child &amp; adolescent social work journal</td>
<td>215</td>
</tr>
<tr>
<td>Clinical social work journal</td>
<td>283</td>
</tr>
</tbody>
</table>

Print Monographs:
The circulation of a sample range (HV1-6000) demonstrates a well-used collection. The apparent decline in print circulation is likely attributed to the corresponding significant increases to eBook title access due to the DDA programs discussed earlier (circulation counts for DDA titles are not available at this time).

<table>
<thead>
<tr>
<th>Circulation count of items LC range HV 1-6000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2,336</td>
</tr>
<tr>
<td>1,526</td>
</tr>
</tbody>
</table>

Abstracting & Indexing 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>Selected Database Search Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>Ageline</td>
</tr>
<tr>
<td>18,968</td>
</tr>
<tr>
<td>13,518</td>
</tr>
<tr>
<td>Criminal Justice Abstracts</td>
</tr>
<tr>
<td>30,526</td>
</tr>
<tr>
<td>16,600</td>
</tr>
<tr>
<td>LGBT Life</td>
</tr>
<tr>
<td>18,888</td>
</tr>
<tr>
<td>11,951</td>
</tr>
<tr>
<td>PsycINFO</td>
</tr>
<tr>
<td>93,884</td>
</tr>
<tr>
<td>73,767</td>
</tr>
<tr>
<td>PAIS International</td>
</tr>
<tr>
<td>5,904</td>
</tr>
<tr>
<td>4,770</td>
</tr>
<tr>
<td>Social Services Abstracts</td>
</tr>
<tr>
<td>8,475</td>
</tr>
<tr>
<td>8,437</td>
</tr>
<tr>
<td>Sociological Abstracts</td>
</tr>
<tr>
<td>8,415</td>
</tr>
<tr>
<td>12,832</td>
</tr>
</tbody>
</table>

Equipment and technology available to social work (computers, copiers and printers)

Technology available in the Library:

<table>
<thead>
<tr>
<th>Student Lab Computers</th>
<th>Equipment Checkout</th>
<th>Network/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>117 workstations with access to: (databases, E-Journals, eBooks)</td>
<td>20 laptops available for checkout</td>
<td>Wireless network</td>
</tr>
<tr>
<td>all electronic library resources</td>
<td>20 iPads available for checkout</td>
<td>Proxy server for off-campus access to electronic resources</td>
</tr>
<tr>
<td>Internet</td>
<td>2 portable projectors</td>
<td>3 book scanners</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td></td>
<td>5 high speed printers</td>
</tr>
<tr>
<td>SPSS</td>
<td></td>
<td>1 photocopier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 microfiche/film readers</td>
</tr>
</tbody>
</table>
### Assistive Technology workstations

<table>
<thead>
<tr>
<th>2 Assistive Technology workstations</th>
<th>printers</th>
</tr>
</thead>
</table>

### Instruction related technology:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom 160</td>
<td>40 student laptop workstations, instructor workstation, digital projector</td>
</tr>
<tr>
<td>Classroom 170</td>
<td>40 student laptop workstations, instructor workstation, digital projector</td>
</tr>
<tr>
<td>Conference Room 220</td>
<td>Seminar style classroom, 10 student laptop workstations, instructor workstation, digital projector</td>
</tr>
</tbody>
</table>

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></th>
<th>Books</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>6 weeks, 3 renewals</td>
<td>7 days</td>
</tr>
<tr>
<td>Graduates</td>
<td>12 weeks, 3 renewals</td>
<td>7 days</td>
</tr>
<tr>
<td>Faculty</td>
<td>1 year, 1 renewal</td>
<td>7 days</td>
</tr>
</tbody>
</table>

**Course Reserves/Electronic Reserves:**

Course reserves ensure access to high-demand resources. School of Social Work Faculty utilize the print and online course reserves library service heavily. Recent improvements in the Library’s course reserves system resulted in a direct link from each individual course in the Course Management System (D2L) to the electronic reserves readings for the associated course, streamlining student access to materials.

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:**

Students may search for holdings at Portland State Library and consortium libraries easily from the homepage of the Library website. The School of Social Work faculty and students benefit from Portland State Library’s strong collection of social work related materials, particularly due to the presence of the MSW program.

Orbis Cascade Alliance is a library consortium composed of 35 public and private colleges, community colleges, and universities in Oregon and Washington. 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 the Library’s 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, consortium 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 consortium Summit catalog also provides access to the University of Washington’s extensive collection of social work materials, as well as to the University of Oregon’s psychology collection. Students who live 30 miles or more from Portland State campus may order materials from any Summit library, including Portland State, and have it delivered to their home address or an academic library near them throughout Oregon and Washington.

**Interlibrary Loan Requests:**
Students may use Interlibrary loan (ILL) to obtain books and articles not owned by the Summit Libraries. ILL requests are submitted electronically via Library website or link resolver. There is no charge for ILL services. Article requests are normally delivered electronically within five working days or less; books are available within twelve days, depending on location of lending library.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Article Requests</th>
<th>Book/Other Loan Requests</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>740</td>
<td>162</td>
<td>902</td>
</tr>
</tbody>
</table>

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).

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. In 2013 reference desk hours were expanded from 7pm to 9pm during the week. Chat reference is available to students 24 hours a day, 7 days a week, staffed by Portland State Librarians and consortium librarians.

<table>
<thead>
<tr>
<th>Reference Desk Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>9:00am-9:00pm</td>
</tr>
</tbody>
</table>

As needed or requested, students, faculty, and community members are referred to the Social Work Librarian for an individual reference consultation. 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/socialwork). Government Information, Sociology, Psychology and other related research guides are also available. In addition, the Library provides many online tutorials via the Library website (http://www.library.pdx.edu/tutorials.html), including the comprehensive Library Research Tutorial.

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.) 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?

The responses to the above questions are addressed in this next section:

Subject Librarian for Social Work:
Kimberly Pendell, M.S.I.S., is the subject librarian for Social Work. The Social Work Librarian communicates regularly with library liaison Associate Dean for Academic Affairs, School of Social Work. The librarian also communicates with 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.

Subject Librarian Responsibilities and Activities:
(a) The librarian works collaboratively with social work faculty to provide curriculum-integrated instruction in a targeted, sustainable manner. The Social Work Librarian is available for individual research help on a flexible schedule.
(b) Online instructional support is provided via subject and course guides accessible from D2L and the Library website.
(c) Library services such as reference and individual consultations are available to alumni and community members. In addition, all PSU Library resources may be accessed from public use kiosks within the library. Printing and scanning services are also provided.
(d) The Social Work Librarian assesses the resources and services for a new program or course before it is approved by university curriculum committees. The Librarian attends BSW Program Committee meetings as needed.
(e) The Social Work Librarian is a Member of the American Library Association and the Association of College and Research Libraries (ACRL). She is a member of ACRL's Social Work/Social Welfare Committee. Portland State University Library provides yearly professional development funds for conference attendance and other development opportunities.

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 may either send requests directly to the Social Work Librarian or use the “Request a Purchase” form available from the Library website. The Library prioritizes faculty requests and commits to purchasing requests (within a reasonable cost). Direct purchasing has also been enabled via the Interlibrary Loan request form. 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.

New Acquisitions:
The Social work librarian regularly updates Social Work faculty regarding monograph, serial, and streaming media acquisitions via email and at faculty meetings. Faculty may also look at new lists via
the Library’s faculty services portal (http://library.pdx.edu/faculty_services.html). Available consolidated new title lists of interest to faculty include Social Work, Psychology, Social Sciences, and Sociology.

Traffic or other counts of users of social work collection or social work resources.

In addition to the circulation statistics provided above, the online subject and course guides associated with Social Work are well utilized. The Social Work subject guide is one of the top three most frequently viewed guide on the Library website. Many students are beginning their database searches and resource finding from this guide.

<table>
<thead>
<tr>
<th>Social Work related subject and course guide statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Social Work</td>
</tr>
<tr>
<td>Open Access Social Work</td>
</tr>
<tr>
<td>SW 340 Advocacy for Policy Change</td>
</tr>
<tr>
<td>SW 450 Social Work Research &amp; Evaluation</td>
</tr>
</tbody>
</table>

Instructional sessions (number and type of presentations, number of participants, evaluation data).

**Instruction Statistics:**

The following summarizes the recent course-integrated instruction provided by the Social Work Librarian in the BSW Program. Library instruction activities are closely tied to the course assignments to ensure relevance to students; for example, effective searching in research literature databases. The Librarian also incorporates the larger information literacy related goals in instruction, such as critical thinking about information sources, managing information, and effectively and ethically participating in scholarly communication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
<th>Number of sessions</th>
<th>Total number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 301 Introduction to Social Work</td>
<td>Fall 2012</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>SW 340 Advocacy for Policy Change</td>
<td>Winter 2013</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>SW 340 Advocacy for Policy Change</td>
<td>Winter 2014</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>SW 450 Social Work Research &amp; Evaluation</td>
<td>Fall 2012</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>SW 450 Social Work Research &amp; Evaluation</td>
<td>Fall 2013</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>SW 492 Family Law and Policy</td>
<td>Winter 2012</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

**Evaluation Data:**
The Social Work Librarian regularly includes in-class assessment activities as part of an instruction session, and utilizes the results to improve future instruction for that course.
Location of library/social work collection relative to classroom and other social work student services

Portland State University Library is located two blocks away from the School of Social Work.

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 hours during the academic year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>7:30am – 12:00am</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30am -- 7:00pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00am -- 7:00pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>12:00pm -- 12:00am</td>
</tr>
</tbody>
</table>

In response to student requests, during finals week of fall, winter, and spring quarters the Library has extended 24/7 open hours.

Samples and results of assessment/evaluation surveys of library services

LibQUAL+ is a standardized survey of user satisfaction with library service levels. Portland State Library has implemented the survey in 2003, 2006, 2008, 2011, and 2013. The 2013 survey found that:

- Effect of Service has improved overall since 2008 and especially in the eyes of undergraduate students.
- 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 (2003-2013) 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, but the desire for more quiet study space has been noted as well. Qualitative data regarding services for Social Work included the following comments from SSW students:

- “Whenever I have homework or studying to do during free time in between classes, the library is the place I always go because of the additional resources it can provide me if I need help, and because it is a welcoming place.”
- “Not a very comfortable space, especially for individual study. Not much room, not comfortable, and no cell reception which makes it difficult to want to "camp out" and study if no one is able to get ahold of me for work, family, etc.”
- “I have come to depend on the library to teach me all my research methods. My research projects are extensive and I have sought help searching for relevant resources and I’ve always been helped. I couldn't do this program without our library and its staff.”
• “The Social Work Librarian is AMAZING! I appreciated her coming to our class to help navigate search systems. I also REALLY appreciate the ability to reserve group study areas online and the access to journals online. I would have failed without it!”

Strengths, areas of concern, projections for and assessment plans 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. In addition, the University’s increased investment in research and teaching in areas such as the social determinants of health and community based engagement create a rich environment for resources supporting interdisciplinary work. Portland State Library is a long-standing member of the Orbis Cascade Alliance. Membership in the consortium provides the infrastructure and multi-institution agreements that greatly expand access to print materials; lower costs for consortium purchasing of databases, E-Journal and eBook packages; and facilitate new programs like Demand Driven Acquisitions. 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.

For borrowing external to the consortium, Interlibrary Loan (ILL) staff have made significant strides in efficiencies and borrowing agreements with other libraries nationwide. ILL offers quick turnaround times for requests (within 3-4 days) with a 90+% fulfillment rate. ILL services have expanded to electronic document delivery of print journal articles owned by the Library as well, eliminating the need for patrons to come to the Library to retrieve them.

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. Efforts to secure dedicated funds from donors for collections have increased.

Projections for the Social Work Collection:
• An improved Course Reserves platform and better connection to the Learning Management System will help to reduce student course reading costs.
• Demand Driven Acquisitions provides instant and seamless access to hundreds of titles that would otherwise be prohibitively expensive. The consortium and local DDA programs contribute significantly to Library holdings.
• Streaming video licensing costs will grow, and additional funding sources will need to be determined.
• Consortium purchasing of databases, E-Journal and eBook packages via the Orbis/Cascade Alliance continue to expand access to online resources
• Active Library faculty participation in the shaping of important national initiatives, such as open access journals and digital repositories reduce dependence on high cost/high inflation publishers and vendors.

Assessment:
The Social Work Librarian performs ongoing assessment of circulation and use of resources to
inform purchasing and cancellation decisions. Regular contact with students and faculty regarding instruction and research related needs also informs collection development.

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

The main instructional and administrative offices of the School of Social Work (SSW) are located on the top floor of the Academic and Student Recreation Center (ASRC). This is a building designed according to “green” standards for construction which has received Leadership in Energy Efficient Design (LEED) gold certification. The building includes the BSW Program and the other academic programs of the School of Social Work. The building provides plentiful space, and for the first time allows all the instructional programs of the School to be in one location. Having state-of-the-art classrooms enhances our capacity to provide high quality instruction in the program and offers students a cohesive place identified as “School of Social Work,” thus increasing the program’s visibility, social work identity, and autonomy in the university and community.

The facility is a state-of-the-art, multi-use building which is located on the south side of an Urban Plaza, a gathering point for outdoor university events and the hub of Portland’s transit system. The building is across the plaza from the PSU Bookstore for easy access for students. The School’s headquarters brings together all instructional programs and administrative office space in the 28,000 square foot, sixth floor of the building. The social work space features office suites for administration, the BSW Program, the MSW Program, the Child and Family Studies Program, and the Ph.D. Program, with individual offices for full-time faculty and staff. The office space is well furnished and comfortable. Additionally, the floor houses two 30-35 person classrooms equipped with cutting-edge technological supports, a third classroom with a dividable wall which can hold 64 students altogether, a computer laboratory, six conference/seminar rooms, a student lounge with kitchen facilities, and a faculty/staff lounge with kitchen facilities. The other floors of the building include retail businesses to serve students, faculty, and the community, a student recreation center, general use classrooms, the City of Portland archives, the University System Chancellor’s Office with a large conference room available for the School’s use, and an auditorium. There is an open space patio on the 5th floor, which is used by many for quiet meals, studying, and meetings.

The Regional Research Institute for Human Services (RRI), Reclaiming Futures (a Robert Wood Johnson Foundation funded national program), and The Center for Improvement of Services to Children and Families are located in the Market Center Building, a few blocks away from the main building. Administrative meetings are held there frequently.

Whenever possible, BSW Program classes are held in the ASRC building. There are files in the student area arranged by cohort class, dedicated to each individual BSW student containing any mail or other materials from the program. Students are encouraged to check these regularly. Information is also disseminated using an electronic mailing list. Students have access to faculty, staff, and administrators since the undergraduate program is located on the southwest side of the 6th floor and next to the student lounge area. Both of the undergraduate programs are located in the same area with seminar rooms located nearby for meetings.

At this time, BSW Program office and classroom space are adequate for student and program needs.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

The mission of Adaptive Technology Center (ATC) is to make university life accessible to students with disabilities. The Center identifies, evaluates, and reduces or eliminates barriers to student access throughout the PSU community, both for individual students and for the student population as a whole.

The Center focuses on building partnerships and infrastructure that incorporate the principles of universal design, sustainability, and social justice. They find creative solutions by proactively collaborating with students, faculty, and staff to develop an accessible and inclusive environment. The Adaptive Technology Center (ATC) is a resource located within the Disability Resource Center. The ATC works to connect students with adaptive technology (AT) that can increase function, independence, participation, and productivity. The ATC staff also collaborate with other offices to educate the university community about the importance of and best practices involved in creating and maintaining accessible online content.

The Adaptive Technology Center (ATC) provides the following services:
• Introduce students to technologies that might be beneficial to them throughout their education
• Training on use and functions of the specific adaptive technologies which are available at no cost to students at PSU
• Assist when possible with the set-up and demonstration of technologies purchased by students

Examples of AT for computer access can include (some available on PSU computers):
• Very large or very small keyboards, trackballs, joysticks and different shaped mice
• Computer Programs that read the screen out loud
• Programs that enlarge text a little or a lot
• Software that lets you speak to the computer instead of typing
• Devices that allow a person to use the computer hands-free or with one movement
• Smart Pens
• Scanning and Reading Devices and Software
• Talking Dictionaries

More AT available at no cost to students using the DRC lab and other labs on campus:
• Dragon Naturally Speaking - speech recognition program
• Read: Outloud – screen reading program
• Zoom Text - screen magnification with speech program
• Jaws – screen reading program
• CCTV - magnifies books, papers, hard copy documents, etc
• Kurzweil 1000 - scanning/reading program
• Duxbury - braille translating program
• Juliette Brailler - produces embossed braille

The specialists at the Disabilities Resource Center (DRC) work one-on-one with students to determine specific assistive technology needs. They coordinate real-time captioning, closed
captioning, sign language interpreting, and e-text formats for students with disabilities to ensure all students have equal access to education and university life.

The BSW Program makes use of these available resources when necessary with students. Staff from DRC are willing to come to talk with any SSW faculty, staff, and administrators about their use and access for our student body to ease coordination and full equal participation when appropriate. These resources are up-to-date and adequate for our program needs.
Accreditation Standard 4.0 - Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3)

The BSW Program designed its assessment and continuous improvement plan according to Holloway’s (2012, CSWE, p. 9) suggestions. He posited the following ideas for the assessment plan:

“The assessment plan is a thoughtful system for collecting and reviewing information focused on determining the extent to which the competencies have been achieved. A plan includes the following components for each individual competency:

1. A set of practice behaviors that operationalize each competency;
2. A benchmark identifying the level of student achievement defining success for the competency;
3. A set of quantitative or qualitative measures, instruments, or items from instruments;
4. A system for administering or implementing each measure, including the method of frequency of implementation; and
5. A system for aggregating, reviewing, and analyzing student outcomes, including the determination of the percentage of students achieving each competency” (Holloway, 2012, CSWE, p. 9)

The BSW Program utilized the suggestions stated by Holloway (2012) as a guide to conceptualizing and implementing the assessment plan for continuous improvement. The principles Holloway set forth are listed in the above paragraph. The BSW Program utilized the 10 social work competencies as set forth in the 2008 CSWE EPAS. The 43 practice behaviors used in our curriculum were developed in a School-wide process described earlier in this document. It was decided to orient the entire BSW curriculum to the achievement of the competencies by assigning the assessment of relevant practice behaviors to appropriate required courses in the program where specific practice behaviors were primarily taught. The assessment plan incorporates a master mapping of all the core social work courses linked to the competencies and practice behaviors. Common assignments designed to demonstrate each student’s achievement of each practice behavior were developed for every required course.

The BSW Program committee met several times to discuss the assessment plan and decided on program-wide benchmarks to assess the attainment of each of the program competencies and practice behaviors. It was decided that to demonstrate successful accomplishment of the social work competencies, “75% of BSW students would have to achieve scores of Proficiency (7.5) or Exemplary Attainment (10.0) on the course rubrics, or scores of Proficient (4) or Highly Proficient (5) on the Field Instructor Assessment. The rating scale for the course rubrics and the field instructor measures are discussed below.

The assessment plan includes the implementation of TaskStream, an online electronic system for assessment and evaluation. TaskStream was used for linking the competencies and practice behaviors, and associating the measures for each practice behavior with the appropriate course. Each practice behavior is measured at least twice if not more. First, one or more measures are based on the particular course assignment for the particular course that is assigned to that practice behavior. The course instructor reads and evaluates the student’s assignment or observes the student and, using the rubric designed for each course, rates the student’s practice skill on the assigned measure. (The rubrics for each course are submitted with our materials in Volume II after the course syllabus.) Instructors input ratings for each student based on course rubrics using TaskStream. The rating scale for the course rubrics is:

- 0 Unacceptable
- 2.5 Beginner
- 5 Basic
- 7.5 Proficient
- 10 Exemplary

Each practice behavior is also measured by a field instructor rating. Each student’s abilities are rated by field instructors every term during the senior year field placement. (A copy of the Field Evaluation Form is in Appendix 17.) For our assessment, we use the spring term senior year field instructor rating. The rating system for the field instructor measures is:

- 1 Inadequate
- 2 Novice
- 3 Basic
- 4 Proficient
- 5 Highly Proficient

The field instructor inputs the rating into the PSU SSW Field evaluation system, and a BSW program staff member transfers the spring ratings for each student into TaskStream.

TaskStream was then used to calculate the percentage of students achieving benchmarks for each measure of each practice behavior. The percentage of students achieving each benchmark was obtained by calculating the average of the percentage of students achieving each measure for every practice behavior within that competency.

The following table presents our assessment plan in-depth for each of the competencies and practice behaviors.
Accreditation Standard 4.0.1: The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4). The program presents its plan to assess the attainment of each of its competencies.

We present here a table showing our assessment plan. An explanatory narrative accompanies the table and presents additional details about the plan.

### Table 4.1: BSW Program Assessment Plan

<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Practice Behaviors</th>
<th>Measures</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>75% of students will demonstrate this competency</td>
<td>1. Advocates with service users, including working with other agencies to remove barriers</td>
<td>Field Instructor records individual student performance on the organizational assessment, and records individual student performance on a minimum of 10 behaviors, and scores of 7.5 out of 10 points.</td>
<td>Field Instructor records individual student performance on the organizational assessment, and records individual student performance on a minimum of 10 behaviors, and scores of 7.5 out of 10 points.</td>
</tr>
</tbody>
</table>

For Measure 1: Course Instructor reads assignment and records individual student scores for this practice behavior. For Measure 2: Field instructor observes and records individual student score for this practice behavior. For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior. For Measure 2, which is a Field Instructor measure, students must be rated 4–Professional (75% of students) or 5–Highly professional (exceptional competence). Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Instructor Rating</th>
<th>Field Instructor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Examines and critiques performance and makes plans to address learning needs</td>
<td>SW 351 Organizational Assessment &amp; Paper</td>
<td>Item 1.2</td>
</tr>
<tr>
<td>2.2</td>
<td>Establishes and maintains professional roles and boundaries</td>
<td>SW 351 Communications Role Play</td>
<td>Item 1.3</td>
</tr>
</tbody>
</table>

For Measure 1: Instructor reads paper and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

Benchmark:

- Exceptional competence
- High proficiency
- Proficient
- Needs improvement
- Minimal competence

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Instructor Rating</th>
<th>Field Instructor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Examines and critiques performance and makes plans to address learning needs</td>
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<td>Item 1.2</td>
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<tr>
<td>2.2</td>
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<td>Item 1.3</td>
</tr>
</tbody>
</table>

For Measure 1: Instructor reads paper and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

Benchmark:

- Exceptional competence
- High proficiency
- Proficient
- Needs improvement
- Minimal competence

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
### Measure 1: Instructor rating based on Illustrating Professional Social Work Behaviors Assignment in SW 351

Students must be rated 4 on the following criteria:
- Professional appearance
- Professional communication
- Time management
- Use of technology
- Adherence to agency policies and procedures

#### Scoring:
- Minimum score of 7.5 out of 10 points
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

### Measure 2: Field Instructor rating, item 1.4

Field Instructor observes and records individual student score for this practice behavior.

#### Scoring:
- For Measure 1: Students must score a minimum of 7.5 out of 10 points.
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

#### Scoring for Measure 2:
- Students must be rated 4 - Proficient or 5 - Highly proficient

### Measure 1: Instructor rating based on Lifelong Learning Plan & Reflection in SW 460

Instructor reads assignments and records individual student score for this practice behavior.

#### Scoring:
- Minimum score of 7.5 out of 10 points
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

### Measure 2: Field Instructor rating, item 1.5

Field Instructor observes and records individual student score for this practice behavior.

#### Scoring:
- For Measure 1: Students must score a minimum of 7.5 out of 10 points.
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

#### Scoring for Measure 2:
- Students must be rated 4 - Proficient or 5 - Highly proficient

### Measure 1: Instructor rating based on Professional Social Work Behaviors

Instructor reads assignments and records individual student score for this practice behavior.

#### Scoring:
- Minimum score of 7.5 out of 10 points
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

### Measure 2: Field Instructor rating, item 1.5

Field Instructor observes and records individual student score for this practice behavior.

#### Scoring:
- For Measure 1: Students must score a minimum of 7.5 out of 10 points.
- Scores of 7.5 indicate proficiency
- Scores of 10 indicate exemplary attainment of this practice behavior

#### Scoring for Measure 2:
- Students must be rated 4 - Proficient or 5 - Highly proficient

### Note:
- The course is cross-listed in SW 351 and SW 460.
- Students must register for both measures.

### Field Experience

- Students enrolled in SW 460 are required to reflect on their field experiences and maintain a career-long learner mindset.

### Course Outcomes

1. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures.
2. Demonstrates ability to self-reflect, self-evaluate, and maintain curiosity necessary to be a career-long learner.
Prepares for and effectively uses supervision and consultation.

Measure 1: Instructor rating on Supervisory Log and Reflection in SW 400 Field Seminar in Fall

Measure 2: Field Instructor rating, item 1.7

Measure 3: Instructor rating on Supervisory Log and Reflection in SW 400 Field Seminar in Winter

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

Copes with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan.

Measure 1: Instructor Rating on Self-Care Assessment and Plan in SW 351

Measure 2: Field Instructor rating, item 1.7

Measure 3: Instructor rating on Update Self-Care Plan & Reflection in SW 460

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Outcome Measure</th>
<th>Practice Behavior</th>
<th>Assessment Procedures</th>
<th>Benchmark</th>
<th>Measure 1</th>
<th>Measure 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies social work ethical principles and values to practice</td>
<td>Practice Observation</td>
<td>Field Instructor observes and records individual student score for this practice behavior.</td>
<td>75% of students</td>
<td>4 - Proficient, 5 - Highly proficient</td>
<td>Instructor rating, item 2.1</td>
<td>Field Instructor rating, item 2.1</td>
</tr>
<tr>
<td>Students will demonstrate this competency</td>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>Measure 2: Field Instructor rating, item 2.1</td>
<td>For Measure 2, students must be rated 4 - Proficient, 5 - Highly proficient.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice</td>
<td>Observation</td>
<td>Instructor observes and records individual student score for this practice behavior.</td>
<td>75% of students</td>
<td>4 - Proficient, 5 - Highly proficient</td>
<td>Instructor rating, item 2.1</td>
<td>Field Instructor rating, item 2.1</td>
</tr>
<tr>
<td>Student's must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>Measure 2: Field Instructor rating, item 2.1</td>
<td>For Measure 2, students must be rated 4 - Proficient, 5 - Highly proficient.</td>
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</tr>
<tr>
<td>Accepts and uses the NASW Code of Ethics</td>
<td>Ethics Test</td>
<td>Instructor records results of Ethics Test in SW 351</td>
<td>75% of students</td>
<td>4 - Proficient, 5 - Highly proficient</td>
<td>Instructor rating, item 2.1</td>
<td>Field Instructor rating, item 2.2</td>
</tr>
<tr>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td></td>
<td>Measure 2: Field Instructor observes and records individual student score for this practice behavior.</td>
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<td></td>
<td></td>
<td>For Measure 2, students must be rated 4 - Proficient, 5 - Highly proficient.</td>
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</tbody>
</table>
### Tolerates ambiguity in resolving ethical conflicts

**Measure 1:** Instructor rating from Ethical Toolkit Plan & Reflection assignment in SW 460

**Measure 2:** Field Instructor rating, item 2.3

For Measure 1: Course Instructor reads assignment and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4—Proficient—strong competence or 5—Highly proficient—exceptional competence.

### Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework

**Measure 1:** Instructor rating on Ethical Toolkit Plan & Reflection in SW 460

**Measure 2:** Field Instructor rating, item 2.4

For Measure 1: Course Instructor reads assignment and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4—Proficient—strong competence or 5—Highly proficient—exceptional competence.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Assessment Procedures</th>
<th>Outcome Measure</th>
<th>Practice Behavior</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3 Applies critical thinking to inform and communicate professional judgments</td>
<td></td>
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</tr>
<tr>
<td>75% of students will demonstrate this competency</td>
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<tr>
<td><strong>1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</strong></td>
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<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Single Subject</strong></td>
<td><strong>Exposure and based on EBP</strong></td>
<td><strong>Instructor rates based on</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Procedures</strong></td>
<td><strong>Instructor rating</strong></td>
<td><strong>Based on Final Paper re Therapy</strong></td>
<td><strong>In SW 339</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measure 1:</strong></td>
<td><strong>Field Instructor rating</strong>, item 3.1</td>
<td></td>
<td><strong>Measure 2:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measure 2:</strong></td>
<td><strong>Instructor rating</strong> based on Critical Case Reflection Assignment in SW 400 Field Seminar in Winter</td>
<td></td>
<td><strong>Measure 3:</strong></td>
<td></td>
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<tr>
<td><strong>Measure 3:</strong></td>
<td><strong>Instructor rating</strong> based on Critical Case Reflection Assignment in SW 400 Field Seminar in Spring</td>
<td></td>
<td><strong>Measure 4:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measure 4:</strong></td>
<td><strong>Instructor rating</strong> based on EBP Exercise and Single subject/evaluation</td>
<td></td>
<td><strong>Measure 5:</strong></td>
<td></td>
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<tr>
<td><strong>Measure 5:</strong></td>
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</tr>
<tr>
<td>For Measure 1, Measure 3, Measure 4, and Measure 5, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
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<td></td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.</td>
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<td></td>
<td><strong>Determine the percentage of students that attained the benchmark for each outcome measure.</strong></td>
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<td></td>
<td><strong>Average the percentages together to obtain the percentage of students demonstrating competence.</strong></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td><strong>Determine whether this percentage is larger than the Competency Benchmark.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Research Proposal Design in SW 450

2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation.

Measure 1: Instructor rating on Life Stage Analysis Focus paper in SW 350

Measure 2: Field Instructor rating, item 3.2

For Measure 1: Instructor observes and records individual student score for this practice behavior. For Measure 2: Field Instructor observes and records individual student score for this practice behavior.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.

3. Demonstrates effective, clear, and concise oral and written communication.

Measure 1: Instructor rating on Recording Client Contacts in SW 351

Measure 2: Field Instructor rating, item 3.3

Measure 3: Instructor rating on Portfolio & Class Presentation assignment in SW 460

For Measure 1 and Measure 3: Course Instructor observes and records individual student score for this practice behavior.

For Measure 2: Field Instructor observes and records individual student score for this practice behavior.

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
<table>
<thead>
<tr>
<th>Competency Benchmark</th>
<th>Practice</th>
<th>Measures</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4 Engages diversity and difference in practice</td>
<td>Measure 1: Instructor rating on Final Paper re Taping Exercise in SW 339</td>
<td>Measure 1: Instructor reads paper and records individual student score for this practice behavior. For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.</td>
</tr>
<tr>
<td>2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems</td>
<td>Measure 1: Instructor rating on Final Paper re Taping Exercise in SW 339</td>
<td>Measure 1: Instructor reads paper and records individual student score for this practice behavior. For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.</td>
</tr>
</tbody>
</table>
### Measure 1:

**Course Instructor rating** on the Gathers and Hunters assignment in SW 341.

- **Field Instructor rating, item 4.3**

**For Measure 2:**

- **Field Instructor rating** on the Mining a Community Success Story assignment.

**For Measure 1:**

- Course Instructor observes and records individual student score for this practice behavior.

**For Measure 2:**

- Field instructor observes and records individual student score for this practice behavior.

**For Measure 1:** Students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

**For Measure 2:**

- Students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.

---

### Measure 1:

**Instructor rating** based on two assignments: Gathers and Hunters assignment & Mining a Community Success Story assignment.

**For Measure 2:**

- Field Instructor observes and records individual student score for this practice behavior.

**For Measure 1:**

- Course Instructor reads both assignments and records individual student score for this practice behavior.

**For Measure 2:**

- Field instructor observes and records individual student score for this practice behavior.

**For Measure 1:** Students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

**For Measure 2:**

- Students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Benchmark</th>
<th>Practice Behavior</th>
<th>Measures</th>
<th>Assessment Procedures Practice Behaviors</th>
<th>Outcome Measure Benchmark</th>
<th>Assessment Procedures: Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.5</td>
<td>Advances human rights and social and economic justice</td>
<td>75% of students will demonstrate this competency</td>
<td>1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression</td>
<td>Measure 1: Instructor rating based on Final Paper re Taping Exercise in SW 339</td>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>Determine the percentage of students that attained the benchmark for each outcome measure.</td>
</tr>
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<td>Measure 2: Field Instructor rating, item 5.1</td>
<td>For Measure 2: Field instructor observes and records individual student score for this practice behavior.</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient—strong competence or 5 - Highly proficient—exceptional competence.</td>
<td>Average the percentages together to obtain the percentage of students demonstrating competence.</td>
</tr>
<tr>
<td>2. Works in the service of service users and communities to advocate for social and economic justice</td>
<td>Measure 1: Instructor rating on two assignments: Mining a Community Success Story And Taking Social Justice Action into the World in SW 341</td>
<td>Measure 2: Field Instructor rating, item 5.2</td>
<td>For Measure 1: Instructor reads assignments and records individual student score for this practice behavior.</td>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient—strong competence or 5 - Highly proficient—exceptional competence.</td>
<td>Determine whether this percentage is larger than the Competency Benchmark.</td>
</tr>
<tr>
<td>Competency Benchmark</td>
<td>Assessment Procedures</td>
<td>Practice Behavior</td>
<td>Outcome Measure</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
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<tr>
<td>Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices</td>
<td>Measure 1: Instructor rating on SW 341</td>
<td>Practice Behavior</td>
<td>Outcome Measure</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
<td></td>
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<tr>
<td></td>
<td>Measure 2: Field Instructor rating, item 5.3</td>
<td></td>
<td>Practice Behavior</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
<td></td>
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<tr>
<td></td>
<td>For Measure 1: Course Instructor observes and records individual student score for this practice behavior.</td>
<td></td>
<td>Practice Behavior</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
<td></td>
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<tr>
<td></td>
<td>For Measure 2: Field Instructor observes and records individual student score for this practice behavior.</td>
<td></td>
<td>Practice Behavior</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Measure 1 and Measure 3: For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td></td>
<td>Practice Behavior</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
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<tr>
<td></td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.</td>
<td></td>
<td>Practice Behavior</td>
<td>Measures 1:</td>
<td>Measures 2:</td>
<td></td>
</tr>
</tbody>
</table>

Determine whether this competency percentage is larger than the Competency Benchmark. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Outcome Measure</th>
<th>Practice Behavior</th>
<th>Assessment Procedures</th>
<th>Benchmark</th>
<th>Practice Behavior</th>
<th>Assessment Procedures</th>
<th>Benchmark</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.7</td>
<td>Applies knowledge of human behavior and the social environment</td>
<td>75% of students will demonstrate this competency</td>
<td>Determine whether this practice behavior</td>
<td>Counselor or supervisor</td>
<td>2.1.7</td>
<td>Applies knowledge of human behavior and the social environment</td>
<td>75% of students will demonstrate this competency</td>
<td>Determine whether this practice behavior</td>
<td>Counselor or supervisor</td>
</tr>
<tr>
<td>1.1.1</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Field Instructor rating on Life Stage Analysis Focus paper in SW 350</td>
<td>Field Instructor reads and records individual student scores for this practice behavior</td>
<td>Field Instructor reads and records individual student scores for this practice behavior</td>
<td>Field Instructor rating on Life Stage Analysis Focus paper in SW 350</td>
<td>Field Instructor reads and records individual student scores for this practice behavior</td>
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<td>Field Instructor reads and records individual student scores for this practice behavior</td>
</tr>
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<td></td>
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<td>Measure 1: For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
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<td>Measure 2: For Measure 2, which is a Field Instructor measure, students must be rated 4 – Proficient – strong competence or 5 – Highly proficient – exceptional competence.</td>
<td>Measure 2: For Measure 2, which is a Field Instructor measure, students must be rated 4 – Proficient – strong competence or 5 – Highly proficient – exceptional competence.</td>
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</table>

Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark: 75% of students will demonstrate this competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Outcome Measure</th>
<th>Procedure</th>
<th>Practice Behavior</th>
<th>Measures</th>
<th>Measure 1: Instructor rating on Life Stage Analysis Focus paper in SW 350</th>
<th>Measure 2: Field Instructor rating, item 7.2</th>
<th>Measure 3: Instructor rating on Professional Learning Journey Assignment in SW 340</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.8 Engages in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>75% of students will demonstrate this competency</td>
<td>1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community</td>
<td>For Measure 1 and Measure 3: Instructor observes and records individual student score for this practice behavior. For Measure 2: Field instructor observes and records individual student score for this practice behavior.</td>
<td>For this practice behavior, records individual student score and composite measure of this behavior.</td>
<td>2.1.8 Life Stage Analysis Focus paper and Service Users and Providers Social Work</td>
<td>2.1.8, Measure 2 Field Instructor rating, item 7.2, 3.0 Social Work</td>
<td>For Measure 1 and Measure 3: Instructor observes and records individual student score for this practice behavior. For Measure 2: Field instructor observes and records individual student score for this practice behavior.</td>
<td>For this practice behavior, records individual student score and composite measure of this behavior.</td>
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<tr>
<td>2.1.8 Engages in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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</table>

Determine whether this competency benchmark is met. If the competency benchmark is met, proceed to the next competency. If the competency benchmark is not met, return to the previous competency and reassess. If the competency benchmark is still not met, determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Outcome Measure</th>
<th>Practice Behavior</th>
<th>Measures</th>
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<tbody>
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</table>

**Measure 1:** For this practice behavior, instructor reads and records individual student score for this assignment. Students must score a minimum of 7.5 out of 10. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

**Measure 2:** For this practice behavior, instructor records individual student score for this assignment. Students must score a minimum of 7.5 out of 10. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

**Measure 3:** For this practice behavior, instructor reads and records individual student score for this assignment. Students must score a minimum of 7.5 out of 10. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.
<table>
<thead>
<tr>
<th>Component</th>
<th>Procedures Assessment</th>
<th>Outcome Measure</th>
<th>Performance Measure</th>
<th>Performance Behavior</th>
<th>Benchmark</th>
<th>Percentage of Students Demonstrating Competency</th>
<th>Percentage of Students Achieving Competency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities</td>
<td>2.1.10a.75% of students will demonstrate this competency</td>
<td>1. Successful preparation and beginning practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role.</td>
<td>Instructor rating on Organizational Assessment &amp; Paper in SW 351</td>
<td>Field Instructor rating, item 9.1</td>
<td>75% of students will demonstrate this competency</td>
<td>Percentage of students achieving competency</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2.1.10a.75% of students will demonstrate this competency</td>
<td>Measure 1: Instructor rating on Organizational Assessment &amp; Paper in SW 351</td>
<td>Measure 2: Field Instructor rating, item 9.2</td>
<td>Measure 3: SW 490 with a competency rubric and grading criteria in the organizational assessment on instructor feedback and paper in SW 351</td>
<td>Percentage of students achieving competency</td>
<td>Percentage of students achieving competency</td>
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<tr>
<td></td>
<td>2.1.10a.75% of students will demonstrate this competency</td>
<td>Measure 1: Instructor rating on Organizational Assessment &amp; Paper in SW 351</td>
<td>Measure 2: Field Instructor rating, item 9.2</td>
<td>Measure 3: SW 490 with a competency rubric and grading criteria in the organizational assessment on instructor feedback and paper in SW 351</td>
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<td>2.1.10a.75% of students will demonstrate this competency</td>
<td>Measure 1: Instructor rating on Organizational Assessment &amp; Paper in SW 351</td>
<td>Measure 2: Field Instructor rating, item 9.2</td>
<td>Measure 3: SW 490 with a competency rubric and grading criteria in the organizational assessment on instructor feedback and paper in SW 351</td>
<td>Percentage of students achieving competency</td>
<td>Percentage of students achieving competency</td>
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Note: For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior. For Measure 2, which is a Field Instructor measure, students must be rated 4–Proficient – strong competence or 5–Highly proficient – exceptional competence.

Determine whether this percentage is larger than the Competency Benchmark.

Average the percentages together to obtain the percentage of students demonstrating competence.

Determine whether this percentage is larger than the Competency Benchmark.
<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Measure 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In SW 351 Instructor rating on Communication Skills Role Play in SW 351</td>
<td>Field Instructor rating, item 10.a.2</td>
</tr>
<tr>
<td>In SW 351 Instructor observes and records individual student score for this practice behavior.</td>
<td>Field Instructor observes and records individual student score for this practice behavior.</td>
</tr>
<tr>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.</td>
</tr>
</tbody>
</table>

- **Engagement percentage** is larger than the Competency Benchmark.
- Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions.
- Collaboratively develops the purpose and focus of the work with peers and others and able to communicate effectively and work with others appropriately to share information and collaborate.
- Ensures that the team is aware of the goals of the sessions and phase of the intervention and communicates clearly, accurately, and timely without prolonging and making unprofessional or offensive comments and does not make errors in spelling or terminology.
| Benchmark | Outcome Measure | Practice Behavior | Assessment Procedures | Procedure and Field Instructor | % of Students | 2.1.10b. Assessment Procedures
|----------------|----------------|------------------|-----------------------|-----------------------------|--------------|-----------------------|
| Competency | 75% of students will demonstrate this competency | 2.1.10b. | For this practice behavior, field instructor records individual student score and practice behaviors of this course of 10 points, scores of 7.5 out of 10 points, scores of 7.5 out of 10 points. For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior. For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence. Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark. | Assessor rating in Social History/Social Assessment in SW 431 | 75% of students | 2.1.10b. Assessment Procedures

<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Outcome Measure</th>
<th>Practice Behavior</th>
<th>Assessment Procedures</th>
<th>Procedure and Field Instructor</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.10b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
service users' perspective. Exceptional competence.

3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

- Measure 1: Instructor rating on Small Group Assessment in SW 430
- Measure 2: Field Instructor rating, item 10.b.3
- Measure 3: Instructor rating on Social History/Social Assessment in SW 431
- Measure 4: Instructor rating on Small Group Assessment in SW 432

For Measure 1, Measure 3, and Measure 4, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client-centered goals and interventions.

| Measure 1: Instructor rating on Community Assessment and Intervention in SW 430 |
| Measure 2: Field Instructor rating, item 10.b.4 |
| Measure 3: Instructor rating on Service Contract & Intervention Plan in SW 431 |
| Measure 4: Instructor rating on Group Proposal in SW 432 |

For Measure 1, Measure 3, and Measure 4: Course Instructor reads paper and observes and records individual student score for this practice behavior. Students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior. For this practice behavior, field instructor observes and records individual student score. Students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.
Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities.

**Measure 1:** Instructor rating on Service Contract & Intervention Plan

In SW 431

**Measure 2:** Field Instructor rating, item 10.b.5

**Measure 3:** Instructor rating on Group Proposal in SW 432

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.

For each competency, determine whether this benchmark is met. Determine the percentage of students who attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
1. Implements prevention interventions that enhance service user capacities

- Measure 1: Instructor rating on Community Assessment and Intervention in SW 430
- Measure 2: Field Instructor rating, item 10.c.2

For Measure 1:
Instructor observes and records individual student score for this practice behavior.

For Measure 2:
Field instructor observes and records individual student score for this practice behavior.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.

3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase

- Measure 1: Instructor rating on Service Contract & Intervention Plan in SW 431
- Measure 2: Field Instructor rating, item 10.c.3
- Measure 3: Instructor rating on Group Role Play in SW 432

For Measure 1 and Measure 3:
Course Instructor observes and records individual student score for this practice behavior.

For Measure 2:
Field instructor observes and records individual student score for this practice behavior.

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management)

<table>
<thead>
<tr>
<th>Measure 1: Instructor rating on Service Contract &amp; Intervention Plan in SW 431</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 2: Field Instructor rating, item 10.c.4</td>
</tr>
</tbody>
</table>

For Measure 1: Course Instructor reads paper and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations

| Measure 1: Instructor rating on Group Role Play in SW 432 |
| Measure 2: Field Instructor rating, item 10.c.5 |

For Measure 1 and Measure 3: Instructor observes and records individual student score for this practice behavior.

For Measure 2: Field instructor observes and records individual student score for this practice behavior.

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence or 5 - Highly proficient – exceptional competence.
| Competency | Benchmark | Procedures | Assessment
|------------|-----------|------------|-------------
| 2.1.10d. Evaluation | 75% of students will demonstrate this competency | Evaluates their own practice and contributes to the evaluations of their programs and agencies. | Measures 1-4:
| | | | In SW 460 Presentation Class on Portfolio & Instructor Analysis:
| | | | Measure 4:
| | | | Measure 3:
| | | | Measure 2:
| | | | Measure 1:
| | | | For Measure 1, Measure 3, and Measure 4, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior. For Measure 2, which is a Field Instructor measure, students must be rated 4 - High Proficient - strong competence or 5 - Highly Proficient - exceptional competence.
| | | | Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
The program mission, goals, competencies, practice behaviors, syllabi, rubrics, and assessment plan were implemented between fall, 2012 and spring, 2014. The first assessment, the results of which are reported here, is for a two year period, initiated in Fall, 2012 with all juniors (cohort 5) for three terms and continuing Fall, 2013 as they became seniors in the program for another three terms through their final term in Spring 2014. These assessments will also continue for every following cohort.

This assessment plan is a systematic mechanism for the BSW Program to review its curriculum on a yearly basis to determine areas and foci needing program attention. Data are to be collected every year from both juniors and seniors, and the findings from the graduating class will be reviewed and shared with students, faculty, administration, field, and the community to insure continuous program feedback and improvement. The findings will be used to prioritize educational competencies and practice behaviors needing additional attention and modifications in the curriculum and the field. These steps are described in more detail in Section 4.0.3 of this chapter. We also note here that while this formal quantitative assessment is our major method of assessing the achievement of our educational goals, we do also engage in many other methods of collecting information that we use in an ongoing, formative way to assess and improve the program. These methods include teaching evaluations, student evaluations of field instructors, student-faculty dialogues, and many other informal channels of communication among the BSW students, faculty, administration, field supervisors, and other stakeholders. These methods are less rigorous and less focused on outcomes than the formal, summative assessment that we report here. These other methods of assessment can provide more immediate information about program challenges and successes, allowing issues to be addressed in a timely manner.

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

The findings of our assessment of the cohort that entered the BSW program in Fall 2012 and graduated in Spring 2014 are presented in the following table. We are very pleased that we achieved our benchmarks for every social work competency. Discussion of the findings follows the table.
RESPONSE TO AS 4.0.1

PSU BSW Assessment Findings Table

<table>
<thead>
<tr>
<th>Measure 1 (SW 430):  100%</th>
<th>Measure 2 (FI): 91.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency</strong></td>
<td><strong>Percent Attaining this Practice</strong></td>
</tr>
<tr>
<td>2.1.1 Identifies as a professional social worker and conducts accordingly</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

For Measure 1, students must score a minimum of 75 out of 10 points. Scores of 75 indicate proficiency and scores of 100 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient - strong competence, or 5 - Highly Proficient - exceptional competence.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Benchmark</th>
<th>Percent Attaining this Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocates with service users, including working with other agencies to remove barriers</td>
<td>93.9%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Appendix 18 includes the Task Stream output from which these data were drawn.

This table presents the findings from our assessment of achievement of the benchmarks for the measures and competencies. The accompanying narrative provides additional explanation of the table and interpretations and conclusions from the findings.
<table>
<thead>
<tr>
<th>Measure 1 (SW 351): 96.2%</th>
<th>Measure 2 (FI): 97.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines and critiques performance and makes plans to address learning needs.</td>
<td></td>
</tr>
<tr>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td></td>
</tr>
<tr>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4-Proficient—strong competence, or 5-Highly proficient—exceptional competence.</td>
<td></td>
</tr>
</tbody>
</table>

Measure 1 (SW 351): 96.2% Measure 2 (FI): 97.8%
<table>
<thead>
<tr>
<th>Measure 1 (SW 460): 96%</th>
<th>Measure 2 (FT): 88.9%</th>
<th>Measure 1 (SW 351): 100%</th>
<th>Measure 2 (FT): 93.3%</th>
</tr>
</thead>
</table>

4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures.

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 351): 96%
Measure 2 (FT): 88.9%
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Outcome Measure</th>
<th>Measure 1 (SW 339): 100%</th>
<th>Measure 2 (FI): 93.3%</th>
<th>Measure 3 (SW 460): 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2.1.2</td>
<td>Applies social work ethical principles and values to the demonstration of practice behavior, and develops and maintains a clear and consistent social work identity.</td>
<td>Field Instruction measure.</td>
<td>97.7%</td>
<td>93.3%</td>
<td>Yes</td>
</tr>
<tr>
<td>2.1.2.1.3</td>
<td>Identifies and monitors personal emotions, including stress, anxiety, and vicarious trauma.</td>
<td>Field Instruction measure.</td>
<td>99.9%</td>
<td>93.3%</td>
<td>Yes</td>
</tr>
<tr>
<td>2.1.2.1.4</td>
<td>Prescribes for and consults.</td>
<td>Field Instruction measure.</td>
<td>100%</td>
<td>93.3%</td>
<td>Yes</td>
</tr>
<tr>
<td>2.1.2.1.5</td>
<td>Prepares for and effectively uses supervision and consultation.</td>
<td>Field Instruction measure.</td>
<td>100%</td>
<td>93.3%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior. For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.
<table>
<thead>
<tr>
<th>Measure 1 (SW 460): 100%</th>
<th>Measure 2 (FI): 84.4%</th>
<th>Measure 2 (FI): 73.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Measure 2, which is a Field Instructor measure, students must be rated:</strong></td>
<td><strong>For Measure 2, which is a Field Instructor measure, students must be rated:</strong></td>
<td><strong>For Measure 2, which is a Field Instructor measure, students must be rated:</strong></td>
</tr>
<tr>
<td><strong>Scores of 7.5 indicate</strong></td>
<td><strong>Scores of 7.5 indicate</strong></td>
<td><strong>Scores of 7.5 indicate</strong></td>
</tr>
<tr>
<td><strong>proficiency and scores of 10 indicate exceptional attainment of this practice behavior.</strong></td>
<td><strong>proficiency and scores of 10 indicate exceptional attainment of this practice behavior.</strong></td>
<td><strong>proficiency and scores of 10 indicate exceptional attainment of this practice behavior.</strong></td>
</tr>
<tr>
<td><strong>For Measure 1, students must score a minimum of 7.5 out of 10 points.</strong></td>
<td><strong>For Measure 1, students must score a minimum of 7.5 out of 10 points.</strong></td>
<td><strong>For Measure 1, students must score a minimum of 7.5 out of 10 points.</strong></td>
</tr>
<tr>
<td><strong>2. Accepts and uses the NASW Code of Ethics</strong></td>
<td><strong>2. Accepts and uses the NASW Code of Ethics</strong></td>
<td><strong>2. Accepts and uses the NASW Code of Ethics</strong></td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 1 (SW 460): 100%</td>
<td>Measure 2 (FI): 71.1%</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Students must score a minimum of 7.5 out of 10 points to indicate proficiency.</td>
<td>Students must be rated 4 - Proficient or 5 - Highly proficient.</td>
<td></td>
</tr>
</tbody>
</table>

For Measure 1, students must score a minimum of 7.5 out of 10 points to indicate proficiency. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice.

For Measure 2, students must be rated 4 - Proficient - strong competence, or 5 - Highly proficient - exceptional competence.

4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Practice Behavior</th>
<th>Outcome Measure</th>
<th>Percent Attaining this Practice Behavior</th>
<th>Percentage of Students Achieving Competency Attained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3</td>
<td>Applies</td>
<td>critical thinking</td>
<td>Measures 1, 2, 3, 4</td>
<td>75% of students will demonstrate this competency</td>
<td>91.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to inform and communicate professional judgments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Demonstrates</td>
<td>ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</td>
<td>Measures 1, 2, 3, 4, 5</td>
<td>7.5 out of 10 points. Students must score a minimum of 7.5 out of 10 points.</td>
<td>91.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evaluation, and behavioral assessment of students' knowledge and understanding of the ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXCELLENT</td>
<td>Measures 1, 2, 3, 4</td>
<td>98.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROFICIENT</td>
<td>Measures 2</td>
<td>88.9%</td>
<td>77.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEETS</td>
<td>Measures 3</td>
<td>100%</td>
<td>87.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BELOW</td>
<td>Measures 4</td>
<td>85%</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXPECTED</td>
<td>Measures 5</td>
<td>78.3%</td>
<td>82.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>Achieved Competency Percentage of Students Achieving this Practice Benchmark Outcome Measure</th>
<th>Percent Attaining this Practice Behavior</th>
<th>Percentage of Students Achieving Competency Attained?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>98.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>88.9%</td>
<td>77.1%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>100%</td>
<td>87.3%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>85%</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>78.3%</td>
<td>82.3%</td>
</tr>
<tr>
<td>Measure 1 (SW 359): 94.4%</td>
<td>Measure 2 (FT): 82.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 3 (SW 359): 96.6%</td>
<td>Measure 3 (SW 359): 96.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2.1.4 Engages diversity and difference in practice**

- **75% of students will demonstrate this competency**
- **Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege**

**Outcome Measure**

- **Percent Attaining this Practice Behavior**
- **Benchmark Percent Attaining this Practice Behavior**
- **Percentage of Students Achieving Competency**
- **Competency Attained?**

**For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.**

**For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional.**

**Measure 1 (SW 339): 94.4%**

**Measure 2 (FI): 82.2%**
<table>
<thead>
<tr>
<th>Measure 1 (SW 341)</th>
<th>Measure 2 (FI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>86.7%</td>
</tr>
<tr>
<td>7.5 out of 10 points, scores must be a minimum of 7.5 on 10-point scale.</td>
<td>7.5 out of 10 points, scores must be a minimum of 7.5 on 10-point scale.</td>
</tr>
<tr>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points.</td>
<td>For Measure 2, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.</td>
</tr>
<tr>
<td>Measures 2 (SW 341): 86.7%</td>
<td>7.5 out of 10 points, scores must be a minimum of 7.5 on 10-point scale.</td>
</tr>
<tr>
<td>Practice behavior</td>
<td>7.5 out of 10 points, scores must be a minimum of 7.5 on 10-point scale.</td>
</tr>
<tr>
<td>Students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.</td>
<td>Measures 2 (SW 341): 86.7%</td>
</tr>
</tbody>
</table>

3. Engages with others around issues of identity and difference.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 341): 100%

Measure 2 (FI): 86.7%
<table>
<thead>
<tr>
<th>Practice</th>
<th>Outcome Measure</th>
<th>Measure 1 (SW 341): 100%</th>
<th>Measure 2 (FI): 70.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Advances human rights and social and economic justice</td>
<td>Competency</td>
<td>Yes</td>
<td>78.4%</td>
</tr>
<tr>
<td></td>
<td>Benchmark</td>
<td>75% of students must be rated 4+ on a scale of 1-7.</td>
<td>62.2%</td>
</tr>
<tr>
<td></td>
<td>Practice Behavior</td>
<td>Students must score a minimum of 7.5 out of 10 points.</td>
<td>70.4%</td>
</tr>
<tr>
<td></td>
<td>Outcome Measure</td>
<td>75% of students must score a minimum of 7.5 out of 10 points.</td>
<td>70.4%</td>
</tr>
<tr>
<td>2. Works in the service of service users and communities to advocate for social and economic justice</td>
<td>Competency</td>
<td>Yes</td>
<td>73.3%</td>
</tr>
<tr>
<td></td>
<td>Benchmark</td>
<td>75% of students must be rated 4+ on a scale of 1-7.</td>
<td>70.4%</td>
</tr>
<tr>
<td></td>
<td>Practice Behavior</td>
<td>Students must score a minimum of 7.5 out of 10 points.</td>
<td>70.4%</td>
</tr>
<tr>
<td></td>
<td>Outcome Measure</td>
<td>75% of students must score a minimum of 7.5 out of 10 points.</td>
<td>70.4%</td>
</tr>
<tr>
<td>Competency</td>
<td>Measure</td>
<td>Benchmark</td>
<td>Practice Behavior</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>2.1.6 Engages in research-informed practice and practice-informed research</td>
<td>1. Uses practice experience to inform scientific inquiry</td>
<td>75% of students will demonstrate this competency.</td>
<td>Measure 1 (SW 450): 82.6%</td>
</tr>
<tr>
<td>2. Critically appraises and uses research findings to inform and improve practice, policy, and social service</td>
<td>5. Field instructor measure</td>
<td>75% of students must be rated 4-5, which is a highly proficient–exceptional competence ability to use research findings in their practice.</td>
<td>Measure 1 (SW 450): 80.4%</td>
</tr>
<tr>
<td>Measure</td>
<td>Competency</td>
<td>Benchmark</td>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Applies knowledge of human behavior and the social environment</td>
<td>75% of students will demonstrate this competency.</td>
<td>75% of students achieving this competency</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency, and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td>Measure 1 (SW 350): 100%</td>
</tr>
<tr>
<td>2.1.7</td>
<td>Critiques and applies knowledge to understand person and environment</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 – Proficient – strong competence, or 5 – Highly proficient – exceptional competence.</td>
<td>Measure 1 (SW 350): 100%</td>
</tr>
<tr>
<td>Measure</td>
<td>Competency</td>
<td>Benchmark</td>
<td>Practice</td>
</tr>
<tr>
<td>---------</td>
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<td>----------</td>
</tr>
<tr>
<td>Measure 1 (SW 340): 92.5%</td>
<td>2.1.8 Engages in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>75% of students will demonstrate this competency</td>
<td>Yes</td>
</tr>
<tr>
<td>Measure 2 (FI): 91.1%</td>
<td>1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community</td>
<td>For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td></td>
</tr>
<tr>
<td>Measure 3 (SW 341): 100%</td>
<td>2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes</td>
<td>For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.</td>
<td></td>
</tr>
<tr>
<td>Measure 1 (SW 430): 100%</td>
<td>2.1.9 Responds to contexts that shape practice</td>
<td>For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional.</td>
<td>Yes</td>
</tr>
<tr>
<td>Competency</td>
<td>Practice Behavior</td>
<td>Outcome Measure</td>
<td>Benchmark</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>2.1.10a</td>
<td>Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities</td>
<td>Measure 1 (SW 351): 90.4%</td>
<td>75% of students will demonstrate this competency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure 2 (FI): 77.8%</td>
<td>75% of students will demonstrate this competency</td>
</tr>
</tbody>
</table>

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 430): 100%

Measure 2 (FI): 77.8%

90.4%

Yes
<table>
<thead>
<tr>
<th>Measure 1 (SW 432): 100%</th>
<th>Measure 2 (FI): 97.8%</th>
<th>Measure 2 (FI): 93.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Highly Proficient–Exceptional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Proficient–Exceeds Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Competent–Meets Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Developing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Beginning</td>
<td></td>
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</tr>
</tbody>
</table>

For Measure 1, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated as 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 432): 100%

Measure 2 (FI): 97.8%

Measure 2 (FI): 93.3%

2.1.10a. Engagement

- Highly proficient – exceptional competence.
- Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a non-judgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions with sensitivity and grace to communicate and influence toward relational and relational change.
- Collaboratively develops the purpose and focus of the work of the group, and plans and leads the group.

- Competence.
- Field Instructor measure.
- Students must be rated as 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 432): 100%

Measure 2 (FI): 97.8%

Measure 2 (FI): 93.3%
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Practice Behavior</th>
<th>Outcome Measure</th>
<th>Percent Attaining this Practice Behavior</th>
<th>Students Achieving Competency</th>
<th>Assessmen</th>
<th>this Demonstrate Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.10b.</td>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Measure 1 (SW 431)**: 82.6%
- **Measure 2 (FI)**: 77.8%
- **Measure 3 (SW 431)**: 80.4%

1. Is able to determine what data is needed to ascertain needs and risks (i.e., child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities.

**For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.**

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

- **Measure 1 (SW 431)**: 82.6%
- **Measure 2 (FI)**: 77.8%
- **Measure 3 (SW 431)**: 80.4%
3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

For Measure 1, Measure 3, and Measure 4, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

<table>
<thead>
<tr>
<th>Measure 1 (SW 430)</th>
<th>Measure 2 (FI)</th>
<th>Measure 3 (SW 431)</th>
<th>Measure 4 (SW 432)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>71.1%</td>
<td>91.7%</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client-centered goals and interventions.

For Measure 1, Measure 3, and Measure 4, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

<table>
<thead>
<tr>
<th>Measure 1 (SW 430)</th>
<th>Measure 2 (FI)</th>
<th>Measure 3 (SW 431)</th>
<th>Measure 4 (SW 432)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>84.5%</td>
<td>91.7%</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. **Utilizes different intervention strategies** to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities.

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 430): 100%
Measure 2 (FI): 77.8%
Measure 3 (SW 432): 100%

### Practice Behavior

- Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals

### Competency

- 90.4%

### Outcome Measure

- Percentage of Students Achieving Competency
- 90.4%

### Percentage of Students Attaining the Practice Behavior

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percent</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>90.4%</td>
<td>Yes</td>
</tr>
<tr>
<td>Measure 2</td>
<td>77.8%</td>
<td>No</td>
</tr>
<tr>
<td>Measure 3</td>
<td>100%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Benchmark

- Measure 2 (FI): 77.8%
For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

1. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

Measure 1 (SW 431): 95.7%
Measure 2 (FI): 80.0%
Measure 3 (SW 432): 100%

4. Is able to identify, access, and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e., case management, consultation, and coordination).

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 431): 77.8%
<table>
<thead>
<tr>
<th>Competency</th>
<th>Benchmark</th>
<th>Practice Behavior</th>
<th>Outcome Measure</th>
<th>Percent Attaining this Practice Behavior</th>
<th>Percentage of Students Achieving Competency</th>
<th>Competency Attained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 (SW 450):</td>
<td>91.4%</td>
<td>Evaluates their own practice and contributes to the evaluations of their programs and agencies</td>
<td>Measure 1 (SW 432): 100%</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 2 (FI):</td>
<td>77.8%</td>
<td></td>
<td>Measure 2 (FI): 91.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 3 (SW 451):</td>
<td>91.5%</td>
<td></td>
<td>Measure 3 (SW 451): 91.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 4 (SW 460):</td>
<td>97.7%</td>
<td></td>
<td>Measure 4 (SW 460): 97.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 5 (SW 460):</td>
<td>97.7%</td>
<td></td>
<td>Measure 5 (SW 460): 97.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Measure 1 and Measure 3, students must score a minimum of 7.5 out of 10 points. Scores of 7.5 indicate proficiency and scores of 10 indicate exemplary attainment of this practice behavior.

For Measure 2, which is a Field Instructor measure, students must be rated 4 - Proficient – strong competence, or 5 - Highly proficient – exceptional competence.

Measure 1 (SW 450): 82.6%
Measure 2 (FI): 91.1%
Measure 3 (SW 451): 91.5%
Measure 4 (SW 460): 97.7%
We are gratified that we have achieved our benchmarks for all 10 competencies. All 10 show proficient, highly proficient, or exemplary competence for more than 75% of the graduating students. This is a considerable accomplishment, especially since this cohort was the first cohort to participate in the new competency-based curriculum model and this new assessment system, and since we believe we can do better. First of all, we acknowledge the accomplishment of the PSU BSW Program in meeting all the benchmarks. It confirms that we are performing solidly with respect to our students’ competencies and practice behaviors and that we are on the right track. However, we also understand that these findings do not mean that we do not need to continue to change and improve the program.

We note that while the assessment is strongly positive, it does provide very useful information about the competencies and practice behaviors that need the most immediate attention. For two of the competencies, fewer than 80% of students achieved the benchmark. While the 75% benchmark was attained for all competencies, the attainment percentages for these two competencies was lower than for the other eight (8) competencies.

These are the two competencies with attainment below 80%:

- 2.1.5 Advances human rights and social and economic justice
- 2.1.6 Engages in research-informed practice and practice-informed research

We also note that 3 of the 43 practice behaviors had at least two measures that scored below 75% attainment of the benchmarks. These 3 practice behaviors are:

- 2.1.2.2. Accepts and uses the NASW Code of Ethics
- 2.1.5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression
- 2.1.8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes

We note one additional point regarding the findings in the table above. It concerns the number of students rated on the measures. We have a cohort model in the BSW program, and the large majority of our students start the program at the beginning of one academic year and graduate at the end of the next academic year. For many reasons, every year a few students must decrease the pace in which the move through the program. Consequently, it takes these few students longer to complete coursework and a very small number decide to change their major or withdraw from the program. Therefore, approximately 75% of the students who graduate each year are the same students who started in the program the year before, and the remainder are students from earlier cohorts. Since this assessment and this curriculum were only implemented for the first time starting in Fall 2012, this assessment only includes the students who started in Fall 2012 and who graduated in spring or Summer 2014. This number is 45 students. The completion rate for the measures tapers off from fall of 2012 to the spring of 2014 for these reasons. The completion rate for the measures is excellent once this phenomenon is taken into account.
4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

Implications for Program Renewal

This first competency-based assessment could only be completed at the end of spring term 2014; therefore, most of the actions will be taken into account beginning fall term 2014. Described here are our plans regarding the findings, however much will depend on the input of and collaboration with faculty, students, and stakeholders that will take place beginning Fall 2014.

The administrative structure that is utilized to evaluate assessment findings is within the purview of the BSW Program committee, a school wide committee authorized by the SSW Bylaws to develop policy and procedures within the BSW Program. The BSW Program committee meets at least once per term and more frequently if necessary. The findings of the assessment will be discussed at the fall term meeting. The committee will review the assessment findings and make necessary recommendations for improvement and/or changes at that time. The changes will be shared with stakeholders and assessment data will be posted on our BSW website every two years in keeping with the AS4.04 requirements. These data inform the discussion on program improvement and will provide continual input to curriculum changes. The information provides the BSW Program with yearly data to review its course development, changes, and or improvements. Changes to curriculum will be discussed with the faculty and necessary changes will be made depending on the findings to strengthen and/or change curriculum per the outcomes data. While all the benchmarks were met for the current assessment, in the future, if any benchmarks are not met, those competencies will be given highest priority for proposing program, curricular, and course and assignment modifications to attain the missed benchmark.

Our reactions to the assessment findings fall in three general categories. First are the program-level actions in response to the findings. Second are the actions to be taken with respect to the specific competencies and practice behaviors for which the achievements were relatively lower than the others. Third are the actions to be taken with respect to measurement and the assessment process.

BSW Program Actions

The next step for the BSW Program is the activation of a new continuous quality improvement plan in which findings from this assessment are used to drive conscious, rigorous and consistent quality improvement activities (including improvement goals, time frames for re-assessment, and clearly delineated responsibilities for follow up) which are revisited on an annual basis into future years.

Action Plan for fall, 2014:

1. The BSW Program will present the findings of the assessment report to the BSW faculty at the first fall meeting in early October and start the conversation of what the Program will be doing with this information. The first step is to review all the courses and their status from the assessment report.
2. The BSW Program will provide the positive feedback from the assessment to the BSW Program committee, faculty, field instructors, students, administration, the School of social work, the university and other stakeholders. These findings represent the accomplishments of hundreds of people, including the students, and the news about our success must be shared with them. The findings provide confirmation of the basic achievements and success of our program.

3. The BSW Program will discuss the findings about areas that need attention in greater depth with many groups: first, the BSW Program committee, the BSW faculty which will be meeting monthly, the BSW Faculty-Student Dialogues the SSW faculty meeting, and Field Instructors and Field staff. We shall discuss with them the meaning of the findings and ask for ideas about how to address the areas that show room for improvement, in order to better achieve those competencies and practice behaviors.

4. A plan of action will include how to review all the courses with this new information and start to make the necessary changes from the data and findings.

5. The BSW Program will make the adjustments to improve the correspondence among the practice behaviors, course content, rubrics, and the assignments used to teach and evaluate the competencies. For example, in the fall the BSW Program Committee will start the review of SW339 Introduction to Oppression and Privilege in regard to making adjustments to the rubric and how it is graded.

6. All BSW faculty who teach in the curriculum will revisit and modify to some extent their teaching to more closely align their courses with the competencies and practice behaviors assigned to each course. This will take much discussion and the practice behaviors will provide the data and information to proceed with this plan.

7. In the next year the BSW Program will strengthen its connections between the field seminars and the rest of the curriculum (generalist practice classes) to better integrate field and coursework, which will also, we believe, strengthen the focus on achieving the practice competencies. Introducing the monthly BSW teaching faculty meetings in the fall will give a structure for this ongoing dialogue can occur about the faculty within a course and between faculty between courses.

With respect to actions we have already taken in response to information obtained from our formative assessments, here we provide a few examples. In the creation of the new curriculum, input from faculty, students, field, and other stakeholders informed the decision to add three new required classes: SW 341 Social Justice Practice, SW351 Beginning Generalist Practice and SW460 Senior Integrated Portfolio. Due to awareness of the need for more student input into the program, during 2013-2014 we initiated formal meetings for Student-Faculty Dialogues. Two were held this past year. From those dialogues and from other input, we recognized the need for the program to more thoroughly address integration of TaskStream. Information obtained from the Fall 2013-2014 Student-Faculty Dialogues included hearing about their issues with using TaskStream, learning about how they desired more clarification about the integration of practice behaviors and TaskStream ratings; use of the rubrics and the differentiation of grading assignments will be taken into consideration as feedback for continuous improvement of the curriculum.
This recognition contributed to an emphasis on those types of knowledge and skills in the faculty search for the BSW Program that was conducted in Spring 2014. Two new faculty members with special expertise in social justice and technology have been hired who will be teaching in the BSW Program beginning in Fall 2014. One BSW student was a member of the Search Committee and was instrumental in conveying the students’ perspectives about the needs for additional BSW faculty.

We have begun to address these issues with some faculty this year, information from the assessment informed the teaching of SW 460, the Senior Integrated Portfolio course, which explicitly attended to this gap and satisfactorily addressed many of the student concerns about the usefulness of TaskStream to their education. Another example of using information from our more informal formative assessments came after the first year of the new curriculum when it was determined that having all the BSW students in one large Human Behavior Throughout the Lifespan (SW 350) class was not conducive to the educational goals of that course. For 2013-2014, that course was split into two smaller sections.

**Actions regarding the Specific Competencies and Practice Behaviors Indicating Lower Performance**

Here we describe a plan regarding the two competencies with attainment below 80%, and the three practice behaviors with at least two measures below 75% attainment of proficiency. The BSW Program Committee will address these concerns in the fall meeting.

These are the two competencies with attainment below 80%:

**2.1.5 Advances human rights and social and economic justice**

We recognize a need to address economic justice more fully in our curriculum. Our social justice classes as well as many other courses could realign themselves to include more content about economic justice and how to advance it. We propose to bring this as a discussion and action item to the various constituencies we have described above. We can also orient the BSW electives to include more courses that address economic justice/injustice. Currently, those electives tend to focus on racial and ethnic injustice. These topics are extremely important, of course, but we also want to address economic justice issues in a more thorough way.

**2.1.6 Engages in research-informed practice and practice-informed research**

We plan to integrate research and evaluation with practice. We want to strengthen this aspect of the research classes (SW 450 and SW 451). We plan to examine the research assignments and readings to improve their correspondence to the competency. The research instructors will visit the field seminar and discuss the coordination and integration with the field instructor of the field seminars to facilitate the incorporation of research and evaluation with practice behaviors. We also envision supporting our field agencies to use more evidence in their work, although of course, this is a very large issue that will only change gradually.

These are the three practice behaviors that had at least two measures scoring below 75% attainment of the benchmarks:
2.1.2.2. Accepts and uses the NASW Code of Ethics
We note a need to infuse the Code of Ethics more explicitly throughout the curriculum. The practice classes have taken primary responsibility to teach the Code of Ethics, which we think is appropriate and will continue, but we want to heighten its profile in all parts of the curriculum. We also note that one of the reasons for the lower scores on this practice behavior has to do with how it is measured: unlike most of the practice behaviors, scores on this rubric are exclusively attached to specific grades on an ethics test. We may focus on improving students’ understanding of how to use the Code of Ethics in the practice classes perhaps by adding an additional activity or other exercise related to it. These ideas will be discussed with the BSW instructors and within the BSW Program committee this coming academic year.

2.1.5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression
This practice behavior is under the 2.1.5 competency for which some actions steps were described above. We believe the major deficit with this practice behavior is in the part about identifying practical steps to dismantle oppression. We also plan to discuss this finding with the teachers of SW 341 Social Justice Practice to enhance the skills of our students in identifying practical steps to dismantle oppression. We note that this was a new course in the curriculum that was taught for the first time to this cohort, so improvements are to be expected. Enhancing connections of field to the practice behaviors can also assist in improving the achievement of this practice behavior. One of the ways we plan to improve the connections between field and the curriculum is by recruiting field instructors onto the BSW Program committee. An action plan will be developed from input about this finding with students, field instructors, and faculty.

2.1.8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes
This practice behavior is addressed in several different courses in the curriculum. We plan to review the assignments used to teach and assess this practice behavior, especially in SW 340 Advocacy for Policy Change, and SW 341, Social Justice Practice, in order to improve the practical aspects of the assignments if necessary, and we plan to work with the field to improve the opportunities for students to engage in these activities. We plan to encourage students to attend board meetings of their agencies as part of their placements, and we plan to facilitate the understanding of this practice behavior by field instructors so that they understand that includes not only major policy changes but also more minor, lower-level agency policy and procedural changes.

Measurement and Assessment Issues
This assessment is derived from data obtained from the first time the rubrics were implemented. There are many minor adjustments that can be made to improve the correspondence between practice behaviors and assignments, and to improve the reliability of faculty and field instructor ratings. For example, a few classes (SW 341 Social Justice Practice, SW 350 Human Behavior Throughout the Lifespan, SW 430 Generalist Practice with Communities and Organizations, and SW 432 Generalist Practice with Groups) showed very little variation in student ratings in that all students were rated very highly on all measures. While these could well be valid ratings, we wish to discuss with these instructors how to use the rubrics validly and how to score individual students in accordance with their unique skill levels.
Another measurement issue that needs attention and modification is the field instructor rating system, where the 0 score for unacceptable has also been used for “no opportunity to demonstrate or observe.” The zero score should not be used in this way, so we are in the process of fixing this problem before the spring term 2015 ratings are made. We want to ensure that the ratings are being made in a consistent, reliable and valid way. For our more formative and informal assessments, we note three gaps that we plan to address:

1. One feedback loop that we plan to strengthen is improving opportunities for our field instructors to provide feedback, not just about the students they supervise, but also about the curriculum and the BSW Program. With our new monthly BSW faculty meetings commencing in fall 2014, the information obtained from field instructors by the liaisons (those who are teaching the field seminar courses) will be shared with the faculty in order to provide information about areas needing improvement.
2. A second source of information will be obtained from implementing alumni surveys more consistently in the future. The alumni survey will be implemented in spring 2015.
3. A third source is to conduct exit surveys of graduating students to obtain more information about their perspectives of the program. The exit survey will be implemented in spring 2015.

Now that we have implemented our new curriculum for the first time according to the 2008 EPAS and have completed our first competency-based assessment, we look forward to focusing on the incremental changes that can bring additional important improvements to our BSW Program and curriculum and ultimately provide safeguards to the public about how social work is practiced in the community. The BSW Program Assessment and Continuous Improvement Plan for 2014-2015 can be found in Appendix 19.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

In 2012 the BSW Program posted information online from our prior assessment for stakeholders to review. We are now replacing those findings and posting the results of this assessment. They are available at http://www.pdx.edu/ssw/bsw-program-assessment.

The BSW Program has a number of mechanisms for informing program constituents of assessment outcomes. The assessment reports are posted on the BSW webpage, the report is distributed by email to all faculty, BSW student listerservs and discussion of the report is included in both BSW Program meetings, SSW faculty meetings, and School of Social Work Advisory Board meetings. Student and community representatives are members of both the BSW Program committee and the SSW Advisory Board. This dissemination process will take place fall 2014.
Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing the accreditation standards below.

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

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.

4.0.4 The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

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

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a Professional Social Worker</td>
<td>75%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Apply Ethical Principles</td>
<td>75%</td>
<td>86.3%</td>
</tr>
<tr>
<td>Apply Critical Thinking</td>
<td>75%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Engage Diversity in Practice</td>
<td>75%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Advance Human Rights/ Social and Economic Justice</td>
<td>75%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Engage Research Informed Practice/ Practice Informed Research</td>
<td>75%</td>
<td>79.4%</td>
</tr>
<tr>
<td>Apply Human Behavior Knowledge</td>
<td>75%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Engage Policy Practice to Advance Well-Being and Deliver Services</td>
<td>75%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Respond to Practice Contexts</td>
<td>75%</td>
<td>90.6%</td>
</tr>
<tr>
<td>Practice Engagement</td>
<td>75%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Practice Assessment</td>
<td>75%</td>
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</tr>
<tr>
<td>Practice Intervention</td>
<td>75%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Practice Evaluation</td>
<td>75%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>
4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

Assessment instruments used to assess the program competencies and practice behaviors can be found in Volume II Syllabi and Volume III Appendices 17-18.