University of Maryland, Baltimore County

Baccalaureate Social Work Program
of the
School of Social Work, University of Maryland

Self-Study Report
for
Reaccreditation

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Volume 1

Contents

PROGRAM MISSION AND GOALS

EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS 3

Accreditation Standard 1.0—Program Mission and Goals 3

EXPLICIT CURRICULUM

EDUCATIONAL POLICY 2.0 – GENERALIST PRACTICE 9

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION 53

Accreditation Standard 2.2—Field Education 53

IMPLICIT CURRICULUM

EDUCATIONAL POLICY 3.0—DIVERSITY 84

Accreditation Standard 3.0—Diversity 84

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT 104

Accreditation Standard 3.1—Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation 104

EDUCATIONAL POLICY 3.2—FACULTY 130

Accreditation Standard 3.2—Faculty 130

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE 142

Accreditation Standard 3.3—Administrative and Governance Structure 142

EDUCATIONAL POLICY 3.4—RESOURCES 155

Accreditation Standard 3.4—Resources 155

ASSESSMENT

EDUCATIONAL POLICY 4.0—ASSESSMENT OF STUDENT LEARNING OUTCOMES 176

Accreditation Standard 4.0—Assessment 182

INTRODUCTION TO UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

The University of Maryland, Baltimore County (UMBC), was founded in 1966 and is a midsize public research university (http://umbc.edu/). Under the Carnegie Classification of Institutions of Higher Education, UMBC is termed a doctoral university with higher research activity. It is a member of the University System of Maryland (USM), an 11-campus organization that constitutes one of the largest academic and research institutions in the nation. The USM is accredited by the Middle States Commission on Higher Education, recognized by the Council for Higher Education Accreditation and contributes significantly to the economic and cultural vitality of the state and the mid-Atlantic region. UMBC's most recent accreditation was conducted in academic year 2016–17.

The fall 2016 enrollment at UMBC was 13,839, including 11,243 undergraduate students (84.8% of whom were full-time) and 2,596 graduate students (45.7% of whom were full-time). The student body reflects the diversity of Maryland, from which 80% reside. Approximately 16% of the student body is African American, 18% are Asian, and 6% are Hispanic or Native American. It is estimated that 40% of each year's incoming undergraduates are transfer students, originating primarily from Maryland's community colleges.

With 533 full-time instructional and 268 part-time faculty members, UMBC has recruited 58 new faculty members to tenure-track and tenured positions in the last 4 years. The faculty support 55 majors and 35 minors as well as 24 certificate programs spanning visual and preforming arts to information technology and preprofessional studies.

The Baccalaureate Social Work Program has its origins in a unique and highly successful cooperative effort of two campuses of the university system. The program was started in September 1969 through the combined efforts of the School of Social Work, University of Maryland, Baltimore (UMB), and the UMBC campuses (http://www.ssw.umaryland.edu/). It was introduced on the UMBC campus because as a professional schools campus, UMB does not offer undergraduate liberal arts courses. The MSW and PhD programs of the School of Social Work are located with the professional schools on the UMB campus in downtown Baltimore, 8 miles

from UMBC. The Baccalaureate Social Work Program was first accredited by the Council on Social Work Education in l974 and has maintained its accreditation continuously to the present time.

A particularly exciting and innovative development in the history of the UMBC Baccalaureate Social Work Program occurred in 2000 with the establishment of a satellite program at the Universities at Shady Grove (USG) in Montgomery County, Maryland, a suburb of Washington, DC. Currently, USG offers more than 80 undergraduate and graduate degree programs from nine Maryland public universities (https://www.shadygrove.umd.edu/about-usg). Each university provides its most in-demand academic programs and awards its own degrees. USG, in turn, provides centralized, on-site student, academic, and administrative services in the areas of admissions, financial aid, technology, student support, and campus life. This integrated approach allows USG to offer accessible pathways to more than 80 upper-level undergraduate, graduate, and professional degree and certificate programs.

Students admitted to the UMBC Baccalaureate Social Work Program at USG will complete approximately 2 years of full-time study prior to enrollment. Once enrolled in the Baccalaureate Social Work Program, they will complete the remainder of their upper-level credits along with all the core social work curriculum. Students may transfer a maximum of 60 credits from a community college and 90 credits from a 4-year school to UMBC. All social work majors on the USG campus take the same courses, including field instruction and a year-long field placement, as their counterparts on the UMBC campus and meet the same academic requirements for graduation with a degree in social work as main campus students.

EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

1.1: ***Values***

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

1.2: ***Program Context***

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

ACCREDITATION STANDARD 1.0: PROGRAM MISSION AND GOALS

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

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

The Baccalaureate Social Work Program's mission statement:

Through excellence in teaching, research and service, the Baccalaureate Social Work Program, University of Maryland, School of Social Work, prepares students for generalist social work

practice inclusive of diverse individuals, families, groups, and communities across a widely ranging geographic region. The program is committed to the core social work values and ethics of: belief in the dignity and worth of all individuals; a commitment to social, economic and environmental justice; and practicing with integrity and competence.

The mission statement underscores the goal of educating students for beginning-level generalist social work practice with individuals, families, groups, organizations, and communities. Thus, the mission reflects the premise that a liberal arts perspective in professional education enriches the understanding of the person-in-environment context of generalist social work practice. Students in the baccalaureate program learn a range of generalist skills and intervention techniques to enable them to intervene directly and effectively with client systems of all sizes and to address social problems facing society in general.

A major expectation of the Baccalaureate Social Work Program is that its students will understand and embrace the social work values as expressed specifically in the National Association of Social Workers' Code of Ethics. This includes, but is not limited to, lifelong scholarship, commitment to cultural diversity and social justice, and self-reflective and self-directed practice. The mission statement, which is the same for the programs on University of Maryland, Baltimore County (UMBC), and Universities at Shady Grove (USG) campuses, is prominently displayed on all program publications—including the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf) and *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) published each year—and also appears on the program's website: http://www.umbc.edu/socialwork.

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

The mission statement of UMBC, which applies to the UMBC programs at USG, espouses a commitment to academic excellence and cultural diversity. With respect to the Baccalaureate Social Work Program, UMBC's emphasis on the liberal arts is evident in the general education

requirements, as is its recognition of the importance of collaborative and interdisciplinary initiatives. The university highlights the important role it plays in enhancing the quality of life in the region through its educational and cultural programs and its research and technology initiatives.

The following are excerpts from the UMBC mission statement that are particularly relevant for the social work program and its program goals and objectives (the UMBC mission statement can be found at: (http://www.umbc.edu/campusplan/CampusToday/University_Description/missionStatement.html).

> *UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. . . . UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.*

At the core of UMBC is a steadfast commitment to engage leading research faculty in the liberal arts and sciences education of its undergraduates—guiding students in critical thinking, creative problem solving, experiential learning, and the development of conceptual skills. UMBC actively promotes interaction between students and faculty, undergraduate participation in research projects, and service to the community. Members of UMBC's faculty are selected and promoted on the basis of their scholarly and creative productivity, successful teaching, and service to the profession and the public.

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. The University is committed to the success of each of its students and seeks to attract well-qualified students through special scholarship initiatives in the humanities, arts, and public affairs and through the nationally recognized Meyerhoff Scholars Program for talented high school graduates in science and engineering. UMBC expects to

continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering. Its emphasis on quality, high achievement, and the integration of research, teaching and learning, and civic engagement is designed to prepare all students for success in graduate and professional education as well as success in the workplace.

The Baccalaureate Social Work Program, located on the UMBC and USG campuses, is an integral part of the School of Social Work, University of Maryland, Baltimore (UMB). The mission statement of the School of Social Work applies to each of its programs—baccalaureate, master's, and doctoral—as indicated by the following:

Our mission at the University of Maryland, School of Social Work is to develop practitioners, leaders and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, we create and use knowledge for education, service innovation, and policy development.

The integration of the mission statements can be seen in the strategic plans for UMBC (http://planning.umbc.edu/) and the School of Social Work (http://www.ssw.umaryland.edu/about-the-ssw/strategic-plan/). Both plans document the collaborative and inclusive processes central to the culture of UMBC and the School of Social Work. Further, the extensive strategic efforts used to communicate and consult with faculty members of the Baccalaureate Social Work Program about the objectives and plans speak to the role of the program in both institutions.

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

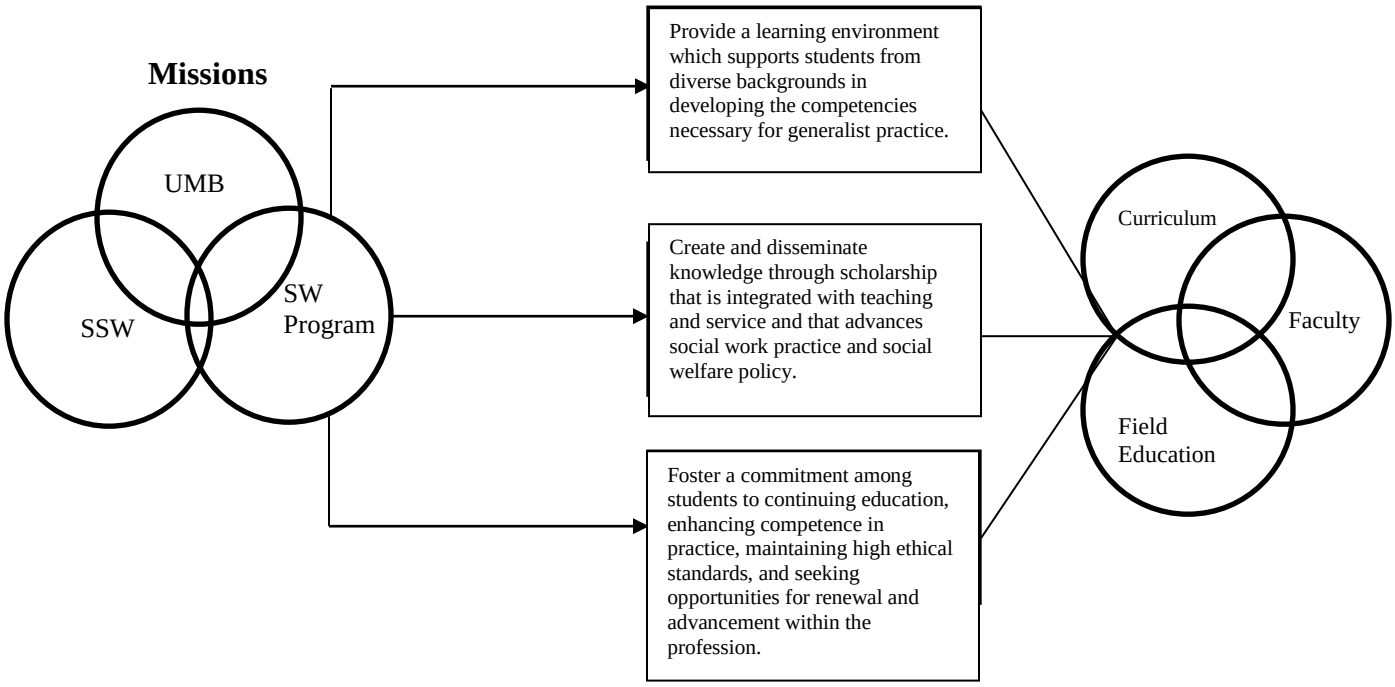
The Baccalaureate Social Work Program faculty has identified three overarching goals that guide all of its endeavors and stem from the program's mission statement. These goals are to:

1. Provide a learning environment which supports students from diverse backgrounds in developing the competencies necessary for generalist practice.

2. Create and disseminate knowledge through scholarship that is integrated with teaching and service and that advances social work practice and social welfare policy.

3. Foster a commitment among students to continuing education, enhancing competence in practice, maintaining high ethical standards, and seeking opportunities for renewal and advancement within the profession.

Figure 1.1 The Integration of the Mission Statement and Goals with the Program



As displayed in Figure 1.1, the goals are derived from the program's mission and are implemented through curriculum design; faculty assignments, workload, and scholarship; ongoing evaluation of the program; and ongoing program activities, events, and projects. In curriculum design, all social work courses include objectives, assignments, and readings that implement the program's educational goals, with special emphasis on salient topics such as practice and policy competencies, professional values, ethics, and historical traditions of the social work profession; human diversity and the nature of oppression and

discrimination; a bio-psycho-social, strengths-based perspective; application of theory and evidence-based research to practice; and advancement of human rights and social, economic, and environmental justice.

To ensure complete integration of the program's goals in field education on both the UMBC and USG campuses, each field instructor and must identify how a student will accomplish the program's nine competencies and subsequent behaviors in her or his individual field setting. The field education learning agreement and evaluation is explicitly based on the application of competencies in practice. Thus, students' performance in field education is evaluated in the light of their ability to engage in and develop competencies with individuals, families, groups, organizations, and communities. To ensure understanding and implementation of the program's educational goals and competencies, field instructors are given a comprehensive orientation before the field placement begins. They receive a copy of the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) —which includes a description of the program's mission, goals, and competencies for ready reference—and they are provided with ongoing clarification and support by their faculty field liaison.

EXPLICIT CURRICULUM

This section addresses the following Educational Policies related to the explicit curriculum: Generalist Practice and the Signature Pedagogy, Field Education.

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, and economic and environmental 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.

ACCREDITATION STANDARD B2.0: Generalist Practice

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

The Baccalaureate Social Work Program on the University of Maryland, Baltimore County (UMBC), and the Universities at Shady Grove (USG) campuses prepare students for generalist social work practice with diverse individuals, families, groups, organizations, and communities. An important feature of the generalist model of practice is the focus on the person-in-environment framework. Students apply ethical principles and respect diversity in their practice; they learn a range of methods for engagement, assessment, prevention, and intervention that are grounded in scientific inquiry and are evidenced based. Students acknowledge and support clients' strengths and resiliency, advocating for human rights and social, economic, and environmental justice at the micro, mezzo, and macro levels.

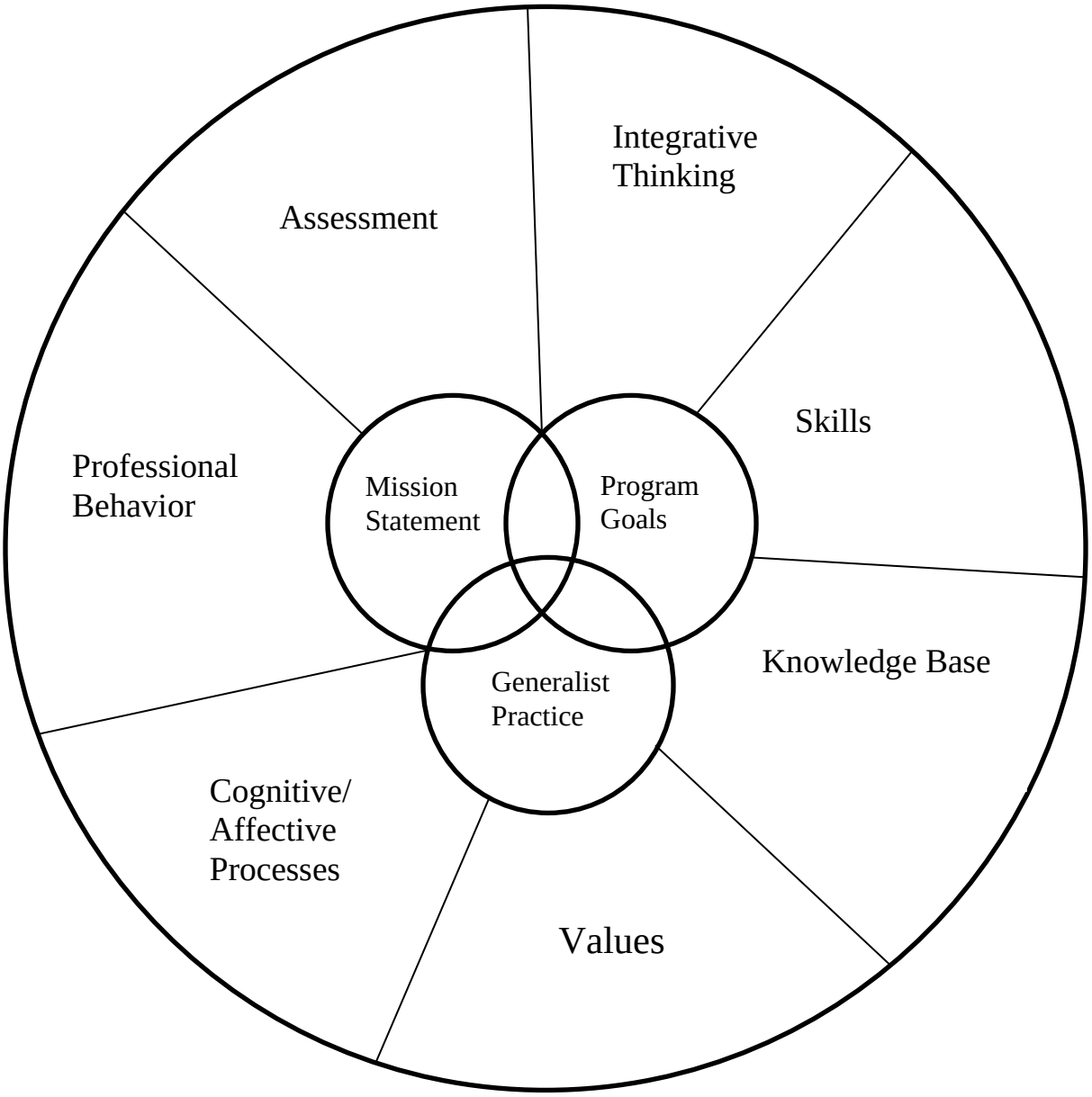
The program defines generalist practice as follows:

> *Generalist practice involves a comprehensive, multi-system approach to assessment and intervention that draws on a variety of theoretical models and perspectives and is relevant in diverse practice settings. Generalist practice maintains a simultaneous focus on interactions between persons and systems in the wider environment. It capitalizes on and cultivates resources within individual clients and within their wider social environment*.

This definition appears in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf), which is provided to all social work majors, and the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf), which is distributed to all field instructors and students at the beginning of their field experience.

As displayed in Figure 2.1, the program's mission, goals, and definition of generalist practice are viewed as interactive components that highlight the need for integrative, critical thinking in support of holistic competency development based on knowledge, values, skills, and cognitive and affective processes. The holistic competencies address the program's entire educational activities, as seen in professional behavior. Assessment measures have been designed to capture aspects of each competency and the interaction of several competencies simultaneously. In this way, the program's mission, goals, and definition of generalist practice are under constant consideration and assessment. Assessment information is used to improve the program's educational framework and to help ensure an academic environment that identifies with the social work profession by building on the strengths and resiliency of students and clients at all levels of practice.

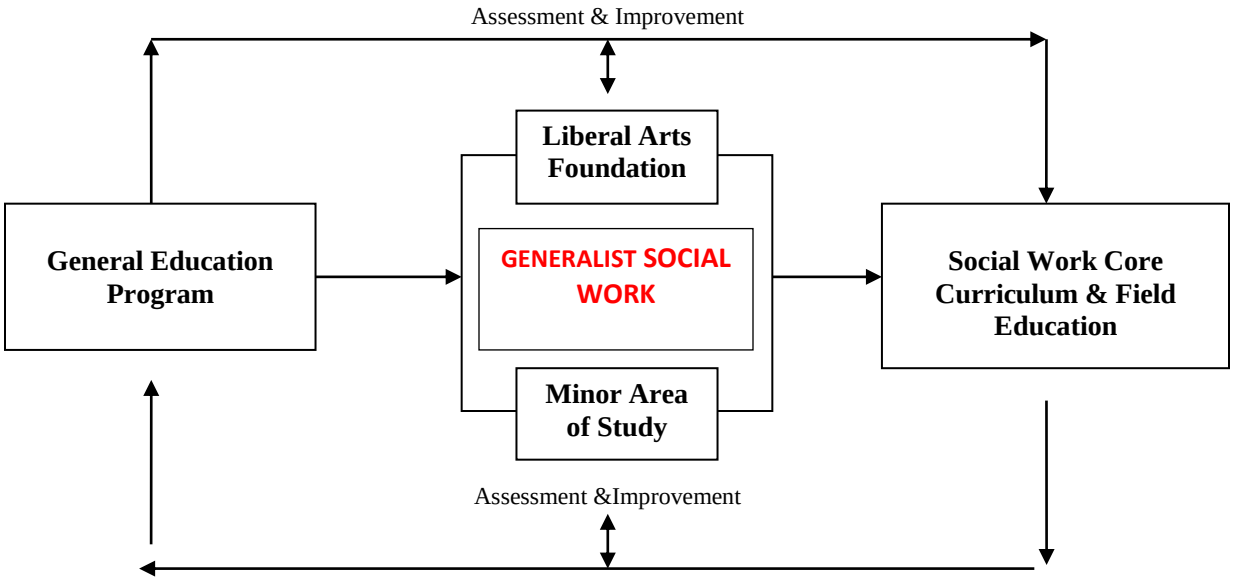
Figure 2.1 Interactive Components:
The Program's Mission, Goals, and Definition of Generalist Practice



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

All UMBC students, including social work majors on the UMBC and USG campuses, begin their studies by focusing on the university's General Education Program (GEP) requirements during their 1st and 2nd years of higher education.

Figure 2.2 The Integrated Generalist Curriculum



For transfer students, the general education coursework can be completed at their local community college and then transferred to UMBC.

As displayed in Figure 2.2, GEP courses are designed to prepare undergraduates for success in their academic majors and professional pursuits and for life as informed, responsible citizens. They provide a solid academic foundation in areas including arts and humanities, mathematics, sciences, social sciences, language, and culture, addressed through the distribution requirements and include at least one writing-intensive course. These academic foundation cornerstones have been developed as recommended standards and have been adopted by the Maryland Higher

Education Commission for colleges and universities in Maryland.

Regarding the university-required writing-intensive course, four social work courses, a social welfare policy course—SOWK 360 (*Social Welfare, Social Policy, and Social Work II*)—and all three social work methods courses—SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), and SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research and Evaluation*)—have received this designation. To be designated as writing intensive, a course must engage students in writing as a skill for critical inquiry and/or scholarly research and require students to write frequently in and/or outside of class. In addition, the instructor must provide useful feedback to students regarding their writing and discuss with them in and outside of class, at various points during the semester, the work they are doing as writers.

One of the strengths of the Baccalaureate Social Work Program is its long-established commitment to liberal arts. The term *liberal arts* pertains to a general fund of knowledge and academic skills. Courses within the liberal arts foundation are Introduction to Sociology, General Psychology, Human Biology, Statistics, and an introductory course in Political Science or Economics. The content from such courses enriches the social work curriculum by providing students with the opportunity to develop knowledge and skills that will enhance their ability to

- Understand individuals in the context of cultural environments;
- Examine individuals, groups, and large social systems;
- Identify social issues and resources;
- Enhance critical thinking;
- Explore attitudes, values, and prejudices;
- Advocate for human right and social, economic, and environment justice; and
- Improve written and verbal communication.

The program teaches that a thorough understanding of a society, its people, and the challenges they face depends on the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of individuals who have a strong background in liberal arts.
Curriculum content in the social work major is contained in 12 required courses:

- **Introduction to Social Work (SOWK 250; one course)**
- **Social Welfare and Social Policy (two courses)**

  Social Welfare, Social Policy, and Social Work I (SOWK 260)

  Social Welfare, Social Policy, and Social Work II (SOWK 360)
- **Human Behavior and the Social Environment (two courses)**

  Human Behavior and the Social Environment (SOWK 388)

  Human Behavior II (SOWK 389)
- **Social Work Research (one course)**

  Social Work Research (SOWK 470) or an approved equivalent
- **Social Work Elective (one course)**

  For a complete list of elective courses, see the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 26)
- **Social Work Methods (three courses)**

  Social Work Methods I: Introduction to Practice (SOWK 397)

  Social Work Methods II: A Generalist Approach to Practice (SOWK 481)

  Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation (SOWK 483)
- **Field Education in Social Work (two courses)**

  Field Instruction I (SOWK 480)

  Field Instruction II (SOWK 482)

On the UMBC and USG campuses, the professional foundation, or core curriculum, is presented as a unified whole. The program's definition of generalist practice is reflected in each course as students come to develop a full appreciation for the complex, multidimensional nature of generalist social work practice. Social work values and ethics are infused throughout the curriculum, as are issues of diversity, as students come to understand social work values and how they guide the actions of social work practitioners.

A biopsychosocial conceptual basis for practice is emphasized throughout the curriculum. Students are presented with a core set of skills that are applicable to individuals, families, groups,

organizations, and communities in an array of service settings. They learn to apply an ecological and a strengths perspective to the differential assessment of client systems and to use these perspectives to guide their intervention efforts. Emphasis is placed on critical thinking; self-evaluation; and the integrated application of theory, knowledge, and evidence-based research to practice.

Human rights and social, environmental, and economic justice are addressed in every course, including field education. Social policy courses adopt a focus on inequality, oppression, at-risk populations, and institutional forms of discrimination, while methods courses include content on the need for and techniques of macro-level intervention as well as the implications that differences between worker and client may have for social work practice.

All social work majors on both the UMBC and USG campuses must complete one social work elective. The goal of requiring one elective as part of the core curriculum is to encourage students to examine a particular area of interest in the context of the social work profession. The current list of electives reflects relevant topics associated with social work practice and policy, including addictive patterns, immigrants and refugees, child welfare, and the criminal justice system. As indicated in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf), some electives are crossed-listed with other academic departments.

The importance of a broad, generalist experience is stressed not only in the classroom but also in the field education. Field assignments for all social work majors offer varied learning experiences and require several methods of intervention with diverse groups of clients. The need for breadth of learning is also reflected in the materials that are used in field education to plan assignments and to evaluate student performance. The field placement course is taken concurrently with a methods course (SOWK 481: *Social Work Methods II: A Generalist Approach to Practice* in the fall; SOWK 483: *Selected Intervention Strategies, Research, and Evaluation* in the spring), which facilitates students' application of theory and research to their practice. The integration of theory and evidence-based research with generalist practice is also fostered in monthly, required field seminar meetings.

UMBC and USG social work faculty recognize the important role that field instructors play in

students' acquisition of the core skills of practice and their abilities to think critically and apply theory and research to practice. Therefore, the Office of Field Education provides an extensive orientation for field instructors at the beginning of each academic year in which the curriculum is reviewed and program goals and objectives, as well as course content and requirements, are discussed. Ongoing support and guidance from the faculty field liaison assists field instructors with their educational responsibilities. The program also provides continuing education opportunities to field instructors on topics such as fostering critical thinking, integration of theory and evidence-based research to practice, macro-practice, and creating group work opportunities for students.

The field experience for all social work students is consistent with the program's definition of generalist practice in its choice of participating agencies, its specification of required learning experiences, and its provision of orientation and training for field instructors. Field education is an integral part of the curriculum; it is designed to engage students in supervised direct and indirect service activities and to provide practical experience in the application and integration of the theory and skills acquired in the core curriculum in the context of competency development.

Field placements are made in a variety of agencies and organizations in which students participate actively in the delivery of social services. Agencies are required to accept a generalist approach to practice and to provide students with opportunities to use a range of intervention strategies in working both directly with clients and indirectly on their behalf. A variety of learning experiences are expected for all students. Under the supervision of the field instructor, students must have opportunities to engage in competency development associated with generalist social work practice, which the program has identified in its mission and goals. The program's competencies, which students must demonstrate in field instruction, appear in the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) and *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf), and on the program's website (http://socialwork.umbc.edu/).

It should be noted that on both the UMBC and USG campuses, the Baccalaureate Social Work Program offers a social welfare minor, which is ideal for students who are interested in learning

more about social welfare issues and policies but do not want to major in social work. The social welfare minor may also be beneficial for students who have begun the social work major but have decided to pursue a different major. Information on the social welfare minor is located in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 26) and on the program's website (http://socialwork.umbc.edu/).

To attain a social welfare minor, students must complete 18 credits of course work with a grade of C or better. (Note: The social welfare minor cannot be taken in conjunction with the social work major.) Required courses for the social welfare minor are SOWK 260 (*Social Welfare, Social Policy, and Social Work I*), SOWK 360 (*Social Welfare, Social Policy, and Social Work II*), and SOWK 388 (*Human Behavior and the Social Environment*). An additional nine credits are selected from social work electives (see *Student Guide*: (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 26).

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

The curriculum matrix for the Baccalaureate Social Work Program on the UMBC and USG campuses reflects several critical points. To begin, the matrix displays key components of the curriculum, including the liberal arts foundation, and shows how content areas and dimensions relate to one another. Further, the interdisciplinary nature of generalist social work practice is highlighted by considering how the liberal arts form a foundation and multidimensional scope to interrelated competencies.

Content on social work values and ethics stresses the impact that institutionalized forms of discrimination have on the ability of individuals, families, groups, organizations, and communities to acquire needed resources. Thus, all social work students develop an appreciation for the role of the social worker as an activist and advocate. Students also learn the importance of developing the ability to examine critically their own value and belief systems, as separate and distinct from those of their clients, to maintain respect for diversity and to develop competence in

relating with people from cultures and backgrounds different from their own.

SOWK 250 (*Introduction to Social Work*) presents students with concepts fundamental to understanding social work's values, ethics, and advocacy. The course includes an overview of generalist practice. Course content addresses the balance between individual, family, community, and public responsibility for meeting private and collective needs. Students learn to question public responsibility to populations vulnerable to social, economic, and environmental inequities. Throughout the course, a strengths perspective is used to assess opportunities for change and growth.

The social policy courses (SOWK 260: *Social Welfare, Social Policy, and Social Work I* and SOWK 360: *Social Welfare, Social Policy, and Social Work II*) are designed to provide knowledge of human rights and social, economic, and environmental justice and an appreciation for the value base of social work practice. Course content focuses specifically on the historical context of contemporary social work practice and the development of social work as a values- and ethics-guided profession. The first course in this sequence (SOWK 260) introduces students to the historical tradition of the social work profession and includes a detailed discussion of values, ethics, and advocacy.

In the second course in the sequence (SOWK 360), a policy analysis paper and associated poster require students to follow an analytical framework to research a current policy at the local, state, or federal level. In this same course, students are required to read, summarize, and critique one of several suggested books. Each book has as its theme human rights, and students are asked to discuss the book's implications for the profession of social work.

The human behavior sequence (SOWK 388: *Human Behavior and the Social Environment* and SOWK 389: *Human Behavior II*) prepares students for competent professional practice through the use of select theories for understanding values that influence human behavior and the social context in which development takes place. In the first course, small-group assignments and a biopsychosocial assessment of a hypothetical client require students to discuss their personal reactions and distinguish their personal values from their professional obligations and

responsibilities. The case analysis required in SOWK 389 (*Human Behavior II*) is another assignment that fosters students' self-awareness. Students apply knowledge of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks to consider a family system and individuals in the context of the family system.

The social work research course, SOWK 470 (*Social Work Research*), provides students with the opportunity to learn about social science research and how it both informs and is informed by practice. The course covers the ethical use of the scientific method to study social problems and evaluate practice. An overview of research designs commonly used in the social sciences (including techniques for gathering, analyzing, and presenting both qualitative and quantitative data) is presented. The course highlights the use of quantitative and qualitative methods to evaluate practice. Students develop a detailed research proposal to evaluate an intervention of their choosing to prevent or ameliorate a social problem.

The social work methods sequence (SOWK 397: *Social Work Methods I: Introduction to Practice*; SOWK 481: *Social Work Methods II: A Generalist Approach to Practice*; and SOWK 483: *Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) places particular emphasis on social work values, ethics, and theoretical frameworks and their implications for students' professional practice. In the first course (SOWK 397), which is taken prior to the year-long field placement, assignments require students to reflect on ethical principles; issues of power and privilege in terms of the intersectionality of diverse factors such as race, gender, socioeconomic class, and religion; the process of engagement with people who are different than oneself; and the development of empathy, cultural awareness, and competence in practice. Students analyze their experiences of asking for help; critique themselves in role-plays as both helpers and clients and in real interviews with people different from them in at least two ways; and complete a written psychosocial history and process recording of their interview.

In SOWK 481 (*A Generalist Approach to Practice*), which is taken in the fall semester concurrent with a student's enrollment in the field placement, students examine theoretical frameworks associated with establishing a professional relationship. An emphasis is placed on understanding client characteristics like ethnicity, diversity, social class, age, gender, and sexual orientation. There are four written assignments: Students assess the impact of policies and

structural factors on practice in their field placement; propose a group intervention based on research evidence and agency and client population needs; assess a client using a person-in-environment approach; and, finally, critique a case from preparatory engagement to the end stage, evaluating their engagement, assessment, intervention, and evaluation skills used within a generalist practice framework.

In the final methods course (SOWK 483), taken in the spring semester concurrent with the second semester of the field placement, students are required to complete four assignments that parallel course content in macro practice with communities, group practice at the mezzo level, and working with family systems. One assignment is a professional self-assessment, in which they must reflect on what brought them to a career in social work and the goodness of fit between their personal values/beliefs and professional responsibilities, including any ethical challenges they've encountered and addressed, as well as a culminating evaluation of their growth in all competency areas. Other assignments entail a macro proposal for change based on an identified agency or community need, evaluating the barriers for change, key stakeholders, specific change strategies, and ethical challenges. Building on the group proposal from the fall semester is an assignment to evaluate a group, including group dynamics, roles and norms, interventions, and evaluations. The final assignment is to evaluate one's family of origin or creation in terms of family life-stage development, roles, norms, cohesion, and adaptability along with a specific practice issue that affecting the family's functioning.

During the year-long field placement (SOWK 480: *Field Instruction I* and SOWK 482: *Field Instruction II*), students work directly with clients and indirectly on their behalf while using a range of intervention strategies. Although the bulk of student assignments are within the field-placement agency, special learning opportunities may be provided in related settings so that students have the opportunity to experience the full range of activities engaged in by generalist baccalaureate social workers.

The liberal arts foundation and core social work curriculum have been placed in a matrix to provide a visual representation of how competency development is connected to course content. The result is a useful and transparent image of the program's curriculum that can be understood by key stakeholders, including students, faculty, staff, agency representatives, and community

members. The curriculum matrix highlights the perception and awareness of the program's strengths and areas that need improvement to enhance student learning. Over time, this multidimensional review of the curriculum will lead to meaning-assessment questions that can be used for curriculum improvements and pedagogical modifications.

Appendix A: Generalist Practice Curriculum Matrix with 2015 Educational Policies and Accreditation Standards (EPAS) Competencies displays the courses that comprise the liberal arts foundation and social work core curriculum. The matrix conveys vertical course content alignment, showing how what students learn in one course prepares them for the next course. Thus, the curriculum matrix supports teaching that is purposefully structured and logically sequenced so that students are building on what they have previously learned while developing or enhancing new cognitive/affective processes, knowledge, values, and skills. This progressive process of addressing the dimensions of competencies can be reflected in behaviors that require a higher level of professional performance in the classroom and in field placements.

The matrix also defines a curriculum that is horizontally aligned—what students are learning in one section of a social work course mirrors what other students are learning in another section of the same course. A review of the matrix helps to ensure that the assessments, tests, rubrics, and other methods used to evaluate competency development on the UMBC and USG campuses are based on what has actually been taught and on the standards that students are expected to meet in a particular course.

A review of the matrix reveals the various pedagogical strategies used to engage students in the course content. As indicated, all courses rely on aspects of active learning, with activities involving students in doing things, like small-group exercises and case studies, and thinking about what they are doing and why. Other teaching methods reflect team- and problem-based learning, self-reflection and assessment, peer review, and concept or problem mapping. Aspects of technology are used throughout all the courses, with minimally the syllabi and associated PowerPoints posted on Blackboard. Competency assessment occurs in those courses that are highlighted in bold font.

Appendix A-2: Generalist Practice Curriculum Matrix with 2015 EPAS Competencies Highlighting Individuals, Families, Groups, Organizations, and Communities displays how embedded assignments introduce generalist practice skills and build on a foundation of knowledge, skills, values, and cognitive/affective processes to enhance competency development. A review of the matrix demonstrates the integration of classroom content with activities in field education. Throughout the matrix, there is a focus on diversity in relation to an understanding of self in relation to client systems and the role of advocacy in generalist social work practice.

The focus on individuals, families, groups, organizations, and communities illustrates the continuum of practice skills related to micro-to-macro practice, demonstrating that the three levels of social work practice at times overlap and always influence each other. The matrix reinforces an understanding that social problems and solutions require complex and sustained intervention at all levels of social work practice. It also can be used to assess the level of attention given to macro practice and the use of evidence-based research across client systems of all sizes.

Appendix A

Generalist Practice Curriculum Matrix with 2015 EPAS Competencies

EPAS: Council on Social Work Education Core Social Work Competencies
1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency	Course	Course content	Dimension(s)
1. Demonstrate Ethical and Professional Behavior	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology—with an emphasis on behavior, perceptions and learning, and individual differences—through readings and lectures.	Knowledge
	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change through readings and lectures.	Knowledge
	SOWK 250: Introduction to Social Work	Includes readings and online material on the social work profession and social work agencies and organizations to examine how to present oneself in a professional manner through lectures, discussions, and exercises; define ethical behaviors that guide the profession; and understand ethical principles	Knowledge, Skills

Competency	Course	Course content	Dimension(s)
		relevant to social work.	
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Examines the professional culture, values, activities, knowledge base, and skills that are a basic part of social work practice through readings, class presentations, class exercises, and quizzes.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Highlights social work's obligation to develop professional competence as a change agent for policies and programs to enhance social well-being through PowerPoint presentations, lectures, and class exercises.	Knowledge, Skills, Values
	SOWK 388: Human Behavior and the Social Environment I	Emphasizes the internalization of values and ethics of the profession and respect for individual worth and human dignity through readings, lectures, papers, PowerPoint presentations, and class presentations.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Nurtures a professionally informed awareness of social problems and their relationship to and with human development through readings, lectures, class presentations, and examinations on the use of systems theory; social, psychological, and biological development; and associated theoretical frameworks.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Facilitates a process to critique an interview with an individual not previously known and who is different than self in at least two ways through class discussions, readings, and exercises. Includes knowledge related to securing informed consent. Introduces readings and discussions that use reflection and self-regulation to manage values; demonstrate	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		professional demeanor in behavior, appearance, and communication; and consider ethical decision making.	
	SOWK 470: Social Work Research	Focuses on an ethical approach to research formulation, encompassing the role of theory and hypothesis generation in research. Readings, lectures, PowerPoint presentations, discussions, and in-class exercises help students understanding and apply an ethical approach to research.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	Students are involved in a community-based internship to develop and apply skills, knowledge, and values acquired in the classroom to practice in a local social service agency, integrating theory with practice; sharpening awareness of personal values, attitudes, strengths, and limitations; and supporting an understanding of and respect for diversity.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Through readings, lectures, class exercises, and PowerPoint presentations, provides theoretical frameworks and practice skills needed for a detailed written analysis of an intervention effort with and/or on behalf of one client that critically integrates a description and assessment of a case; a literature review that identifies a practice issue reflective of the intervention; a critique of the selected intervention around phases of the helping relationship; an assessment of the ability to present oneself as a social work professional; a theory and evidence-based foundation of work;	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		and the ethical principles apparent in the intervention.	
	SOWK 482: Field Instruction II	The community-based internship allows students opportunities to analyze ethical dilemmas across client systems and to gain supervision and feedback from a field instructor on ethical principles and decision making.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Readings on theoretical frameworks, generalist practice skills, and group processes along with class discussions and a professional self-assessment assignment are used to assess and analyze professional strengths and weaknesses and to examine critical incidents that influence the professional self, including pathways to social work, social work practice skills, how professional practice fits with personality and personal belief systems, professional strengths and weaknesses, and using supervision and feedback.	Knowledge, Skills, Cognitive/Affective Processes, Values
2. Engage Diversity and Difference in Practice	POLI 200: Introduction to Political Science	Introduces the science of politics—including ideas and concepts related to justice, power, and equality—through readings and lectures.	Knowledge
	or		
	ECON 101: Introduction to Economics	Describes concepts and elements of the economic system, including international and comparative economic systems, through readings and lectures.	Knowledge
	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social	Knowledge

Competency	Course	Course content	Dimension(s)
		structure, culture and society, social stratification, and social change through readings and lectures.	
	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology—with an emphasis on behavior, perceptions and learning, and individual differences—through readings and lectures.	Knowledge
	SOWK 250: Introduction to Social Work	Through discussion-board postings, readings, article summaries, and PowerPoint presentations, the strain between economic and social goals and competing priorities between people with varying needs and differing access to resources are explored.	Knowledge, Skills, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Conceptualizes social welfare policy from a strengths perspective through readings, PowerPoint presentations, discussions, and an agency interview to define social policy and the strengths perspective; examine theoretical underpinnings of social policy; and explore oppression and discrimination in the context of social policy and social work practice.	Knowledge, Skills, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Guest speakers, films, news articles, and social media are introduced to instruct on how racism and other forms of global oppression—including social, economic, and environmental justice—affect inequality and policy formation and implementation designed to meet need.	Knowledge, Skills, Values
	SOWK 388: Human Behavior and the Social Environment I	Applies knowledge about the importance of difference in practice at the micro, mezzo, and macro levels to	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		enhance self-awareness about self-identity in the context of development and biases toward other groups and to recognize how self-identity and personal biases may affect social work practice.	
	SOWK 389: Human Behavior and the Social Environment II	Explores an eco-systematic framework used to study life and a nonlinear view of development and life events to understand diversity and economic and environmental social justice issues. Lectures, readings, PowerPoint presentations, and oral reports are used throughout the class.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Readings, discussions, in-class exercises, and a critique assignment that focuses on perceptions of self and interviewee; issues of socioeconomic class and power and privilege; how differences are addressed; cultural competence in practice; and engagement with people who are different than self.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 470: Social Work Research	Through discussion and assigned readings, students consider the issues affecting minority groups and the importance of formulating and examining research ideas related to problems of or service to oppressed people.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	While in a field placement 2 days per week, students are assigned clients and receive weekly feedback on their ability to engage diverse clients using generalist practice skills. Process recordings document students' developing skill base and integration of theoretical frameworks.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II:	Role-plays, case studies, readings,	Knowledge, Skills,

Competency	Course	Course content	Dimension(s)
	A Generalist Approach to Practice	discussions, and PowerPoint presentations examine theoretical frameworks associated with establishing a professional relationship. An emphasis is placed on understanding client characteristics like ethnicity, diversity, social class, age, gender and sexual orientation.	Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	Agency assignments, group exercises, field instructor supervision, feedback, and observations of organizational culture and the impact of policy on generalist practice are examined in the context of diverse client systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Assignments, readings, assessments, and a macro-level proposal explore the impact of oppression sand social inequality on clients, organizations, and communities.	Knowledge, Skills, Cognitive/Affective Processes, Values
3. Advance Human Rights and Social, Economic, and Environmental Justice	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change.	Knowledge
	POLI 200: Introduction to Political Science	Introduces the science of politics, including ideas and concepts related to justice, power, and equality.	Knowledge
	or		
	ECON 101: Introduction to Economics	Describes concepts and elements of the economic system including international and comparative economic systems.	Knowledge
	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology—with an emphasis on behavior, perceptions and learning, and individual differences—through readings and lectures.	Knowledge

Competency	Course	Course content	Dimension(s)
	SOWK 250: Introduction to Social Work	Examines and analyzes social justice issues related to social, economic, and environmental conditions that individuals, families, and communities face through readings, discussions, PowerPoint presentations, oral presentations, and guest speakers.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Explores social and ethnic diversity, with a focus on prejudice and discrimination, through readings, films, PowerPoint presentations, social media, and discussions.	Knowledge, Skills, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Students learn to advance human rights and social/economic justice through in- and out-of-class readings, PowerPoint presentations, guest lectures, and an oral and a written assignment (human rights and/or oppression as seen through the lives of book characters in their communities). Discussions highlight strategies and programs supported by social welfare policies that address human rights and social, environmental, and economic justice.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 388: Human Behavior and the Social Environment I	Lectures, presentations, PowerPoint presentations, and examinations highlight basic concepts of human development and organization theory to understand the influence of diversity on the social functioning of systems of different sizes.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Case studies, in-class activities, lectures, handouts, and PowerPoint presentations increase awareness of the interchanges among different systems, with a focus on the needs/problems of at-risk populations.	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
	SOWK 397: Social Work Methods I: Introduction to Practice	Six written assignments, lectures, readings, discussions, and PowerPoint presentations are designed to develop knowledge and generalist practice skills related to intake, data collection and recording, and other skills related to the social justice content in a year-long field placement.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 470: Social Work Research	Literature reviews, assigned readings, examinations, discussions, and lectures encourage the development of knowledge on social justice as it relates to minorities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	A central goal of the field placement is to learn of and understanding facets of diversity through skill application, establishment of rapport, documentation, supervision, and feedback.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Assignments, including an organizational analysis and an initial client contact, are supported by readings, role-plays, and discussions highlighting the special needs of vulnerable populations and the institutional barriers that create and maintain such populations.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	Agency placements attempt to provide opportunities to practice generalist skills with persons from diverse backgrounds through case assignments, group activities, home visits, and educational programs.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research and Evaluation	With four written assignments and lectures, readings, in- and out-of-class activities, and general content support how theoretical frameworks, integrated with generalist practice skills, advance human justice across	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		client systems.	
4. Engage in Practice-informed Research and Research-informed Practice	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology—with an emphasis on behavior, perceptions and learning, and individual differences—through readings and lectures.	Knowledge
	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change through readings and lectures.	Knowledge, Skills
	STATS 121: Introduction to Statistics	Introduces statistical methods common to social science applications—including design of experiments, sample surveys, descriptive statistics, linear regression and correlation, elementary probability theory, sampling distribution theory—and principles of inference, including tests for means and proportions, analyses of variance, and chi-square-based inference.	Knowledge, Skills
	SOWK 250: Introduction to Social Work	Through peer-reviewed articles, readings, scenarios, and discussions, knowledge is gained on the role of evidenced-based research in generalist practice.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Supports an understanding of the historical role of evidence-based research in practice and policy development through assigned readings, current events, and in- and out-of-class assignments.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Peer-reviewed articles, PowerPoint presentations, lectures, and discussions highlight evidence-based research that affects policy development addressing human rights	Knowledge, Skills, Values

Competency	Course	Course content	Dimension(s)
		and social, environmental, and economic justice.	
	SOWK 388: Human Behavior and the Social Environment I	Through case studies, literature reviews, discussions, and PowerPoint presentations, theoretical frameworks relevant to human development and social functioning are introduced and applied to different client and life conditions, with an emphasis on evidence-based practice.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Readings, small-group activities, and PowerPoint presentations foster critical thinking and acknowledgment of what is unknown and the need for research in discovering, disposing, and dispatching knowledge.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Case studies, peer-reviewed articles and readings, lectures, and discussions enhance generalist skills that emphasize the development of a helping relationship with diverse clients and in diverse settings.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 470: Social Work Research	PowerPoint-guided class discussions of research methods informed by practice and the need for research-informed practice support the development of a written research proposal for an intervention study that includes a literature review, a research methodology, a discussion of implications for practice, and an account of limitations.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	The monthly field summary, integrated with the field placement, uses formal and informal discussions research to inform generalist skills in with clients.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Through written assignments, feedback, formal and informal	Knowledge, Skills, Cognitive/Affective Processes,

Competency	Course	Course content	Dimension(s)
		discussions, and general content, the importance of research and theory for effective generalist social work practice is emphasized.	Values
	SOWK 482: Field Instruction II	The community field placement highlights ethical standards relevant to research and practice through client experiences and weekly supervision.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	A family assessment requires integration of relevant empirical and theoretical literature and reflection on personal development within a family context.	Knowledge, Skills, Cognitive/Affective Processes, Values
5. Engage in Policy Practice	POLI 200: Introduction to Political Science or	Introduces the science of politics, including ideas and concepts related to justice, power, and equality.	Knowledge
	ECON 101: Introduction to Economics	Describes concepts and elements of the economic system, including international and comparative economic systems.	Knowledge
	SOCY 101Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change through readings and lectures.	Knowledge
	STAT 121: Introduction to Statistics for the Social Sciences	Introduces statistical methods common to social science applications, including design of experiments, sample surveys, descriptive statistics, sampling distribution theory, and principles of inference.	Knowledge, Skills
	SOWK 250: Introduction to Social Work	Through ethics scenarios and a discussion board, knowledge is gained on American Psychological Association format and ethics related to technology, social media, and	Knowledge, Skills, Values

Competency	Course	Course content	Dimension(s)
		collecting information on and for clients and communities.	
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Conceptualizes social welfare policy from a strengths perspective through readings, PowerPoint presentations, discussions, and an agency interview to define social policy and the strengths perspective, examine the theoretical underpinnings of social policy, and explore oppression and discrimination in the context of social policy and social work practice.	Knowledge, Skills, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	PowerPoint presentations, readings, discussions, lectures, class exercises, and a peer-review poster session support the critical analysis of a local, state, or federal policy according to an analytical framework that examines the current structures of policy; assesses policy implications for designated populations; and advocates for the policy that advances human rights and social, economic, and environmental justice.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 388: Human Behavior and the Social Environment I	Applies knowledge of human development and social functioning to different systems, with an emphasis on individual, family, and small-group assessment. Readings, lectures, case studies, and assignments highlight the impact of policy on children and young adults.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Lectures, readings, and discussions acknowledge the power of culture in shaping human behavior and its impact on policy and the service-delivery system.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Role-plays, small-group exercises, and readings apply a strengths-based,	Knowledge, Skills, Cognitive/Affective Processes,

Competency	Course	Course content	Dimension(s)
		resilience perspective to assessment, problem-solving, and understanding of the relation between policy and practice.	Values
	SOWK 470: Social Work Research	Group projects, in-class exercises, lectures, quizzes, PowerPoint presentations, and readings consider scientific methods in practice and policy.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	In a 16-hour-per-work field placement, there are opportunities for students to become familiar with the agency, social policies related to population served, and the various client systems. Weekly supervision by the field instructor and semester visits from the faculty liaison ensure that this happens.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Readings and lectures examine the interdependence between individuals and their environments, with an emphasis on including social welfare policy.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	A variety of field placement experiences with clients systems highlight the impact of social policy on lives and communities. Discussions on this issue occur during the monthly seminar, weekly supervision by the field instructor, and visits from the faculty liaison.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Readings, lectures, and class activities support a proposal for a macro-level assessment that includes consideration of relevant social welfare policies.	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
6. Engage with Individuals, Families, Groups, Organizations, and Communities	BIOS 101: Introduction to Biology	Introduces broad contemporary biological concepts, including several unifying themes such as cell theory, genetics, and inheritance.	Knowledge
	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology, with an emphasis on behavior, perceptions and learning, and individual differences.	Knowledge
	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change.	Knowledge, Skills, Values
	STATS 121: Introduction to Statistics	Introduces statistical methods common to social science applications, including design of experiments, sample surveys, descriptive statistics, linear regression, elementary probability theory, and sampling distribution theory.	Knowledge, Skills
	SOWK 250: Introduction to Social Work	Through readings, PowerPoint presentations, case studies, and discussions, advocacy strategies are described and applied across clients systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Readings, PowerPoint presentations, small-group activities, and lectures connect generalist practice with advocacy and integrate the historical perspective of engagement with individuals, families, groups, organizations, and communities with current events.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	PowerPoint presentations, readings, discussions, lectures, and class exercises support critical analysis of the current structures of policy, examine policy implications for	Knowledge, Skills, Values

Competency	Course	Course content	Dimension(s)
		designated populations, and advocate for the policy that advances human rights and social, economic, and environmental justice.	
	SOWK 388: Human Behavior and the Social Environment I	Readings, class discussions, films, and PowerPoint presentations integrate the knowledge and conceptual frameworks of biological, psychological, and social development to understand functioning across the life cycle in systems of all sizes, with a focus on social, economic and environmental justice.	Knowledge, Skills, Values
	SOWK 389: Human Behavior and the Social Environment II	Case studies, presentations, readings, examinations, and assignments apply theories of engagement and nonlinear thinking to an understanding of people as biopsychosocial beings in the social environment.	Knowledge, Skills, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Lectures, small-group activities, papers, and discussions build skills associated with generalist practice, including performance in the roles required in field education and professional generalist practice.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 470: Social Work Research	Readings, lectures, and PowerPoint presentations highlight the importance of evidence-based practices and the role and value of research in promoting best practices and evaluation with individuals, families, groups, organizations, and communities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	Provides a community-based placement in which students develop and apply generalist skills, integrative knowledge, and values acquired in the classroom to practice in a local social	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		service agency, integrating theory with practice, using generalist skills to work across client systems, and establishing rapport with clients and relationships with local agencies that offer resources.	
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Emphasizes assessment tools, use of a literature review, critique of an intervention, the phases of the helping process, and self-assessment. The theory and evidence-based foundation of social work is highlighted in readings and discussions, as are the ethical principles apparent in the engagement process.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	The field placement requires engagement across client systems. Weekly interactions with people and groups from diverse backgrounds are discussed in reflective supervision, process recordings, and monthly field seminars.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Readings, discussion, role-plays, case studies, and feedback support the assessment of a mutual-aid group that integrates concepts associated with group practice.	Knowledge, Skills, Cognitive/Affective Processes, Values
7. Assess Individuals, Families, Groups, Organizations, and Communities	PSYC 100: Introduction to Psychology	Introduction to basic concepts of psychology, with an emphasis on behavior, perceptions and learning, and individual differences.	Knowledge
	SOCY 101: Introduction to Sociology	Introduction to concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change.	Knowledge
	POLI 200: Introduction to Political Science	Introduction to the science of politics, including ideas and concepts related to justice, power, and equality.	Knowledge

Competency	Course	Course content	Dimension(s)
	BIOS 101: Introduction to Biology	Introduces broad contemporary biological concepts, including several unifying themes such as cell theory, genetics, and inheritance.	Knowledge
	STATS 121: Introduction to Statistics	Introduces statistical methods common to social science applications, including design of experiments, sample surveys, descriptive statistics, linear regression, elementary probability theory, and sampling distribution theory.	Knowledge, Skills
	SOWK 250: Introduction to Social Work	Uses readings, discussions, and small-group activities to highlight the role of advocacy in assessing the needs and wants of clients in systems of all sizes, including organizations and communities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Readings, discussions, small-group activities, and oral presentations highlight the assessment of social issues, with a special focus on diverse populations.	Knowledge, Cognitive/Affective Processes, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	PowerPoint presentations, readings, discussions, lectures, and problem-mapping exercises assess the interface between social welfare policy and the needs of client systems. Highlights how assessments support agenda setting for policy initiatives.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 388: Human Behavior and the Social Environment I	Uses readings, PowerPoint presentations, discussions, small-group activities, and class presentations to integrate the knowledge and conceptual frameworks of biological, psychological, and social development to understand functioning across the life cycle in	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		systems of all sizes and culture/diversity.	
	SOWK 389: Human Behavior and the Social Environment II	Uses conceptual frameworks and theories to assess strengths and areas to improve in individuals, families, groups, organizations, and communities. Content highlights adolescence through older adulthood and diversity factors in context through case studies and in-class activities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 470: Social Work Research	The appropriate principles and processes of research are taught through readings, lectures, and discussions to assess individuals, families, groups, organizations, and communities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	By attending a field placement for 16 hours each week, students have opportunities to use the person-in-environment perspective to assess data from clients and their constituencies. Weekly feedback is provided on the assessment process by the field instructor.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Readings, lectures, case studies, role-plays, and assignments introduce and support understanding of the four phases of helping relationship.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	With clients systems of all sizes, assessment skills are used on the basis of research knowledge and values. Feedback is provided weekly by the field instructor, monthly in the field seminar, and at least once each semester by the faculty liaison.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Through lectures, role-plays, small-group activities, and readings, strengths-based assessment skills are	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		learned that are relevant to biological, psychological, and social factors.	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	PSYC 100: Introduction to Psychology	Introduces basic concepts of psychology, with an emphasis on behavior, perceptions and learning, and individual differences.	Knowledge
	SOCY 101: Introduction to Sociology	Introduces concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change.	Knowledge
	BIOs 101: Introduction to Biology	Introduces broad contemporary biological concepts, including several unifying themes such as cell theory, genetics, and inheritance.	Knowledge
	STATS 121: Introduction to Statistics	Introduces statistical methods common to social science applications, including design of experiments, sample surveys, descriptive statistics, linear regression, elementary probability theory, and sampling distribution theory.	Knowledge, Skills
	SOWK 250: Introduction to Social Work	Introduces concepts related to generalist practice and highlights the relationship of ethical behavior to interventions with individuals, families, groups, organizations, and communities through readings, lectures, and an interview with a social worker at a community agency.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Through readings, exercises, considerations of currents events, discussions, and PowerPoint presentations, defines social work practice and social welfare policy and their roles in interventions with individuals, families, groups, organizations, and communities.	Knowledge, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Oral presentations, a written book critique, problem-mapping exercises, readings, lectures, and PowerPoint presentations are used to highlight advocacy strategies on behalf of clients systems of all sizes.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 388: Human Behavior and the Social Environment I	Uses readings, discussions, case studies, and PowerPoint presentations to integrate knowledge of biological, psychological, and social development frameworks to understand the functioning of and possible interventions for change with children and young adults.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior II	Readings, presentations, examinations, and written assignments explore how culture and society influence the development of individuals and families and the selection of social work interventions.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Lectures, small-group activities, papers, and discussions build skills associated with generalist practice, including performance in the roles required in field education and interventions across clients systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I	Under the supervision of field instructor and using process recordings, opportunities are presented for students to use critical thinking to select and implement interventions to achieve practice goals and enhance quality of life for clients across client systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Emphasizes assessment tools, use of a literature review, critique of an intervention, the phases of the helping process, and self-assessment. The theory and evidence-based foundation	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		of social work are highlighted in readings and discussions, as are the ethical principles apparent in the intervention process.	
	SOWK 482: Field Instruction II	With clients systems of all sizes, appropriate interventions are selected on the basis of research knowledge and the values and preferences of clients. Feedback is provided weekly by the field instructor, monthly in the field seminar, and at least once each semester by the faculty liaison.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Considers organizational, legislative, or community change through assigned readings, lectures, papers, and discussions. Emphasizes the notion that "community" may be defined very broadly—from the neighborhood in which clients live or in which an agency is located, to agency staff, to the clients in a residential setting.	Knowledge, Skills, Cognitive/Affective Processes, Values
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	PSYC 100: Introduction to Psychology	Introduction to basic concepts of psychology, with an emphasis on behavior, perceptions and learning, and individual differences.	Knowledge
	SOCY 101: Introduction to Sociology	Introduction to concepts used in understanding primary groups and organizations, elements of social structure, culture and society, social stratification, and social change.	Knowledge
	STATS 121: Introduction to Statistics	Introduces statistical methods common to social science applications, including design of experiments, sample surveys, descriptive statistics, linear regression and correlation, elementary probability theory, and sampling distribution theory.	Knowledge, Skills

Competency	Course	Course content	Dimension(s)
	SOWK 250: Introduction to Social Work	Through readings, class exercises, and class discussions, students explore the use of ethical generalist social work practice when considering the needs of individuals, families, groups, organizations, and communities.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Uses a historical perspective infused with current events, readings, oral presentations, and assignments, to enhance knowledge on diversity and the impact of oppression, racism, ethnocentrism, sexism, and social injustice in the context of social work practice and policy.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Discussions, assigned readings, a policy abstract, and examinations explore how the evaluation of individuals, families, groups, organizations, and communities affects social welfare policy at the local, state, and federals levels.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 388: Human Behavior in the Social Environment II	Readings, lectures, and PowerPoint presentations present assessment tools for individual, family, small-group, and life-space analysis. Holistic general systems concepts and principles provide a foundation for understanding the characteristics of all systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Readings, PowerPoint presentations, and class discussions introduce and apply research-informed practice to examine and explain human behavior in the social environment. Class is especially relevant to contemporary social issues.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: An Introduction to Practice	Role-plays, written assignments, lectures, and group exercises are used to demonstrate the integration of	Knowledge, Skills, Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		theory into evaluative research.	
	SOWK 480: Field Instruction I	By means of client contact, field instructor supervision, process recordings, and a monthly field seminar, evaluation findings are applied to improve generalist practice skills across client systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Role-plays, lectures, readings, discussions, PowerPoint presentations, and small-group activities are used to understand how research can be used to guide generalist practice and evaluate effectiveness with clients.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 482: Field Instruction II	Client engagement, field instructor supervision, and monthly field seminars are used to facilitate a critical analysis, monitor and evaluate interventions, and program process outcomes across client systems.	Knowledge, Skills, Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Readings, lectures, discussions, and PowerPoint presentations encourage an understanding of how research and evaluation can be used to guide generalist social work practice and one's effectiveness across client systems.	Knowledge, Skills, Cognitive/Affective Processes, Values

Appendix A-2

Generalist Practice Curriculum Matrix with 2015 EPAS Competencies

Highlighting Individuals, Families, Groups, Organizations, and Communities

Competency	Course	Course content	Dimension(s)
C6: Engage with . . .			
Individuals	SOWK 388: Human Behavior and the Social Environment I	Applies nonlinear thinking and case studies to understand people from a biopsychosocial perspective.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 389: Human Behavior and the Social Environment II	Applies nonlinear thinking and case studies to understand people from a biopsychosocial perspective.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Focuses on perception of self and interviewee. Highlights socioeconomic class and privileged.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Focuses on learning strategies to engage diverse individual clients and understand how students' personal experiences may affect their ability to effectively engage.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Engages an individual in an intervention using phases of the helping profession and self-assessment.	Knowledge, Skills Cognitive/Affective Processes, Values
Families	SOWK 389: Human Behavior and the Social Environment II	An eco-systemic framework is used to study life issues.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Focuses on learning strategies to engage diverse families and understand how students' personal experiences may affect their ability to effectively engage.	Knowledge, Skills Cognitive/Affective Processes, Values
Groups	SOWK 480: Field Instruction I	Focuses on learning strategies to engage	Knowledge, Skills Cognitive/Affective

Competency	Course	Course content	Dimension(s)
	and SOWK 482: Field Instruction II	diverse groups and understand how students' personal experiences may affect their ability to effectively engage in a group setting.	Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Smalls groups are used in class to help students learn relevant strengths-based assessment skills.	Knowledge, Skills Cognitive/Affective Processes, Values
Organizations	SOWK 250: Introduction to Social Work	Requires engagement with a social worker in the context of a community-based agency.	Knowledge, Skills, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Focuses on learning strategies to engage diverse organizations and understand how students' personal experiences may affect their ability to effectively engage with different organizations.	Knowledge, Skills Cognitive/Affective Processes, Values
Communities	SOWK 360: Social Welfare, Social Policy, and Social Work II	Assesses the impact of current structure of policies on the members of communities.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Focuses on learning strategies to engage diverse communities and understand how students' personal experiences may affect their ability to effectively engage with diverse communities.	Knowledge, Skills Cognitive/Affective Processes, Values
C7: Assess with …			
Individuals	SOWK 388: Human Behavior and the Social Environment I	Explores the complex interrelatedness of individuals and various systems.	Knowledge, Skills, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Uses an agency-based intake form to identify the diverse strengths and needs of individual clients.	Knowledge, Skills Cognitive/Affective Processes, Values
Families	SOWK 250:	Considers needs of	Knowledge, Skills

Competency	Course	Course content	Dimension(s)
	Introduction to Social Work	individuals, families, groups, and communities and competing societal priorities.	Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Uses an agency-based intake form to identify the diverse strengths and needs of families.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Traces family development through the life cycle. Reviews family origin and influences.	Knowledge, Skills Cognitive/Affective Processes, Values
Groups	SOWK 250: Introduction to Social Work	Introduces concepts to enable students to understand social work efforts on behalf of vulnerable populations.	Knowledge, Skills, Values
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Examines issues of inequality and their impact on quality of life.	Knowledge, Skills, Values
	SOWK 388: Human Behavior and the Social Environment I	Enhances self-awareness about self-identity to facilitate understanding of biases toward groups.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Uses an agency-based intake form to identify the diverse strengths and needs of group members.	Knowledge, Skills Cognitive/Affective Processes, Values
Organizations	SOWK 360: Social Welfare, Social Policy, and Social Work II	Introduces the concept of problem-mapping to assess community problems, policies, and effects.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Uses an organizational assessment and evaluation form to identify the diverse strengths and needs of the organization.	Knowledge, Skills Cognitive/Affective Processes, Values
Communities	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Uses a community assessment and evaluation form to identify the diverse strengths and needs of the community the agency is working with.	Knowledge, Skills Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
C8: Intervene with . . .			
Individuals	SOWK 250: Introduction to Social Work	Highlights the relationship of ethical behavior to interventions with individuals.	Knowledge, Skills, Values
	SOWK 388: Human Behavior and the Social Environment I	Emphasizes the internalization of respect for individuals.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 397: Social Work Methods I: Introduction to Practice	Facilitates a process to critique an interview with an individual.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Students demonstrate the ability to carry on discussions; process information; and clearly articulate ideas, thoughts, and concepts when working with individual clients.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Provides theoretical frameworks and practice skills to write an analysis of an intervention.	Knowledge, Skills Cognitive/Affective Processes, Values
Families	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Students demonstrate the ability to carry on discussions; process information; and clearly articulate ideas, thoughts, and concepts when working with families.	Knowledge, Skills Cognitive/Affective Processes, Values
Groups	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Students demonstrate the ability to carry on discussions; process information; and clearly articulate ideas, thoughts, and concepts when working in a group setting.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Students observe and conduct a group under the supervision of the field instructor.	Knowledge, Skills Cognitive/Affective Processes, Values
Organizations	SOWK 480: Field Instruction I and	Students demonstrate the ability to carry on a discussion; process	Knowledge, Skills Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
	SOWK 482: Field Instruction II	information; and clearly articulate ideas, thoughts, and concepts when working with members of an organization.	
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Proposal writing explores the impact of oppression and social inequality on organizations.	Knowledge, Skills Cognitive/Affective Processes, Values
Communities	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	Students demonstrate the ability to carry on a discussion; process information; and clearly articulate ideas, thoughts, and concepts when working with members of a community.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Proposal writing explores the impact of oppression and social inequality on communities.	Knowledge, Skills Cognitive/Affective Processes, Values
C9: Evaluate Practice with . . .			
Individuals	SOWK 470: Social Work Research	Literature review and data analysis support a research proposal.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	In weekly supervision with field instructor, student discusses, analyzes, and evaluates interventions used with individual clients.	Knowledge, Skills Cognitive/Affective Processes, Values
Families	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	In supervision with field instructor, student discusses, analyzes, and evaluates interventions used with families.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Empirical and theoretical literature supports a family assessment.	Knowledge, Skills Cognitive/Affective Processes, Values
Groups	SOWK 470: Social Work Research	Class uses evidence-based practices that highlight the value of research when	Knowledge, Skills Cognitive/Affective Processes, Values

Competency	Course	Course content	Dimension(s)
		evaluating groups.	
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	In supervision with field instructor, student discusses, analyzes, and evaluates interventions used with group members.	Knowledge, Skills Cognitive/Affective Processes, Values
Organizations	SOWK 360: Social Welfare, Social Policy, and Social Work II	Class reviews programs supported by social policy that address human rights.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	In supervision with field instructor, student discusses, analyzes, and evaluates interventions used with members of an organization the agency is working with.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	An organizational analysis that examines barriers that challenge vulnerable populations.	Knowledge, Skills Cognitive/Affective Processes, Values
Communities	SOWK 470: Social Work Research	Class uses evidence-based practices that highlight the value of research when evaluating communities.	Knowledge, Skills Cognitive/Affective Processes, Values
	SOWK 480: Field Instruction I and SOWK 482: Field Instruction II	In supervision with field instructor, student discusses, analyzes, and evaluates interventions used with community members.	Knowledge, Skills Cognitive/Affective Processes, Values

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION

ACCREDITATION STANDARD 2.2—FIELD EDUCATION

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Introduction to the Baccalaureate Social Work Field Education Program at the University of Maryland, Baltimore County (UMBC)

Field education in the UMBC Baccalaureate Social Work Program has several components and places approximately 125 students in a variety of generalist social work capacities at an assortment of agencies every year. There are two Field Education Program options that have identical policies and procedures—one at the main campus and one at the Universities at Shady Grove (USG) campus in Rockville, Maryland. The field program represents a dynamic partnership with community agencies that agree to participate in the generalist social work education of the students.

Prior to address of the specific Educational Policies and Accreditation Standards (EPAS) relevant to field education, a brief introduction provides an overview of the scope of the Field Education Program. The Office of Field Education is staffed by the assistant dean of field education, Dr. Adrienne Ekas-Mueting, and the field coordinator, Ms. Katie Leiser, both appointed on a full-time (12 months) basis. The field coordinator from the USG campus also has an office in the department on the main campus when she is on site for staff and student meetings, committee meetings, training of students, field instructors, or liaisons and for any other business related to field education. Her frequent presence contributes to the consistency of field

policies and procedures between sites, allows for her full participation in decision making, and facilitates access to the assistant dean of field education. In addition, a program manager is assigned 50% and an administrative assistant II is assigned 25% to support to the Field Education Program. The Office of Field Education is responsible for recruitment of field instructors and placement sites, coordination of student placements, orientation and training of students and field instructors, and support of faculty field liaisons.

In addition, the Office of Field Education has completely revised all the field-assessment tools, the face-to-face orientation and training materials, the field policies and procedures, the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, see Appendix B), and the Field Education web page (http://socialwork.umbc.edu/field-education/field-forms/) to incorporate the 2015 Council of Social Work Education (CSWE) core competencies and related behaviors (https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx).

Stakeholders of the Field Education Program

Approximately 125 undergraduate social work students are placed each year with a pool of 150 approved field instructors who work with the program to provide field instruction in over 100 active field-placement agencies in the metropolitan Maryland and Washington, DC, areas. The Office of Field Education has approximately 10–12 faculty field liaisons per year to monitor student progress in achieving the core competencies. In addition, there are 8–10 active Field Committee members (appointed by the assistant dean of field education and comprising community members who are social workers and faculty within the department who are related in some capacity to the Field Education Program). The Field Education Program is a concurrent model (with practice methods courses) and has a pass/fail grading system. A Title IV-E (of the Child Welfare and Adoption Assistance Act of 1980 [P.L. 96-272]) program and a Healthcare Education and Leadership Scholars (HEALS) scholarship program are also placement options for students. These options are described in the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) and briefly in the following sections.

Title IV-E (Child Welfare)

This program is designed to recruit professional social workers to Maryland's public child welfare workforce. Students are eligible to apply for field placements in the Title IV-E program and, if chosen, will receive stipends and specialized training in motivational interviewing and in the conduct of standardized client interviews. Students receive extensive feedback on their knowledge and skills and level of competence in the program's core competencies and identified behaviors. These students are supervised by University of Maryland School of Social Work agency-based field instructors.

HEALS Scholarship (Healthcare)

The University of Maryland Social Work HEALS program is a skills and leadership training program for BSW students and advanced-year MSW students interested in delivering healthcare services to children, adolescents, and adults and their families. In each year of the 5-year program, two BSW HEALS scholars and two MSW HEALS scholars receive interprofessional development opportunities, specialized seminars, focused coursework, and $5,500 (with $4,000 of that amount in stipend funds and $1,500 allocated for travel support to attend a policy and education event).

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

In the UMBC Baccalaureate Social Work Program, the ultimate goal of field education is to assist students in learning to integrate generalist practice skills with empirical and theoretical knowledge so that they can become ethical and effective social work practitioners. Students are supported in applying theory to practice by their field instructors in the placement agencies, their faculty, and their faculty field liaisons.

The intentional design of the field placement sequence bridges the theoretical and conceptual contributions of the classroom and the application focus of each placement setting. The Field Education Program accomplishes this interchange through four primary program features: (a)

field instruction/practice methods courses pre- and co-requisites, (b) concurrent practice–field placement curriculum design, (c) faculty field liaisons and field seminar integration, and (d) field-specific training.

Field Instruction/Practice Methods Pre- and Corequisites

Students are required to have a broad liberal arts base, as described in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf), in large part fulfilled by their successful completion of the general education core, prior to taking their core social work courses. Students are required to pass SOWK 250 (*Introduction to Social Work*), SOWK 260 (*Social Welfare, Social Policy and Social Work I*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 397 (*Social Work Methods I: Introduction to Practice*) with a grade of C or better. In addition, students are required to have a cumulative grade point average (GPA) of at least a 2.5 to enter their field placement.

The next step is enrollment in SOWK 480 (*Field Instruction I*), in which the student is placed in an approved field site. In this first field course, students are expected to begin to actively execute generalist social work activities and methods while becoming socialized to the knowledge, values, and skills of the profession. SOWK 480 is a prerequisite for SOWK 482 (*Field Instruction II*), in which students are expected to build on the *Field Instruction I*–identified behaviors and competencies through a broader range of activities and responsibilities. This is assured by the faculty field liaisons, who monitor student progress through semester field visits and field placement assignments/documentation. In addition, a student must successfully pass SOWK 480 and earn at least a C in SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*) in the fall semester to matriculate into the spring semester field placement and practice methods courses.

Table 2.1
Student Field Education Plan

Structure	Field instruction	Co-requisite
Junior year		SOWK 397: Social Work Methods I: Introduction to Practice
Senior year: Fall	SOWK 480: Field Instruction I	SOWK 481: Social Work Methods II: A Generalist Approach to Practice
Senior year: Spring	SOWK 482: Field Instruction II	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation

Concurrent Practice–Field Placement Curriculum Design

A major theme of the Field Education Program is the integration of theoretical classroom knowledge and social work practice. The field placement sequence honors its role as the signature pedagogy of social work education, with the explicit purpose of transforming social work students into professional social work practitioners. The field sequence objectives flow from the mission and goals of the program to foster the integration of all nine core competencies of the 2015 EPAS.

Field placement students must register for practice courses while they are in field. In the methods courses, and in other core courses, the classroom assignments draw heavily from the students' field experiences. The expectation is that a student's field placement learning will enhance his or her classroom learning. In the same way, it is expected that the course curriculum will enrich students' field education as they apply concepts, theories, and techniques learned in class to their real-world experiences. Faculty teaching in the practice course sequence (SOWK 397: *Social Work Methods I: Introduction to Practice*; SOWK 481: *Social Work Methods II: A Generalist Approach to Practice*; and SOWK 483: *Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) frequently engage students in classroom activities and discussions designed to help them connect methods' topics to field placement activities. The assignments in the practice courses are fully integrated with the students' field placements, and examples include the following: organizational/agency analysis, preliminary and beginning phases of work, initial client contact, group proposal and group session analysis, critique of intervention, and proposal for indirect practice.

In addition to the practice courses—in which students learn about individuals, families, organizations, and communities—other required courses such as SOWK 260 (*Introduction to Social Welfare, Social Policy and Social Work I*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 470 (*Social Work Research*) contribute to the integration of class and field experience, fostering the implementation of evidence-informed practice. In many cases, faculty field liaisons also teach practice methods courses, further enhancing the degree of coherence between course content and competency behaviors.

Faculty Field Liaisons and Field Seminar Integration

A faculty field liaison is assigned to each student, furnishing a link between the program, the student, and the field instructor at the placement agency. Liaisons are required to make two visits per academic year to each agency they monitor and to maintain ongoing contact with the field instructors. The liaison uses the face-to-face visits to provide support and consultation to the field instructor and the student. In addition, the liaison seeks feedback from the field instructor and student about the student's ability to integrate theory with practice in the field placement. The liaison is able to assist the student with application of theory to practice in the specific site and can recommend additional reading and/or activities to help the student achieve competence.

The faculty field liaisons also review the field assignments and teaching tools—which include Learning Agreements, midterm and final evaluations, process recordings, and monthly reports—providing feedback to the student and the Office of Field Education. These written assignments help students conceptualize their practice, and the tools are used to strengthen the classroom–field connection. To add depth to their understanding of the generalist practice skills taught in the classroom, all students must have experiences that allow them to engage in micro, mezzo, and macro practice by working with individuals, families, groups, and larger community and organizational systems.

The faculty field liaisons also facilitate use of the monthly field seminar as a forum for students to apply theory to practice through discussion with other students. The monthly seminars are held six times per year for 2 hours each. The field seminars are small and are designed to support student learning and problem solving in the field by addressing topics common to all students

(e.g., building relationships with clients, using supervision effectively) and by fostering mutual aid between students. In addition, faculty field liaisons have experience in the social work field and, as a result, can assist students in developing realistic expectations for the field placement. Other topics introduced throughout the year include the National Association of Social Workers' Code of Ethics, agency documentation, field-related paperwork (e.g., Learning Agreements, process recordings), professional behavior, supervision, field instructor and agency expectations, challenging or interesting client issues, diversity and cultural competence, evidenced-based interventions, group work, self-care, and termination with clients.

The concurrent methods courses (SOWK 481: *Social Work Methods II: A Generalist Approach to Practice* and SOWK 483: *Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) differ from the field seminar in that the courses operate with a syllabus and a class agenda based on theories and content from textbooks. Student cases and questions from field placements are only discussed if they are linked to the material being presented in class. Methods instructors will refer a student to his or her faculty field liaison should specific questions arise about a field placement.

Field-Specific Training

Training in the Field Education Program focuses on connecting the classroom to agency field settings. UMBC offers new field instructors and task supervisors training twice per year that is mandatory for all current and prospective field instructors (optional for designated task supervisors). The New Field Instructor Orientation has a particular focus on supervisory techniques that help students to integrate theory and practice. The faculty field liaisons attend an annual informational session on updates to both curriculum and field education changes. In addition, the Office of Field Education offers continuing education units (CEUs), free of charge, to field instructors and faculty field liaisons four times per year, twice on the UMBC campus and twice on the USG campus, with topics such as supervision and boundaries; screening, brief intervention, and referral to treatment for substance use; social work practice with groups: core concepts and principles for field instructors; advocacy and social work practice; supervisory ethics; models of field supervision, ethical dilemmas, and working with challenging students; and vicarious trauma and self-care.

B2.2.2: ***The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.***

Baccalaureate social work students are provided with ample opportunities to develop generalist practice skills, knowledge, values, and cognitive and affective processes with individuals, families, groups, organizations, and communities in a variety of settings, in line with the 2015 EPAS competencies. This is assured primarily through the policies and procedures for field placement–agency approval, required assignments for students in the field placement, and Learning Agreement development. In addition, see Appendices A and B for the Generalist Practice Curriculum Matrix (p. 23 in this self-study document) to further understand how field instruction is embedded into the undergraduate social work generalist curriculum.

Requirements for becoming an approved field placement agency are listed on page 14 of the *Field Education Manual* and are also found at (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf). When recruiting agencies for field education, the program ensures that sites:

1. Provide social services and are committed to social work values, ethics, and practice.
2. Are in good standing in the community and the profession.
3. Provide services that offer students a variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program's objectives and goals for generalist field instruction.
4. Undertake, individually and collectively, the responsibilities of the teaching role, including appropriate supports to enable field instructors to maintain an educational focus with their assigned student(s).
5. Agree to provide an appropriate place for students to work, assign the necessary support services, and allow for mileage reimbursement whenever possible.
6. Agree to orient students to both the service-delivery system and the population served. The orientation should include a personal safety plan for the student.
7. Provide services that are culturally relevant to individuals, families, groups,

organizations, and communities of diverse backgrounds.

8. Demonstrate a commitment to human rights and social, economic, and environmental justice.
9. Agree to provide opportunities for students to demonstrate competencies and identified behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
10. Demonstrate a commitment to social work education and generalist practice.
11. Enter into a written agreement (Field Education Training Contract; see Appendix D of the *Field Education Manual*) regarding mutual expectations for affiliation prior to a student being placed at the agency.

Required Field Assignments for Students

The field assignments for the students are to include the following (also listed on p. 13 of the *Field Education Manual* and online at [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]):

1. Four to six cases that involve direct work with individuals and/or families. The exact number should be related to the complexity and duration of the assignments and may vary on the basis of other agency requirements (Competencies 1, 2, 6, 7, and 8).
2. One or more group assignments in which the student has some direct leadership responsibility. These groups must include mutual support but may also include an educational component. Please see Appendix N of the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) for more information related to group experience expectations (Competencies 6, 7, 8, and 9).
3. An opportunity to participate in a macro social work experience within the agency or community (Competencies 5, 6, 7, 8, and 9).
4. Participation in staff meetings and case conferences, including appropriate presentations by the student (Competency 1).
5. If approved by field instructor, student can attend agency-sponsored or community-based trainings, continuing education events, or in-services (Competency 3).

6. Opportunities to participate in research as part of the practice experience. This might include information gathering and presentation, case studies, literature reviews, and needs assessments (Competency 4).
7. Participation in activities related to the formulation and evaluation of agency policies, such as board or staff committee meetings (Competency 5).
8. Resource mobilization using the community and the agency in serving the client (Competencies 6 and 8).
9. Involvement in the network of social agencies serving the clientele of the field-placement agency (Competencies 6 and 8).
10. Collaboration and consultation with other staff (Competency 1).
11. Documentation to meet agency and academic requirements (Competency 1).

Learning Agreements Support Generalist Opportunities

Field instructors are instructed to consider Learning Agreements as being similar to contracts between themselves, the student, and the university, and they are provided with specific direction on how to construct activities for each of the core competencies. The template for the Learning Agreement is structured around the nine core competencies, identified behaviors, and integrated dimensions. The student and the field instructor are expected to collaborate on constructing the Learning Agreement goals, objectives, tasks, and/or assignments, incorporating a wide array of generalist practice opportunities. The instructions in Section A. (1) of the Learning Agreement and Evaluation form (see the full template in Appendix B of the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]) state the following:

The Learning Agreement is a contract between the student and the field instructor regarding learning goals for this semester. It will reflect the kinds of generalist learning experiences the student will have in the agency in relationship to the core competencies, related behaviors, and integrated dimensions while working with individuals, families, groups, organizations, and communities. The Learning Agreement portion of this document is critical to establishing the expectations for the placement and is to be completed collaboratively between the student and

field instructor. It should be worded using very concrete, specific, behavioral terms that can be easily measured. In other words, it is like a field "treatment plan". Each competency should have 2 – 3 goals, objectives, tasks and/or assignments listed.

Agencies must be able to provide generalist opportunities and assignments for students (as stated above) to become approved agencies, and students are required to have at least two goals, objectives, tasks, or assignments for each of the nine competencies on their Learning Agreement. This ensures that students are able to demonstrate the competencies with individuals, families, groups, organizations, and communities in each agency setting. For example, a student at Meals on Wheels may have one or two individual clients (and their families) for whom they provide ongoing case management services. In addition, the student will be responsible for performing outreach to community agencies such as the Department of Aging to make social workers there aware of services that Meals on Wheels can provide for their clients. Another activity on the student's Learning Agreement might entail co-facilitating a caregiver's support group for the duration of a semester.

2.2.4: ***The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.***

As noted in the introduction, there are two program options within the UMBC Baccalaureate Social Work Program. The Field Education Program is administered in the same exact manner regardless of the location. The assistant dean of field education oversees the entire Field Education Program, along with the field coordinator, who is responsible for the USG campus program option, determining student eligibility for field service, monitoring and finding appropriate field agencies, and overseeing two student caseloads as a faculty field liaison. As stated above, to become approved, an agency must provide students with opportunities for direct, one-on-one contact with individuals, families, groups, communities, and organizations. This is true of both program options, and the agency application, *Field Education Manual*, and all field-related forms are exactly the same.

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

A minimum hour requirement is established for each field instruction course. The Field Education Program policy holds that only when the student proves satisfactory completion of the hour requirement are they eligible to pass the course. In this way, the hour requirement serves as a threshold that must be met before other determinants of the pass/fail grading criteria can be considered. Students must show documented proof of completing 240 hours per semester, totaling 480 hours during the senior year, as evidenced by the timesheets in the Intern Placement Tracking (IPT) online system and on the semester final evaluation form. The hour requirements are

- Outlined in the *Field Education Manual*;
- Explicated in the SOWK 480/482 (Field Instruction) syllabi;
- Monitored through the cumulative calculation of hours on timesheets in IPT, which are approved by field instructors and faculty field liaisons; and
- Totaled on midterm and final evaluation forms, which are also signed and approved by field instructors and faculty field liaisons.

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

The Field Education Program at UMBC has clearly defined criteria for entrance into the field instruction courses (see *Field Education Manual*, [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]), p. 15). These criteria are explained to all students during the fall prior to the year they plan to enter the field at multiple field information sessions held at both program locations. Attendance at one of the field information sessions is mandatory. The criteria are: (a) possession of a 2.5 cumulative GPA; (b) the ability to meet the credit and prerequisite course eligibility requirements (completion of SOWK 250: *Introduction to Social Work*; SOWK 260: *Social Welfare, Social Policy, and Social*

Work I; SOWK 388: *Human Behavior and the Social Environment*; and SOWK 397: *Social Work Methods I: Introduction to Practice* with a C or better) to enroll in the field instruction courses; (c) the ability to complete general education requirements, as determined by UMBC policies, by graduation; and (d) the ability to graduate within three semesters of starting field instruction.

Assignment to a field placement site entails a specified screening process that includes a field application, an application screening in January to ensure that requirements are met, consultation with field faculty, and site interviews (see Section 2.2.7). Those students who have not met specified criteria are notified and are not placed until criteria are met. In some cases, students can become eligible by taking specific steps during the spring term prior to entering the field. In other cases, students must delay entering field for a year or consider changing their major.

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

Policies, Criteria, and Procedures for Selecting Field Agencies

Agencies are carefully selected as field placement sites and are continually monitored. To ensure that placement agencies will provide a quality learning experience for students, the program has clearly defined selection criteria that must be met in order for an agency to be considered as a field site. These are described on page 14 of the *Field Education Manual* and online at (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) in the section titled "IV. Field Agency Selection and Placement Policies." As noted in Section 2.2.2 above, when recruiting agencies for field education, the program ensures that sites:

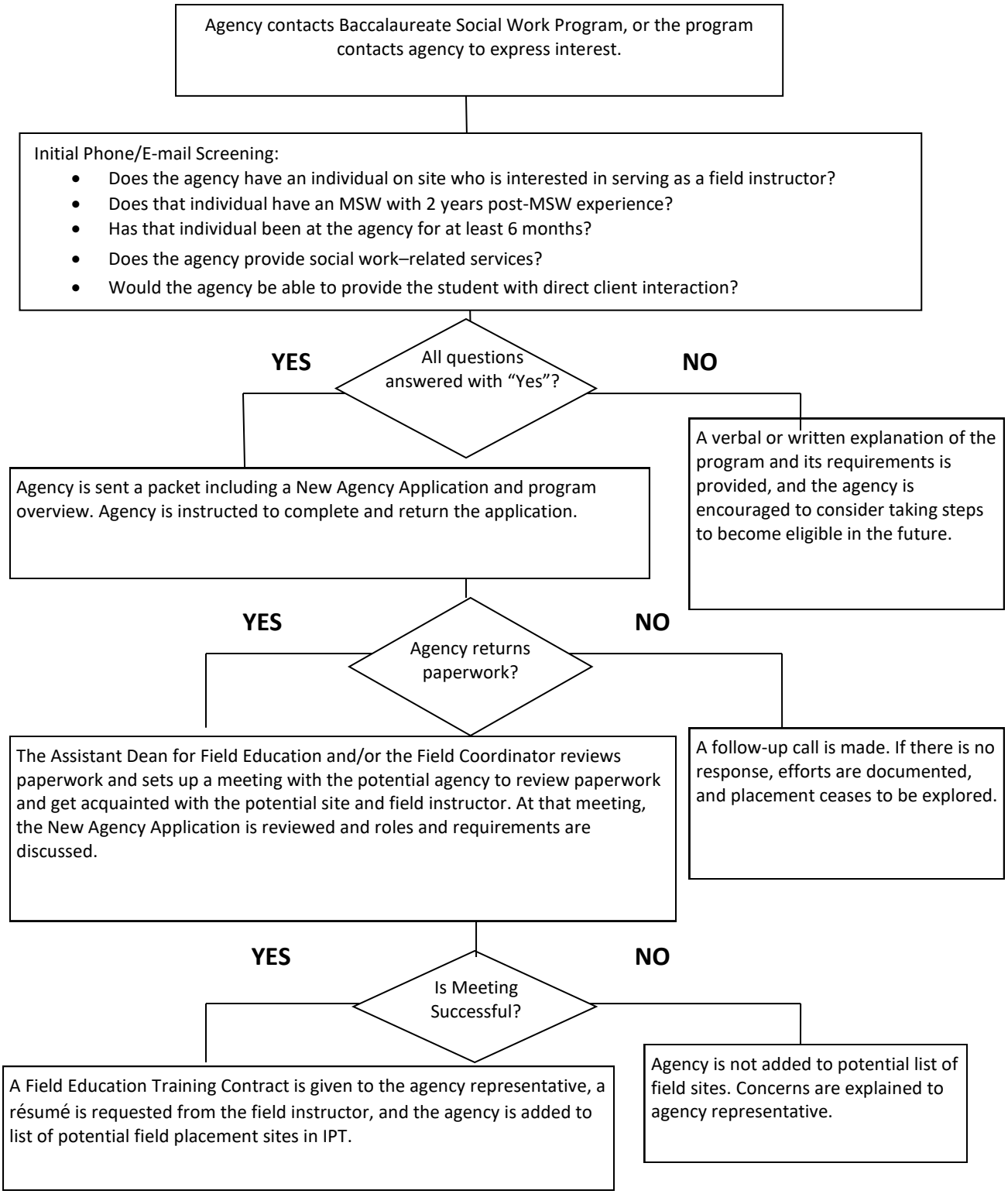
1. Provide social services and are committed to social work values, ethics, and practice.
2. Are in good standing in the community and the profession.
3. Provide services that offer students the variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program's objectives and goals for generalist field instruction.

4. Undertake, individually and collectively, the responsibilities of the teaching role, including appropriate supports to enable field instructors to maintain an educational focus with their assigned student(s).
5. Agree to provide an appropriate place for the student to work, assign the necessary support services, and allow for mileage reimbursement whenever possible.
6. Agree to orient students to both the service-delivery system and the population served. The orientation should include a personal safety plan for the student.
7. Provide services that are culturally relevant to individuals, families, groups, organizations, and communities of diverse backgrounds.
8. Demonstrate a commitment to human rights and social, economic, and environmental justice.
9. Agree to provide opportunities for students to demonstrate competencies and identified behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
10. Demonstrate a commitment to social work education and generalist social work practice.
11. Enter into a written agreement (Field Education Training Contract; see Appendix D of the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]) regarding the mutual expectations for affiliation prior to a student being placed at the agency.

When an agency expresses interest in becoming a field placement site, the Office of Field Education does an initial screening via e-mail or phone to determine that the agency meets the above requirements and that there is an MSW-level social worker on staff. The field program then requests that the agency representative (preferably the prospective field instructor) first complete a New Agency Application, available online at http://socialwork.umbc.edu/field-education/field-instructor-resources/ which includes an overview and requirements of the field program. The completed application provides the field faculty with an initial snapshot of the range of possible activities an agency can offer students. On receipt of the New Agency Application, an initial assessment is made regarding the agency's ability to offer generalist practice opportunities across the core social work competencies. After the application is received, a site visit is scheduled at which field faculty meet with agency representatives at the

site to further assess the agency's ability to meet educational standards. An additional purpose of this visit is to further ensure complete transparency with agency representatives about the mission, goals, and objectives of the Field Education Program. Once the agency passes this screening, it is offered the Field Education Training Contract, which has been approved by the UMBC legal counsel (see Appendix D in the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]) and becomes a formally recognized field placement site. The field faculty then adds the agency information to the master list of approved agencies in the IPT online system, and the field instructor is asked for a copy of his or her résumé and invited to attend a New Field Instructor Orientation, which is mandatory for the field instructor and optional for any prospective task supervisors who may work with students. The procedure for approving agencies (and field instructors) is shown in Figure 2.3 below. At any point in the process, either the agency or the university may withdraw from the relationship. It should be noted that the policies, criteria, and procedures above are identical for both program options (UMBC and USG).

Figure 2.3 Procedure for Approving Agencies and Field Instructors



Policies, Criteria, and Procedures for Placing Students

At the start of each spring semester, the Office of Field Education faculty will meet with those students who submitted an application, a résumé, and a field placement letter by January 1. The meeting will consist of a review of the field application, a discussion of possible field placements, and a review of the letter and résumé. Students who do not submit a completed field application by this date are at risk for not being allowed to begin their field placement during the following academic year. The faculty in the Social Work Program reserves the right to deny a field placement to a student who, in their professional judgment, will be unable to successfully complete the placement. Students who are denied permission to enter the field placement are notified by the assistant dean of field education. The placement process for students, as outlined on page 16 of the *Field Education Manual* and online at (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf), is described below:

1. **October:** Field information sessions are held throughout the month at both program locations. The field faculty meet with junior students planning to enter field the following academic year to explain the field placement process and distribute instructions on the field application process. The field coordinator is responsible for the placement process at the USG program option, and the assistant dean of field education works with students at the main campus location. The process is exactly the same at both program options.
2. **November–December:** Students who attended the mandatory field information session in October are given access to complete the field application. Applications are submitted between November 1 and January 1 of the following year.
3. **January 1:** Field applications are due via the IPT online system.
4. **January:** Applications are reviewed to determine field eligibility. If students are not honest on their application, letter, and/or résumé, they may be denied a field placement.
5. **January–February:** Students meet individually with an Office of Field Education faculty member to review applications, discuss interests and learning needs, and

identify possible placement sites. An attempt is made to recognize individual student needs and interests and to match these with educationally sound field instruction settings. Students will not be placed in agencies where they (or their family members) have received services.

6. **February–August:** Students are referred to potential field sites by the Office of Field Education faculty.
    - Students receive a referral letter via e-mail. The letter asks students to arrange an interview with the prospective field instructor.
    - Prospective field instructors are simultaneously sent letters via e-mail informing them of the student(s) being referred. Each field instructor is also given a copy of the potential student's résumé and field placement letter as well as a Field Instruction Agreement Form.
    - The purpose of the interview is to provide students and field instructors with the opportunity to meet, discuss the kinds of assignments and learning experiences offered by the agency, and clarify expectations.
    - After the interview, the prospective field instructor completes the Field Instruction Agreement Form and e-mails it to the assistant dean or field coordinator to indicate whether or not the agency has accepted the student.
    - Students are also encouraged to contact the Office of Field Education after the interview if they have any problems or reservations regarding their assigned placement.
7. A student is allowed a maximum of three placement interviews. If the student is not accepted, or chooses not to accept any of these placements, the student will not be given a field placement and will have to develop a new academic plan in consultation with the assistant dean of field education and his or her academic advisor.

Before any student interviews for a second or third time, a conversation occurs between the student and the assistant dean of field education or the field coordinator. Feedback is provided regarding the student's interview performance, if needed, and a plan is made to address any deficiencies prior to the next interview. If the student was not satisfied with the match, the reasons for the dissatisfaction are explored so that a better match can be created in the future or so that the student can be encouraged to pick an academic major that is more in line with their interests.

Policies, Criteria, and Procedures for Monitoring Students

Agency field instructors, faculty field liaisons, field faculty, and teaching faculty all monitor student field performance on a continuous basis. Each semester, the Office of Field Education creates a report in IPT of students and their assigned agencies for the main campus and USG campus locations. Information in the report includes student and field instructor contact information as well as faculty field liaison assignments. All stakeholders can access this information: the student, the field instructor, the task supervisor (if necessary), and the faculty field liaison assigned to the student.

Monitoring by Agency Field Instructors

Field instructors monitor student learning and performance in a variety of ways. Early on, field instructors become familiar with the *Field Education Manual* and collaborate with students on the creation of a Learning Agreement that is structured around the nine core competencies, identified behaviors, and integrated dimensions. The student and the agency field instructor are expected to collaborate on constructing the Learning Agreement goals, objectives, tasks, and/or assignments, incorporating a wide array of generalist practice opportunities. Throughout the year, field instructors review students' documentation and observe their interactions with clients and staff members. In addition, field instructors are required to meet with students for weekly supervision to discuss students' strengths and progress as well as any potential or noted problems in skill development, job performance, or ethical considerations and any other relevant issues. During the weekly supervision time, field instructors review and initial a student's weekly hours on the online timesheet in IPT (see Appendix K of the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]). In addition, timesheets are also reviewed on a monthly basis by a student's field instructor and faculty field liaison. Finally, field instructors complete written midterm and final evaluations with students to provide feedback and to document any relevant performance-related issues. (See the full Learning Agreement and Evaluation template at Appendix B of the *Field Education Manual* and online at [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]).

Monitoring by Faculty Field Liaisons

Each semester, faculty field liaisons receive a list of students and sites. Generally, every attempt is made to keep liaisons assigned to the same sites year after year. Faculty field liaisons must make at least one face-to-face visit each semester with each student and field instructor (and task supervisor, if appropriate) at the placement site. Field instructors, students, or the liaisons themselves may initiate additional visits beyond the mandatory one per semester and can initiate telephone contacts as needed. Liaisons are also available for questions/contacts from either students or field instructors by e-mail. Faculty field liaisons add a second layer of monitoring of student field activities. They carry out regular, planned exchanges with field instructors regarding the educational objectives of field instruction, a student's performance in the field, and developments in the field setting that may affect student learning. These exchanges occur as noted above. In addition, faculty field liaisons meet with students for a 2-hour field seminar once per month, which provides an additional level of feedback regarding student performance in the field. Finally, faculty field liaisons receive and review monthly reports (see Appendix I of the *Field Education Manual*) detailing student activities, process recordings with field instructor comments (see Appendix E of the *Field Education Manual*), and will also review the midsemester and final evaluations (see Appendix B of the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]). If the faculty field liaison has concerns regarding student performance at any time, contact is initiated with the field instructor and/or student as appropriate.

Monitoring by Field Education Faculty

The assistant dean of field education and the field coordinator maintain ongoing communication with the agency and field instructors through the faculty field liaisons. In addition, the Office of Field Education sponsors at least two continuing education sessions for field instructors per semester; one at the main campus and one at the USG location. At these trainings, field instructor concerns frequently surface. In addition, if a field instructor or student is unable to reach the faculty field liaison for any reason, field faculty are available to hear concerns and to troubleshoot as needed. In cases in which a pattern of problems has been identified, the field program will first attempt to work with the site to strengthen its field placement program by consulting with the field instructor, agency administration, or others involved. A stepwise

approach is taken whereby the faculty field liaison may be the first to mediate the issue. If resolution is not achieved, field faculty (i.e., the assistant dean of field education or the field coordinator) may become involved, depending on where the site is located. When there is no immediate consequence to the student, every attempt will be made to work collaboratively with the agency while maintaining the integrity of the field experience. In rare cases when it is apparent that the agency or field instructor cannot effectively facilitate a student's achievement of core competencies or there is a violation of the Field Education Training Contract provisions, the program's relationship with the agency may be terminated and approval withdrawn—with the option for the agency to demonstrate future resolution of the problem and reinitiate the approval process. Finally, it is the responsibility of the field faculty to update and make changes to the IPT system so that when it is accessed, everything is up to date.

Monitoring by Practice Methods Instructors

Finally, instructors for the practice methods courses SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*) and *SOWK 483* (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) often hear student concerns and learn about field activities during class discussions and through students' written work. In addition, instructors monitor students as they see students' ability (or not) to complete assignments based on the experiences they are getting in their field placements. The instructors at each program location have an open line of communication with the assistant dean of field education and the field coordinator to alert the field faculty should they hear a concern in the classroom.

Supporting Student Safety

Over the past few years, the Office of Field Education has implemented and updated curriculum and guidelines regarding student safety in the field. The Safety Guidelines and Student Safety Checklist (see Appendix G of the *Field Education Manual* [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]) were added to the field manual in the fall of 2013, and the Student Safety Checklist was added to the IPT online system for all students at both program options in the fall of 2014. The purpose of the checklist is to ensure that students and field instructors review the safety protocols at individual agencies within the first 4 weeks of a field placement. It is a requirement that these forms be reviewed and signed by the student, the field instructor, and the faculty field liaison in the IPT system.

The Safety Guidelines were put into practice by the Office of Field Education to provide policy, procedures, and guidelines regarding the safety of social work students in year-long field placements. The document was created to recognize that unsafe behaviors in the lives of clients can create potential dangers to professional social workers and students. Issues of safety are relevant in all communities and settings, and it is required that students become familiar with the document regardless of the client population or location of their field placement. An additional component of the guidelines describes the protocol should a student experience a safety issue in her or his field placement. This includes the notification protocol within the agency, the Office of Field Education, and the Baccalaureate Social Work Program.

Discussions of both the Safety Guidelines and the Student Safety Checklist occur in the New Field Instructor Orientations and Student Orientations held prior to each academic year at both program locations.

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

Evaluating Student Learning

Student learning objectives for each semester are first established through the development of the Learning Agreement. Section A. (1) of this form identifies specific activities and individualized objectives that follow the nine general categories of the core competencies. Like the Learning Agreement, midterm and final evaluation forms follow the format of the core competencies, thereby linking objectives with performance measures and assuring continuity throughout a placement. The SOWK 480 (*Field Instruction I*) and SOWK 482 (*Field Instruction II*) courses use a pass/fail grading system, with the hope that this will allow students to more freely take risks and test their interactions with both the client system and their field instructors. Along with meeting of the minimum 240-hour requirement each semester, attendance and participation in the mandatory monthly field seminars and completion of all field-related forms are required to pass the courses.

Evaluations are based on mastery of competencies relative to the student's educational status and comprise both objective (ratings) and subjective (comments) components. As such, evaluations reflect performance and achievement of competencies only at the level of a student's academic

level, not that of their potential for future practice (e.g., for a first-semester BSW student vs. a second-semester MSW concentration-year student). The field instructors complete the midterm and final evaluations for each semester on the same Learning Agreement and Evaluation form so that the program will have a clear indication of each student's growth over time.

Field students must receive a passing final evaluation from their field instructor each semester, in addition to the criteria listed above, in order to pass the field courses. The faculty field liaison, in consultation with the field instructor, will assign the grade. In addition, students must earn a grade of C or higher in the associated practice methods course to pass the course and advance to the next course in the sequence (or to graduation).

Field Setting Effectiveness Congruent with the Social Work Competencies

Effectiveness of the field setting is monitored and assessed in several ways. These include student feedback, faculty field liaison observations and feedback from site visits, and feedback from field instructors. There are four objective assessment measures which complete a 360-degree review of the Field Education Program in both program options: (a) an evaluation of student competency attainment in the field agency; (b) a student program evaluation including questions on the effectiveness of the site, the field instructor, and the faculty field liaison; (c) field instructor evaluations of the faculty field liaison and Field Education Program; and (d) faculty field liaison evaluations of the field placement and the Field Education Program. All four of these evaluations are completed at the end of each academic year (the student Final Field Evaluation is also completed at the end of the fall semester) and are shared with the Field Committee, the associate dean of the program, and the faculty as a whole. On the basis of the feedback, curriculum changes are made to ensure a more efficient and effective Field Education Program. Table 2.2 presents more information on the evaluations.

Table 2.2
Field Education Assessment Tools

Name of evaluation	Evaluator	Subject	Assessment elements (1)	Assessment elements (2)
Final Field Evaluation	Field instructors	Students	Social work competency attainment	
Program Evaluation	Students	Baccalaureate Social Work Program	Field experiences, agencies, and field instructors	Faculty field liaisons and field education faculty
Field Instructor Evaluation of the Field Education Program	Field instructors	Field Education Program	Faculty field liaison responsiveness and effectiveness	Field Education Program, including faculty responsiveness and effectiveness, clarity of orientations, and CEUs
Faculty Field Liaison Evaluation of the field education experience	Faculty field liaisons	Agencies, field instructors, and Field Education Program	Diversity, supervision, and learning opportunities in agencies	Responsiveness and effectiveness of field education faculty

Note. [Assessment elements 1 and 2 show the different aspects of the Field Education Program that are being evaluated].

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

The manner in which the Field Education Program maintains contact with field settings is identical at both program options—the main campus and the USG location. The Field Education Program maintains ongoing contact with agencies and field instructors through a variety of mechanisms. After the initial agency visit to meet potential field instructors and approve the

agency, several contacts follow throughout the process of obtaining contracts and résumés and placing students. An additional way that an agency can show interest in becoming an approved site is by filling out a New Field Instructor Information form (also available online at http://socialwork.umbc.edu/field-education/field-instructor-resources/), providing the program with initial screening information on which field faculty will follow up.

Once a student has been placed with a field instructor, the instructor is assigned the student in IPT and begins receiving e-mails with program updates and information regarding upcoming CEU workshops. These workshops are organized by the field program and offer an excellent opportunity for communication with field instructors. In addition, all field instructors, students, and faculty field liaisons receive a copy of the *Field Education Manual*, which provides contact information for field faculty, office staff, and faculty field liaisons (it can be found online at [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]). Field instructors are encouraged to call or e-mail as needed. Further, regular field liaison visits to assigned agencies provide an opportunity for face-to-face dialogue at least once per semester. In the spring semester, field instructors, faculty field liaisons, and social work faculty come together for a field instructor appreciation breakfast or luncheon. Presently, due to high student enrollment, there is one at the main campus location and one at the USG location, organized by the assistant dean of field education or the field coordinator. Finally, the Field Committee offers the field faculty an opportunity to dialogue directly with field instructors once per semester. The methods used to monitor student learning and field setting effectiveness (described in Section 2.2.7) are applied consistently and equally across both program options.

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

The Baccalaureate Social Work Field Education Program requires that field instructors hold an MSW from a CSWE-accredited master's program. In addition, instructors must have been at their agency for at least 6 months and must have at least 2 years of postmaster's experience. If a field instructor were to become unable to provide supervision at any point during the academic year and a suitable MSW replacement could not be found, the program would first attempt to assist the agency in finding a suitable replacement or to place the student in a different agency. The Field Education Program specifies the criteria for becoming an approved agency field instructor on page 14 of the *Field Education Manual* and online at (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf). The criteria are described below:

The agency field instructors

1. Demonstrate a commitment to social, economic, and environmental justice.
2. Demonstrate an interest in teaching and generalist social work education.
3. Are supported by their agency.
4. Have an MSW degree (from a CSWE-accredited program) plus 2 years of postmaster's degree practice.
5. Have worked at their agency for at least 6 months.
6. Are able to be present in the agency at least half the time that the students are in the agency for field education (8 hours per week).
7. Are able and willing to participate in a new field instructor training.
8. Will provide a minimum of 1 hour of direct supervision per week to a student.

Together, all requirements are notably instrumental in identifying field instructors who are equipped to forward the field program's explicit aim of the adherence of field activities to the social work core competencies. For example, by requiring the experience threshold to be 2 years of post-master's work in the field, we are following a commonly held belief that "experienced" practitioners are more likely to be at a place in their career where they can commit to and invest in student learning. Similarly, the requirement for at least 6 months at one's agency assures the selection of field instructors who are settled in and familiar with the work setting sufficiently to enable them to maximize the opportunities for students. In addition, agency field instructors must have a current résumé on file with the Field Education Program that includes the CSWE-accredited master's program from which they graduated and social work–specific employment

experience. Occasionally, there may be a situation in which a BSW-level social worker works in a unique agency setting where there is not an MSW-level practitioner and has the experience and expertise to provide effective supervision to a student. These are approved on a case-by-case basis and only if the social worker has met the other criteria as listed above. The field program also asks that the field instructor submit a waiver of the MSW requirement to be maintained on file in addition to the résumé.

Only practitioners who comply with the above criteria may serve as agency field instructors. The Field Education Program describes the role of a "task supervisor" who can offer students task-based supervision (available on p. 27 of the *Field Education Manual* and online at [http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf]). However, task supervisors serve at the discretion of an MSW-level field instructor and are only involved with field placement students if a student has an approved field instructor who maintains primary responsibility for the student's experiential learning and accountability. Lastly, the Social Work Program takes responsibility for reinforcing a generalist social work perspective in classes and expects field instructors and faculty field liaisons to reinforce this perspective in the field.

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

As mentioned above, all new agency field instructors attend a mandatory New Field Instructor Orientation in which the social work core competencies are explored and ways to design appropriate generalist activities are thoroughly reviewed. Attending field instructors and task supervisors are further advised to secure copies of their students' syllabi so that they are aware of class readings, assignments, and resources and can direct adjustments to field experiences accordingly. The 6-hour orientation, provided at both the main campus and the USG location, covers all aspects of the Field Education Program, including the development of Learning Agreements.

Orientation/Training

Core to the goal of the Field Education Program is open communication between the program and the community agencies. This begins with the New Field Instructor Orientation, conducted twice annually by the assistant dean of field education and the field coordinator. All qualified field instructors must attend this training, offered free of charge. This orientation/training has been approved by the State of Maryland, Board of Examiners for Social Workers, for six CEUs and is open to all professionals (prospective field instructors and other human service practitioners) who may at any point work with field placement students. If there are new field instructors assigned students who are unable to attend one of the orientations, either the assistant dean of field education or the field coordinator will provide an individual, group, or agency-based orientation to ensure that the information is provided.

The New Field Instructor Orientation agenda is as follows:

- Welcome/Introductions
- Mission of Field Education/The Field Philosophy
- The Field Instructor
- Undergraduate Curriculum/CSWE 2015 EPAS, Core Competencies, Identified Behaviors, and Integrated Dimensions
- Field Education Guidelines
    - ~The Calendar
    - ~Hour Requirements/Student Absences
    - ~Supervision Requirements/Expectations/Mandatory Reporting
    - ~Cultural Competence in the Supervisory Relationship
    - ~Safety in the Field
    - ~Field Assignments/Learning Agreement Development
    - ~The Faculty Field Liaison
    - ~Student Concerns/Role-play
- Intern Placement Tracking (IPT)
    - ~Login
    - ~Home Page
    - ~Field Instructor Detail Page

- Documentation
    - ~Time Sheets
    - ~Learning Agreements
    - ~Evaluations
    - ~Process Recordings
- Panel Discussion
- Wrap-up/Evaluations

In addition, as described in Section 2.2.1, the Office of Field Education offers a range of CEU offerings twice per year at both the USG and the UMBC campus locations. These trainings benefit field instructors (and task supervisors) and help them better fulfill their responsibilities to students. These include such topics as ethics, cultural competence, and supervision.

Continuing Dialogue

As stated in Section 2.2.8, the Field Education Program maintains ongoing communication with agencies and field instructors through a variety of mechanisms. Consistent interactive communication with agencies, field instructors, and task supervisors is further facilitated by our faculty field liaisons. Faculty field liaisons are assigned to essentially the same field sites in sequential academic years, if possible. This allows them to build relationships with the field instructors, to become familiar with the history and culture of each agency, and to serve as resources for both agencies and students. Faculty field liaisons are required to conduct face-to-face site visits each semester and provide written and verbal feedback to the Office of Field Education regarding agency and student issues. Liaisons use a standardized assessment form (see Section 2.2.7) to document and assess the quality of the placement experience, and the data from their visits are compiled and reviewed by field education faculty. The trainings/workshops, as described above, are organized and attended by field faculty. They provide program updates in addition to the topics of the CEUs, and these provide terrific occasions for continued dialogue with field instructors.

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

The Office of Field Education adheres to the belief that the role of an *employee* must be clearly distinguished from the role of a *field placement student* in order to safeguard the integrity of the learning experience. This is discussed on page 21 of the *Field Education Manual* and can found online at (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf). The student and employee roles overlap in some ways yet are fundamentally different. Both students and employees participate in an orientation period and engage in training that is often similar. Tasks they perform may at times be identical. Both are expected to comply with organizational policies and practices. However, the learning tasks and assignments of students are structured to enhance their education and competency attainment, not the agency's need for productivity. Supervision of a student, referred to as "field education," is differentiated from the supervision employees in an agency typically receive. It focuses on the identification and application of theory in practice, the development of critical thinking, the evaluation of alternative practice approaches, and the processing of the students' feelings toward the clients and the work. Agency supervision often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Students do not carry the employment responsibilities of paid staff, nor should they be expected to do so.

Students wanting to conduct their field placement at their place of employment must submit a written request to do so in the form of a petition (see Appendix O in the *Field Education Manual*). Approval of such a request is not automatic but is considered with deference to maintaining the integrity of a student's learning, protecting the quality of competency achievement, and upholding a collegial relationship between the program and its partner agencies. Placements will be approved only for organizations with multiple divisions that are able to demonstrate their capacity to permit a student to work with diverse client populations and to achieve the learning objectives of the field curriculum. A student must demonstrate that employment responsibilities and assignments are separate and distinct from field assignments. This can be accomplished through reassignment to another department or division on the

student's designated field days (16 hours per week), which may or may not be in the same physical location.

In the petition, students must first describe their work activities, identify their work supervisor, and outline their work hours. They must next specify proposed placement activities, identify who will serve as their agency field instructor, and provide a list of their field placement hours—all of which *must* be different and distinct from their work situation. In other words, a student's petition will not be approved if her or his work activities are substantially similar to her or his placement activities as this will not support a meaningful learning experience. Designated work hours must be distinct from time devoted to learning in the role of placement student, and the work supervisor must be someone other than the practitioner serving as the student's field instructor due to potential conflicts of interest. The petition must include a statement in which the student agrees to notify the field program in the case of a change in employment status. The document must be signed by the student, the work supervisor, and the field instructor, indicating that all stakeholders are in agreement with the employment/placement arrangement. This petition process is similar across both program options (UMBC and USG).

Faculty field liaisons are given copies of petitions for all students assigned to them who have been approved by the assistant dean of field education and/or the field coordinator to conduct their field placements at their places of employment. Liaisons, through their visits and other contacts, monitor for continued compliance with the terms of the petition and intervene when needed to make sure learning experiences are occurring in congruence first and foremost with the field competencies.

IMPLICIT CURRICULUM

EDUCATIONAL POLICY 3.0—DIVERSITY

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

ACCREDITATION STANDARD 3.0—DIVERSITY

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

The faculty of the Baccalaureate Social Work Program on the University of Maryland, Baltimore County (UMBC), and Universities at Shady Grove (USG) campuses approved the following statement and goals related to diversity across the curriculum:

The University of Maryland, School of Social Work, Baccalaureate Social Work Program strives to graduate students who are prepared to engage and work with diverse populations at all levels of practice. Implicitly and explicitly, the program provides a learning environment that supports our diverse student body as they demonstrate their ability to embrace difference in their skills, knowledge, and attitudes. Each of our courses includes content on diversity, oppression, discrimination, or inequality through lecture, discussion, or an assignment.

The following goals support the diversity content across the program:

1. *Students will understand the current and historical context of oppression and inequality in the U.S. and be able to connect it to differential access to opportunities and resources.*
2. *Students will show evidence of self-awareness as a means to decrease personal bias in practice.*
3. *Students will exhibit respect of diverse attitudes, beliefs, and ways of knowing.*
4. *Students will demonstrate competence in: applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice; presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and, applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.*

The diversity statement and goals were reviewed and approved by the program's Community Advisory Board, appear in the *Field Education Manual* on page 5 (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf) and in *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf) on page 14 and are posted on the websites for UMBC (http://socialwork.umbc.edu/) and USG (http://www.umbc.edu/shadygrove/socialwork.php).

To ensure that the diversity goals are met, faculty mapped the diversity content across the curriculum (see Table 3.1). As indicated, the map describes the diversity content in each course and also the pedagogical approach to teaching the content. The mapping supports both learning standards and teaching while reviewing the need to change or enhance particular textbooks, assignments, lessons, and instructional techniques.

The diversity statement and goals help to guide the recruitment of field education settings, continuing education speakers, guest speakers, composition of the Community Advisory Board, composition of the Field Education Committee, special events, scholarship development, faculty and staff recruitment, support for student activities, university committee membership, sponsorship of university events, student advisement, student leadership recognition, and student recruitment.

Use of the diversity statement and goals as an instructional tool and revision of the document as needed support a continuous effort to offer a well-organized and purposeful curriculum designed to facilitate learning associated with competency development to work with diverse people in their communities and organizations. The map enhances assessment by revealing academic gaps, repetitious content, and student achievement.

Table 3.1
Baccalaureate Social Work Program Diversity Content in Curriculum

Diversity goal	**Course**	**Content**	**Pedagogical approach(es)**
1. Students will understand the current and historical context of oppression and inequality in the U.S. and be able to connect it to differential access to opportunities and resources.	SOWK 250: Introduction to Social Work	Introduces concepts fundamental to understanding social work efforts on behalf of vulnerable populations.	Interview of a social worker in a social service agency.
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Presents the historical development of social welfare programs. Highlights awareness of mechanisms of oppression and discrimination from a policy perspective. Uses the strengths-based approach to services.	Interfaces current events with historical content to demonstrate themes in social welfare.
	SOWK 388: Human Behavior and the Social Environment	Explores the interrelatedness of race, ethnicity, culture, gender, and socioeconomic variables with individuals and systems.	Diversity paper examines mutually interacting influences.
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Provides a review of local, state, and federal programs and policies that impact the lives of diverse populations.	Book critique describes the effects of discrimination and policies on the lives of characters.
	SOWK 389: Human Behavior II	Emphasizes theories for practice and how race, ethnicity, culture, gender, and socioeconomic variables influence and contribute to human development and behavior.	Case studies examine issues of diversity in relationship to social work practice and policies.

Diversity goal	Course	Content	Pedagogical approach(es)
	SOWK 397: Social Work Methods I: Introduction to Practice	Introduces the information and skills for field instructor and beginning generalist practice with and on behalf of diverse clients.	Process recordings based on an interview with someone who is culturally different than the student.
	SOWK 470: Social Work Research	Uses elements of the scientific method to identify, research, and understanding problems affecting minorities, oppressed populations, and human diversity.	Applies logical and ethnical criteria to a research study that is respectful of minority, at-risk, and oppressed populations.
	SOWK 480: Field Instruction I	Applies practice skills to clients, with an understanding of how diversity and difference shape life experiences.	Assessments of skills are made in weekly supervision with field instructor and are included in the competence-based learning agreement and evaluation.
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Introduces a conceptual framework and core set of helping skills for generalist practice with diverse client systems in diverse practice settings.	An initial client contact paper requires reflection on the engagement process and issues associated with power and privilege.
	SOWK 482: Field Instruction II	Emphasizes self-awareness and self-regulation to recognize and manage bias and values when working with diverse clients.	Discussions during monthly field instruction seminars include topics on values, bias, and self-reflection.
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research,	Highlights the selection and implementation of culturally competent direct and indirect intervention strategies that reflect the unique needs of diverse clients.	Mezzo/macro proposal requires an assessment of a selected intervention.

Diversity goal	Course	Content	Pedagogical approach(es)
	and Evaluation		
2. Students will show evidence of self-awareness as a means to decrease personal bias in practice.	SOWK 250: Introduction to Social Work	Emphasizes critical thinking in the context of ethical and professional behavior.	Assigned out-of-class readings followed by in-class group discussions.
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Highlights methods to recognize and appreciate the lived experiences of self and others who are socially and ethnically different.	Quizzes administered on Blackboard pose questions regarding lived experiences.
	SOWK 388: Human Behavior and the Social Environment	Focuses on awareness of personal values, prejudices, stereotypes, and assumptions to enhance practice in a nonjudgmental manner with diverse people, groups, and communities.	Small-group activities, supported by assigned readings, incorporate content.
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Examines values and beliefs with respect to social welfare issues.	Current events are discussed in class that compare and contrast belief systems.
	SOWK 389: Human Behavior and the Social Environment II	Recognizes personal tendencies to assume and generalize the behavior of "others" on the basis of one's life experiences.	Assigned out-of-class readings followed by class discussions.
	SOWK 397: Social Work Methods I: Introduction to Practice	Emphasizes the need for critical thinking and an ability to make use of constructive feedback	Assigned in- and out-of-class readings followed by role-plays.

Diversity goal	Course	Content	Pedagogical approach(es)
	SOWK 470: Social Work Research	Describes the potential bias in social scientific research and its subsequent implications and impact.	Quizzes, assigned in- and out-of-class readings followed by class discussions.
	SOWK 480: Field Instruction I	Agency-based assignments with client systems incorporate the use of reflection and self-regulation to manage values and maintain professionalism.	Discussion topics are selected for weekly supervision with the field instructor.
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Examines the importance of self-awareness, self-assessment, and self-discipline as essential professional traits.	Assigned readings, class discussions, and small-group activities.
	SOWK 482: Field Instruction II	Provides supervised interactions with clients systems and community stakeholders that are introduced & supervised by the field instructor in consultation with the faculty liaison.	Feedback received from the faculty liaison on at least two processes recording each semester.
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Explores the evaluation of change efforts, including the student's role in the helping process.	Completion of a mezzo/macro proposal.
3. Students will exhibit respect of diverse attitudes, beliefs, and ways of knowing.	SOWK 250: Introduction to Social Work	Examines issues affecting individuals, families, and communities using ethical principles, critical thinking, and an appreciation for lived experiences.	In-class exams based on discussions, readings, and films.
	SOWK 260: Social	Identifies the characteristics of social inequality in society, with	Blackboard assignments, in-class

Diversity goal	Course	Content	Pedagogical approach(es)
	Welfare, Social Policy, and Social Work I	a focus on prejudice and discrimination against women and minorities.	discussions, readings, and exams.
	SOWK 388: Human Behavior and the Social Environment I	Defines what is meant by a commitment to cultural competence and increases awareness of personal values, prejudices, and assumptions.	Case studies, readings, and small-group activities.
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Explores the outcome of social welfare policies on self and others by examining values and attitudes.	Design of a policy timeline, assigned readings, and class discussions.
	SOWK 389: Human Behavior and the Social Environment II	Defines the power of culture in shaping human behavior and its impact on the service-delivery system.	Class discussions, small-group activities, and assigned readings.
	SOWK 397: Social Work Methods I: Introduction to Practice	Focuses on communication and relationship skills necessary for generalist practice with diverse populations.	Role-plays with a written paper, assigned reading, & Blackboard exercises.
	SOWK 470: Social Work Research	Explains the principles and processes of research so that students are innovative and creative in research design.	Class discussions, readings, exams, and a written research proposal.
	SOWK 480: Field Instruction I	Tasks in the agency placement nurture the development of communication skills and professional demeanor related to negotiation, mediation, and advocacy.	Completion of a learning contract and evaluation with a field instructor and in consultation with a faculty liaison.

Diversity goal	Course	Content	Pedagogical approach(es)
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Examines how self-awareness, self-assessment, and self-discipline are professional characteristics.	Class discussions, small-group activities, assigned readings, and a critique of an intervention.
	SOWK 482: Field Instruction II	Professional interactions in the community agency provide opportunities to examine attitudes, beliefs, and ways of knowing.	Weekly supervision and active participation in a monthly field seminar.
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Demonstrates the need to be culturally competent and sensitive to the needs of others.	A written analysis of origin or family of creation.
4. Students will demonstrate competence in:			
a. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice.	SOWK 250: Introduction to Social Work	Emphasizes critical thinking in the context of ethical and professional behavior.	Assigned out-of-class readings followed by in-class group discussions.
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Highlights methods to recognize & and appreciate the lived experiences of self and others who are socially and ethnically different.	Quizzes administered on Blackboard pose questions regarding lived experiences.
	SOWK 388: Human Behavior and the Social Environment I	Focuses on awareness of personal values, prejudices, stereotypes, and assumptions to enhance practice in a nonjudgmental manner with diverse people, groups, and communities.	Small-group activities, supported by assigned readings that incorporate content.

Diversity goal	Course	Content	Pedagogical approach(es)
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Examines values and beliefs with respect to social welfare issues.	Current events and policies are discussed in class that compare and contrast belief systems.
	SOWK 389: Human Behavior in the Social Environment II	Recognizes personal tendencies to assume and generalize the behavior of "others" on the basis of one's life experiences.	Assigned out-of-class readings followed by class discussions.
	SOWK 397: Social Work Methods I: Introduction to Practice	Focuses on communication and relationship skills necessary for generalist practice with diverse populations.	Role-plays with a written paper, assigned readings, and Blackboard exercises.
	SOWK 470: Social Work Research	Explains the principles and processes of research so that students are innovative and creative in research design.	Class discussions, readings, exams, and written research proposal.
	SOWK 480: Field Instruction I	Tasks in the agency placement nurture the development of communication skills and professional demeanor related to negotiation, mediation, and advocacy.	Completion of a learning contract and evaluation with a field instructor, in consultation with a faculty liaison.
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Examines how self-awareness, self-assessment, and self-discipline are professional characteristics.	Class discussions, small-group activities, assigned readings, and a critique of an intervention.
	SOWK 482: Field	Professional interactions in the community agency provide	Weekly supervision and active participation

Diversity goal	Course	Content	Pedagogical approach(es)
	Instruction II	opportunities to examine attitudes, beliefs, and ways of knowing.	in a monthly field seminar.
	SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Demonstrates the need to be culturally competent and sensitive to the needs of others.	A written analysis of origin or family of creation.
4. Students will demonstrate competence in:			
c. Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	SOWK 250: Introduction to Social Work	Examines the values and ethics of generalist social work practice.	Assigned out-of-class readings, in-class group discussions, and exams.
	SOWK 260: Social Welfare, Social Policy, and Social Work I	Examines the interchange of values and biases in the development of social work and social policy.	Video clips, readings, current-event articles, discussions, and exams.
	SOWK 388: Human Behavior and the Social Environment	Explores the role of diversity in the context of person-in-environment and systems theory.	Lectures, discussions, PowerPoints, assigned readings, and an exam.
	SOWK 360: Social Welfare, Social Policy, and Social Work II	Consider how personal biases and values impact policy development in relation to diverse populations.	Readings, discussions, and guest speakers.
	SOWK 389: Human Behavior in	Highlights how theories associated with personality development impact diverse	PowerPoints, quizzes, assigned readings, and class discussions.

Diversity goal	Course	Content	Pedagogical approach(es)
	the Social Environment II	populations.	
	SOWK 397: Social Work Methods I: Introduction to Practice	Explores the roles of social workers, with a focus on the intersectionality of self-awareness, self-understanding, and diversity.	Readings, discussions, role-plays, and a paper on culturally competent social work practice and communication.
	SOWK 470: Social Work Research	Highlights the logical and ethnical basis of research methods to manage biases and reflect values.	Handouts, class discussions, readings, exams, and a written research proposal.
	SOWK 480: Field Instruction I	Agency involvement with diverse client groups provides awareness of culture, biases, and social work values.	Completion and evaluation of a learning contract, weekly supervision, and consultation with a faculty liaison.
	SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Examines how social work values embrace self-awareness, self-assessment, and self-discipline in practice across client systems.	Role-plays, discussions, small-group activities, assigned readings, and a group proposal.
	SOWK 482: Field Instruction II	Explores strategies to address the influence of personal biases through interview processes.	Weekly supervision and a monthly field seminar.
	SOWK 483: Social Work Methods II: Selected Intervention Strategies, Research, and Evaluation	Encourages reflection on professional strengths and weaknesses related to competence development.	Class discussions, small-group activities, and a professional self-assessment.

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

A major element in the success of diversity initiatives in the Baccalaureate Social Work Program on the UMBC and USG campuses is the context in which they operate. The program is integral to the UMBC community, and UMBC has a long-standing commitment to creating diverse teaching, research, and learning environments. The result is a learning community that values diversity and builds on differences in a positive manner.

The university's focus on diversity is embraced by UMBC's president for over 20 years, Dr. Freeman A. Hrabowski III (as pictured), who grew up in the turmoil of the American civil rights movement and experienced first-hand issues of discrimination in school systems. Under Dr. Hrabowski's direction, UMBC has gained state and national recognition for its innovative organizational structure and scholarships related to equality in opportunity.

Each administrative officer of UMBC, including those on the USG campus, must adhere to the principles and procedures outlined in the university's nondiscrimination policy and are charged with the regular monitoring of practices to ensure nondiscrimination and the implementation of specified affirmative action steps in the elimination of problems relevant to equal opportunities. Further, it is the policy of UMBC to make known to each member of the university the scope and importance of the university's Affirmative Action Program and his or her individual responsibility to contribute to its implementation and fulfillment.
All students in the Baccalaureate Social Work Program must abide by Article I of the UMBC Code of Student Conduct (http://www.umbc.edu/sjp/pdfs/2015InterimCodeofStudentConduct.pdf), which specifically outlines expectations for student conduct with respect to supporting the humanity and dignity of all persons and mandates severe sanctions for breaches of behavior. Violation or attempted violation of university rules and regulation motivated by a person's or group's racial identity, religion or beliefs, disability, national origin, sex, or sexual orientation subjects a student to sanction. The Code of Student Conduct is highlighted in the program's *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf) and in course

syllabi.

UMBC, along with the Baccalaureate Social Work Program, is committed to maintaining a campus environment that is free from discrimination based on sex, and it maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. In compliance with Title IX, UMBC has sexual misconduct and sexual harassment policies (http://humanrelations.umbc.edu/sexual-misconduct/). Social work faculty, staff, and students are informed of the policies in the program's *Student Guide* and *Field Education Manual*. The UMBC community, including those in the UMBC and USG Social Work Program, are to respond to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent the recurrence of possible discrimination.

The Baccalaureate Social Work Program on the UMBC and USG campuses must comply with Maryland laws that protect individuals from discrimination on the basis of sexual orientation and gender identity. Faculty and staff work directly with UMBC's Title IX coordinator in regard to questions and concerns about possible discrimination based on sexual orientation and/or gender identity (http://humanrelations.umbc.edu/sexual-misconduct/).

Over the last few years, UMBC has won national recognition for its diversity initiatives for undergraduate and graduate students. The McNair Scholars Program, funded by the U.S. Department of Education, is an example of these initiatives (http://mcnair.umbc.edu/our-values/). This program provides experiences that prepare students for graduate education in all disciplines, including social work. McNair participants are from diverse backgrounds and have demonstrated strong academic potential. Social work faculty members are involved as mentors to McNair Scholars and engage students in research and other scholarly activities. Currently, the Baccalaureate Social Work Program has one McNair Scholar under the tutelage of a social work faculty member.

Social work faculty at UMBC and USG and students are active in the Women's Center at UMBC, which is dedicated to advancing gender equity. The Center prioritizes critical social justice as a

community value, with a deliberate focus on women, gender, antiracism, and feminism. The guiding principles of the Women's Center compliment social work values and practice such as encouraging dialogues among students, faculty, and staff to facilitate consciousness raising, transformative learning, and self-determination; being committed to diversity, inclusivity, and social justice; challenging the barriers to inequity and oppression; and cultivating women's empowerment, involvement, and leadership in all aspects of university life (http://womenscenter.umbc.edu/about-us/the-womens-center-mission/).

There are a number of organizations and activities at UMBC designed to help students, faculty, and staff promote a more welcoming atmosphere for lesbian, gay, bisexual, trans, and queer (LGBTQ) and questioning members of the UMBC community. Social work faculty and students are associated with some of these organizations and have offered leadership and resources on campus after local, state, or national crises. Examples of university-sponsored resources include the following: Freedom Alliance, a community organization for LGBTQ social events and critical discussions of gender and sexuality (freedomalliance@umbc.edu); QUMBC, a service/social action organization promoting positive change for the LGBTQ community on campus and in the surrounding area through events, visibility, and activism (qumbc@umbc.edu); Spectrum, a structured, topic-based program for students who are questioning and/or identify outside their assigned gender to discuss a variety of topics related to identity and trans issues (lgbtq@umbc.edu); and Between Women, discussion groups for women who love women or think they might (see http://womenscenter.umbc.edu).

The Interfaith Center (IFC) is dedicated to creating, fostering, and supporting interfaith education and collaboration on the UMBC campus (http://osl.umbc.edu/diversity/interfaith). Committed to empowering all members of the campus community, the IFC offers spiritually conscious to those interested and is a source of ideas, programs, and curricula that celebrate religious and spiritual diversity and equality. Social work students have been leaders in faith-based activities sponsored by IFC, including organizing worship, discussions, and celebrations their individual and collective faiths. The IFC provides space for such gatherings for students, staff, and faculty from all religious and spiritual backgrounds.

UMBC's Mosaic Center is dedicated to creating an environment that supports cross-cultural education and collaboration at UMBC. Social work students have considered the Center a safe and inclusive space where people are accepted from all backgrounds. Over the years, the Mosaic Center has developed innovative programs and initiatives that celebrate cultural diversity, equality, and social justice (http://osl.umbc.edu/diversity/mosaic).

Through emails students, staff, and faculty from the USG campus are invited to participate in any of the organizations and activities listed above. In some cases, representatives from the UMBC campus travel to USG for meetings, events, and discussions.

Underpinning all of UMBC's policies and student initiatives is the Board of Regents of the University System of Maryland, with its long-standing affirmative action and nondiscrimination policies. Such policies are readily available on the Board of Regents website (http://www.usmd.edu/regents/bylaws/SectionVI/VI100.html) and include a specific mandate that prohibits discrimination on the basis of sexual orientation. The Board of Regents also has a clearly articulated policy regarding sexual harassment (see http://www.usmd.edu/regents/bylaws/SectionVI/VI120.html). UMBC, along with each institution within the University System of Maryland, including USG, is required to develop, advertise, and assure adherence to its own policies regarding nondiscrimination, equal opportunity, and sexual harassment consistent with system guidelines.

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

As indicated by its diversity statement and goals, the Baccalaureate Social Work Program is committed to enhancing and evaluating its diversity content and context to ensure a safe and thriving environment in keeping with the values and beliefs of social work. Upcoming plans that reflect this endeavor include the following:

COURSE CURRICULUM

SOWK 499: *Social Workers as First Responders: Practice Before, During, and After International Disasters*

From difficulties associated with the violation of human rights to the need for social justice and citizen participation, there is increasing pressure for the social work profession to expand its scope of policy and practice. This independent study course will introduce culturally relevant interventions and theoretical perspectives needed to address natural, human-influenced, and global environmental disasters often associated with issues related to exploitation, pollution, and climate change. Development of the course was supported by funds from the Katherine A. Kendall Institute for International Social Work Education (KAKI). The course will be taught by instructors from the Baccalaureate Social Work Program; the Graduate School of Social Work; and Rajagiri College of Social Sciences, Kochi, India. Social work students on the UMBC and USG campuses are eligible to enroll in this course and will be invited to do so through a Listserv announcement, class announcements, and a flyer. **ACTION PLAN: Introduce the course to UMBC and USG social work faculty for review and revisions in academic year (AY) 2017–18 and offer the course during AY 2018–19.**

ASSESSMENT

End-of-Year Program Evaluation

At the end of each spring semester, students are asked to complete an evaluation of the program that includes three surveys: a program evaluation in the context of competencies and course content, an assessment of the field placement, and an evaluation of the monthly field seminar (http://socialwork.umbc.edu/program-evaluation/program-evaluations/). The evaluation will be revised to include questions related to the diversity statement and goals. **ACTION PLAN: The evaluation revisions will be completed before March 2018, and the revised evaluation will be distributed to social work students on the UMBC and USG campuses by May 2018.**

PROGRAM

Multilingual Writing Program

Approximately half of the social work students on the USG campus identify as multilingual; as a result the Multilingual Writing Mentor (MWM) program was piloted (https://www.shadygrove.umd.edu/search/content?contains=Multilingual%20Writing%20Porgam). The MWM program aims to help students increase their confidence as writers and develop their writing process. Each semester, faculty identify students who demonstrate strong writing skills but, more important, a thoughtful writing process and the ability to connect with their peers. These students are contacted and informed about the MWM program and complete a statement of interest. The selected mentors receive training about how to provide feedback to peers, with a focus on serving as mentors. It is explicitly stated that they are not editors and that their role is not to write or edit peers' papers but to provide larger feedback about papers—perhaps pointing out missing ideas and sharing information about their own writing process—and also to identify with their peers regarding their challenges and the assets of being multilingual students.

The program is multifaceted and includes group and individual sessions throughout each semester (fall/spring). Group sessions are held every other week—about five sessions per semester—with opportunities for individual sessions when groups are not meeting. The group sessions begin by the fourth week in the semester, as time is needed to solicit new students into the program and establish meeting times among mentors. Two mentors co-lead the group sessions, and session topics are created with the feedback from the students (with the exception of the introductory session). The mentors create interactive sessions with the support of the staff from the writing center and social work faculty. Much of the activities in the group sessions include support with current assignments, making them applicable and relevant to students' learning and current coursework.

There is a strong focus on practical skills that can be applied to a student's current work, but the mentor–mentee relationship also allows the mentee to develop a better sense of academic expectations and confidence in sharing their ideas and thoughts with peers. An unexpected outcome has turned out to be the connections that develop among not only the mentees–mentors

but the mentors themselves. **ACTION PLAN: Continue social work involvement with the MWM program in AY 2017–18 and design an evaluation for the program during AY 2018–19, to be tested in AY 2019–20.**

SUCCESS (Students United for Campus–Community Engagement for Post-Secondary Success) Program

Marylanders with intellectual disabilities will have access to Maryland colleges and universities, thus enabling them to develop their independence as well as critical thinking, problem-solving, and employment skills. A 4-year college experience will afford them the opportunity to interact with their peers through a wide array of inclusive educational, social, and recreational campus-based activities (http://shrivercenter.umbc.edu/about-success/). The Baccalaureate Social Work Program on the UMBC campus has had a SUCCESS intern for 4 year working with program staff and faculty in the main social work office. SUCCESS interns learn office skills such as copying and telephone etiquette and interact with students and the general public in reference to questions about the social work program. **ACTION PLAN: Continue participation in SUCCESS on the UMBC campus throughout AY 2017–18.**

Leadership Luncheon

The Community Advisory Board, which represents both campuses of the Baccalaureate Social Work Program, hosts a luncheon for student leaders in the program. Leadership in this context is broadly defined as ranging from office holding in student organizations to leadership demonstrated in the classroom. **ACTION PLAN: Continue hosting a Leadership Luncheon in AY 2017–18.**

Social Justice Day

The Baccalaureate Social Work Program hosted the first Social Justice in AY 2016–17. Presentations by social work students from the UMBC and USG campuses and by alumni included topics such as homelessness, sexual assault, community organizing, and mental health. **ACTION PLAN: Involve social work students from the UMBC and USG campuses and sponsor Social Justice Day during AY 2017–18. With student input, design an evaluation to solicit feedback for planning the event in the future.**

Office of Field Education: Continuing Education Units (CEUs)

The Office of Field Education of the Baccalaureate Social Work Program provides at least two free CEUs to field instructors for their service to the program on the UMBC and USG campuses each academic year. **ACTION PLAN: During AY 2017–18, the Office of Field Education will offer at least one CEU that addresses the program's diversity statement and goals, with an accompanying evaluation of the session. Input on diversity-related topics for future CEUs will be solicited from session participants.**

Accommodations in Field Education Placements

There is a need to develop guidelines that specify how accommodations will be provided for students in their field placements, along with a format for how and when accommodations needs are disclosed to agency representatives by students. **ACTION PLAN: By AY 2018–19, the University's Office of General Counsel, in conjunction with the Office of Field Education of the Baccalaureate Social Work Program, will create guides and procedures for social work students on the UMBC and USG campuses to disclose the need for accommodations to field agency representatives.**

Inclusion Imperative

UMBC's Dresher Center for the Humanities and College of the Arts, Humanities, and Social Sciences are launching a 5-year initiative to promote diversity and inclusion in the humanities. Funded by the Andrew W. Mellon Foundation, the Inclusion Imperative will cultivate a supportive regional community of scholars committed to diversity in the humanities and to expanding community-engaged humanities research, teaching, and learning.

The initiative's three interconnected parts are the Visiting Faculty Fellows Program, the Diversity Teaching Network in the Humanities, and the Humanities Teaching Labs. In addition to supporting students and faculty in the humanities, these programs will produce new tools and partnerships to support Baltimore–Washington communities as they move toward meaningful change. **ACTION PLAN: The Inclusion Imperative was discussed at the retreat for UMBC and USG social work faculty during AY 2016–17, and involvement in the initiative is planned for AY 2017–18.**

Inclusion Statement

At the AY 2016–17 retreat for UMBC and USG social work faculty, there was a discussion on including an inclusion statement in all of the program's printed material. **ACTION PLAN: At a faculty meeting, all social work faculty will review and discuss options related to an inclusion statement, and a decision will be made on the issue by May 2018.**

Careers in Aging

The national Careers in Aging week is supported by universities and colleges across the world and offers a broad range of career opportunities in aging and aging research. At UMBC, this week is celebrated thorough interdisciplinary research and presentations. Faculty members from the Baccalaureate Social Work Program have participated in this campus-wide event. **ACTION PLAN: The Baccalaureate Social Work Program will participate in the Careers in Aging week during April 2018.**

Diversity and Anti-Oppression Committee

The University of Maryland, School of Social Work, formed the Diversity and Anti-Oppression Committee (DAO) to address justice principles and include an anti-oppression framework within the School of Social Work. The Committee offers policy recommendations, promoting an equitable school and work environment for students and staff and ensuring that the curriculum engages and challenges all students. **ACTION PLAN: The Baccalaureate Social Work Program will have one faculty member and one student on the DAO throughout AY 2017–18. Reports on the Committee will be offered at faculty and Student Social Work Association meetings.**

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

ACCREDITATION STANDARD 3.1—STUDENT DEVELOPMENT: ADMISSIONS; ADVISEMENT, RETENTION, AND TERMINATION; AND STUDENT PARTICIPATION

B3.1.1: ***The program identifies the criteria it uses for admission to the social work program.***

The University of Maryland, Baltimore County (UMBC), an honors university, recruits and attracts students who are motivated to succeed and awards them with the resources and attention they need to graduate in a timely fashion. The UMBC entrance requirements include four years of English, three years of social science/history, three years of mathematics, three years of science, and two years of a foreign language. Applicants are eligible for regular admission to the university if they meet a minimum high school grade point average (GPA) and SAT score. The strength of the applicant's curriculum, class rank, admissions essay, and other achievements are considered. A complete description of the university's entrance requirements can be found at http://undergraduate.umbc.edu/.

The Baccalaureate Social Work Program on the UMBC and Universities at Shady Grove (USG) campuses includes a significant number of transfer students. Approximately 75% of transfer applicants to UMBC are admitted on the basis of their academic record at previous institutions. Cumulative GPA, performance trends, strength of curriculum, and performance in courses related to the intended area of study are considered. When students

are accepted for admission to UMBC, their transfer credits are evaluated by the Office of Academic Services. Acceptance of transferred general foundation course work is determined by the Office of Academic Services following established policies of the university. A complete description of the university's application requirements for transfer students can be found at http://registrar.umbc.edu/services/transfer-credits/. The Baccalaureate Social Work Program on the UMBC and USG campuses adheres to all policies and procedures established by the university in determining admission to the major.

Once accepted to UMBC, students may declare social work as their major. To ensure that the program meets its goal of preparing students for competent generalist practice, all students on either the UMBC or the USG campus interested in majoring in social work are required to schedule a meeting with a faculty advisor. This meeting serves two purposes: First, it gives faculty an opportunity to discuss with prospective students what it means to be a social work professional and to assist them in determining their goodness of fit. Second, the initial advising meeting acquaints students with the demands and expectations of the social work major, including the year-long field placement.

Once a student decides to pursue the social work major, UMBC's Declaration of Major form is completed, an initial plan of study is developed, and a social work faculty advisor is assigned to provide ongoing guidance and to monitor the student's progress (http://socialwork.umbc.edu/the-program/). All social work students on both the UMBC and the USG campus also are given a copy of the program's *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf), which is a comprehensive guide to the social work major and includes the program's educational objectives, academic requirements, course descriptions, and program policies and procedures. The program's mission and goals are clearly articulated in the *Student Guide*, as are the Council on Social Work Education's (CSWE) competencies (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 10).

Each semester, all social work majors, across both campuses, are required to review their degree audit, an externally linked analysis that enables them to assess their academic

progress and unfulfilled graduation requirements. Next, students meet with their social work faculty advisor to review their academic plan and to schedule the next semester's course load. The semester preregistration advising session serves as an ongoing system of monitoring both performance and the appropriateness of a student's continuing with study in the social work major.

Documentation of advisement sessions is maintained online and/or in the hard copy of the student's file in the social work office either on the UMBC or the USG campus. (https://wiki.umbc.edu/display/sa/Entering+Advising+Notes). As of March 14, 2016, students are able to see all the advising notes that were created on or after that date. All inactive files are stored in the social work office at UMBC.

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

Social work students on the UMBC and USG campuses must maintain at least a 2.5 GPA (on a five-point scale) to enter the year-long field placement. The Office of Field Education monitors GPAs, and an additional screening occurs in the first of the three methods courses taken by students in their junior year, SOWK 397 (*Social Work Methods I: Introduction to Practice*). This course is only open to declared social work majors who have achieved the required GPA of 2.5 and who intend to go into the field placement in the next academic year. Course content, expectations for students, and assignments are designed to prepare students for their field placement experience. This process is the same on both the UMBC and the USG campus.

A final screening for admission into the social work major occurs prior to the senior or final year, when students apply to take the field placement (SOWK 480: *Field Instruction I* and SOWK 481: *Field Instruction II*) and methods courses SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*) and SOWK 482 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*). To continue in the major, students must have achieved a grade of C or better in all social work courses taken up to

that point and have a cumulative GPA of at least 2.5 in all course work and in the social work major. The cumulative GPA is calculated on the basis of all courses completed by a student, including courses transferred from other institutions. The qualifying GPA for advancement to field instruction and the concurrent practice courses must have been achieved by the end of the junior year.

Students on the UMBC and USG campuses who fall short of the program's expectations are required to meet with their faculty advisor to decide what course of action is appropriate. This may include postponing the field placement for 1 year to allow the student time to strengthen her or his qualifications or requiring the student to change majors and, if appropriate and desired by the student, to maintain a minor in social welfare.

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

The program recognizes prior educational achievement for students transferring from other CSWE-accredited social work programs. Only social work courses taken at CSWE-accredited social work programs are accepted for transfer credit toward the UMBC social work major. Course work in social work from an accredited program in which the student received a grade of C or better is accepted as equivalent to similar course work at UMBC. This process also applies to students attending the USG campus. Students may be asked to supply course syllabi or catalog descriptions to aid in determination of the equivalency of social work courses taken at another accredited institution.

The program does not use proficiency examinations as substitutes for required social work courses. No credit is given for field education transferred from non-accredited programs; field education completed at an accredited program may be counted as elective credit, but under no circumstances can this be used to satisfy the program's field placement requirement. Policies regarding transferring social work credit are available in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 22) and on the program's website (http://socialwork.umbc.edu/).

Students who are interested in transferring to the UMBC social work program on either campus are encouraged to arrange a meeting with a social work faculty advisor prior to their actual transfer to the campus. Strong and ongoing connections between program faculty and the community colleges that serve as the major sources of transfer students facilitate the smooth transition of these students into the social work program.

The advisor reviews a student's records and plans with the student a course of study leading to the baccalaureate degree. Students who matriculate from Maryland colleges may prepare for transfer by following a list of courses that have a UMBC equivalency. Students are assured transfer with no loss of credit when they earn acceptable grades in courses specified in the UMBC articulation agreements. A student may transfer up to 60 credits from a 2-year college and up to 90 credits from a 4-year college toward the UMBC baccalaureate degree. Unless students have taken social work courses at an accredited program, all social work courses must be taken within the UMBC program.

3.1.5: ***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 social work program does not grant credit for classroom courses or field placement for life experience or previous work experience, as stated below:

Policy on Previous Life or Work Experience

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Baccalaureate Social Work Program does not grant course credit or exemptions for previous life or employment experience (http://socialwork.umbc.edu/home-2/about/).

This policy is outlined in the program's *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p.20) and in the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 6), and students also are informed of this through the program's advising process.

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

The program has a particularly responsive advising system. Formal advisement takes place at least once each semester, during the preregistration period when students must contact their program advisor to plan and receive approval for the next semester's course of study. All advising sessions are documented on the Advising Checklist, which is maintained in the student's academic file in the program's main UMBC office and in the office of the program director at USG. Advising notes are also maintained online. Students are reminded to schedule preregistration advising through Google Calendar and to print and review their degree audit prior to meeting with their advisor. Further, announcements are posted on Listserv and made in each social work course each semester to remind students about advisement. The *Student Guide*, which all declared social work majors receive, clearly articulates the importance to students of working with their academic advisor as a way of meeting the demands and expectations of the social work major (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 19).

During an advisement session, a student's progress in the major is assessed. Faculty advisors are available to meet with students on request; students are encouraged to discuss concerns and questions they may have regarding the major, their foundation courses in the liberal arts, or their future careers in social work. Advisement sessions provide faculty with the opportunity to determine a student's readiness and suitability for the demands of the program and the profession. Students' Advising Checklists are updated each semester, and their files are routinely updated both in the department and in the campus computer system and are available to both students and faculty advisors.

Students also meet with their faculty advisor to discuss plans for the senior field education placement and methods courses. In addition, by the end of the spring semester of their junior year, students must meet with the assistant dean of field education or the field coordinator to make their request for a field placement. Once the field placement begins, students are assigned a faculty field liaison who monitors their field education experience and may offer them specialized advisement regarding a career in social work.

The faculty meets regularly to discuss specific students who may be experiencing problems in classroom or field performance. In instances of faculty concern, a student's advisor initiates contact with the student to discuss options and possibly refer the student for relevant support services. Where appropriate, the faculty and students also consult the Registrar's Office for assistance with academic problems.

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

The program has specific procedures for terminating students from the program. The first procedure is through the grading system. Grades of D and F are unacceptable for a required social work course, and students receiving such grades must repeat the course successfully before continuing in the major. Students may repeat a social work course one time if they earn the grade of a D or F. If they are unable to raise the grade to at least C, they are terminated from the program. This policy is included the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 24) and provided to all social work majors.

The second procedure for evaluating students' suitability for the social work major relates to the year-long field placement and the three methods courses that may be taken only with explicit permission of the faculty. Students are denied permission to enroll in the field placement, SOWK 480 (*Field Instruction I*) and the second methods course, SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), if they have not achieved a cumulative GPA of at least 2.5 in all course work, a GPA of at least 2.5 in the major, and a grade of C or better in each required social work course. Students' readiness for field is also determined by the assistant dean of field education or the field coordinator on the basis of input and advice from faculty. This policy also is clearly spelled out in the program's academic policies and requirements, which appear in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 20) and in

the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 15).

Since field instruction is linked to a methods course, students must pass the fall semester of field education and receive a grade of C or better in the fall methods course to advance to the spring semester. If students fail to pass both field (SOWK 480: *Field Instruction I*) and methods (SOWK 481: *Social Work Methods II: A Generalist Approach to Practice*) in the fall semester, they are not permitted to continue in the field and methods sequence, though they may reapply for a field placement for the next academic year.

In addition to unacceptable academic performance, a student may be removed from the program for nonacademic reasons. Students who fail to adhere to basic expectations regarding professional behavior or whose behavior violates UMBC's Codes of Student and Academic Conduct or the National Association of Social Workers (NASW) Code of Ethics may be terminated from the program. Through their performance in classroom and field placement courses, students are evaluated for their appropriateness for the profession of social work. The field education experience is particularly useful for identifying students who are having difficulties meeting the demands of social work and for evaluating their suitability for the profession. On both campuses, faculty field liaisons and the assistant dean of field education and field coordinator work closely with field instructors to identify students who are having difficulties meeting the expectations of the field placement and decide on appropriate courses of action.

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

Consistent with the ethical requirements of the social work profession and UMBC's Student Academic Conduct Policy, the Baccalaureate Social Work Program holds all social work students to the highest standards of academic integrity (see Proposal for an Academic Honor Statement: http://oue.umbc.edu/files/2015/09/AIStudentHonorStatement.pdf). As stated in the

Student Academic Conduct Policy (http://oue.umbc.edu/files/2015/09/ACC2011.pdf), students are expected to know and adhere to the rules established by individual social work professors in specific social work courses. Students' academic work also must conform to the guidelines established by the UMBC regarding the definition of misconduct, including, but not limited to, definitions of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Allegations of academic misconduct on the part of social work students will be taken seriously and will be responded to by following procedures established by UMBC.

Students are to abide by the (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf. p. 23) In addition, students are expected to conduct themselves according to the principles of accountability and self-reflective, conscious use of self. Individuals whose conduct runs counter to these guidelines may potentially be excluded from the program because of the understanding that such conduct is prohibitive to successful generalist social work practice.

The following are the program's conduct policies and procedures for resolution of field education issues and are used on the UMBC and USG campuses. These policies are supported by UMBC policies on conduct. The conduct policy can be found in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 23) and the procedures for resolution of field education issues are located in the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p.30).

Baccalaureate Social Work Program

STUDENT ACADEMIC CONDUCT POLICY

Consistent with the ethical requirements of the social work profession and UMBC's Student Academic Conduct Policy, the Baccalaureate Social Work Program holds students to the highest standards of academic integrity. Students are expected to know and adhere to the rules established by individual social work professors in specific social work courses. Students' academic work also must conform to the guidelines established by the University regarding the definition of misconduct, including, but not limited to, cheating, fabrication,

facilitating academic dishonesty, and plagiarism. Allegations of academic misconduct on the part of social work students will be taken seriously and will be responded to by following procedures established by the University. The UMBC Student Handbook and the UMBC policies section of the UMBC Directory contain the "University's Student Academic Conduct Policy" and "Policy for Resolving Cases of Academic Misconduct".

Student Academic Conduct Policy
http://oue.umbc.edu/files/2015/09/ACC2011.pdf

Undergraduate Honors Statement
http://oue.umbc.edu/files/2015/09/AIStudentHonorStatement.pdf

DISCONTINUATION FROM THE SOCIAL WORK MAJOR

Students are to abide by the NASW Code of Ethics *and by the Social Work Program's Professional and Ethical Standards document. In addition, students are expected to conduct themselves according to the principles of accountability and self-reflective, conscious use of self. Individuals whose conduct runs counter to these guidelines may potentially be excluded from the program, because of the understanding that such conduct is prohibitive to successful generalist social work practice.*

Discontinuation from the social work major may be recommended in cases of:

1. *Substandard academic performance which results in a GPA below a 2.5, academic probation or suspension, failing grades in social work courses, or other situations that prohibit a successful field placement and/or a timely graduation.*
2. *A criminal history that prevents a student from entering a field placement.*
3. *Being asked to leave the field agency and/or failure in the field experience.*
4. *Unusual and extenuating circumstances often related to physical or mental health or other personal issues.*
5. *Violations of the NASW Code of Ethics (www.socialworkers.org), the Council on Social Work Education standards (www.cwse.org), and/or UMBC's policy on Academic Conduct (http://oue.umbc.edu/files/2015/09/iii-1.10.03.pdf).*

6. Earning less than a "C" in a required social work course on the second attempt.

PROCEDURES FOR RESOULUTION OF FIELD EDUCATION ISSUES

Every attempt is made to quickly and effectively address any identified concerns or problems related to the field education experience. In an effort to assist students in successfully completing their field experience, the Office of Field Education has clearly defined academic and professional standards. Problem-solving roles for all people involved in the field experience and a procedure for working through problems are provided in this section to assist all parties when concerns arise during the field education experience.

Although the Office of Field Education recognizes that an agency can discontinue a student at any time, it tries to engage all parties in problem-solving before a student is removed. Field instructors and/or their agency will not be held liable if a student is asked to leave the agency for any reason. Problem-solving steps are modeled after the intervention techniques students are commonly taught in social work. In the steps outlined below, areas in need of improvement are identified and then meetings occur to address the identified issue/s:

1. *Discussion of the issues or concerns takes place between the student and the field instructor. Expectations are clarified and the student and field instructor create a written plan to address issues. The field instructor will document what occurs in this meeting and will save documentation for future reference.*

2. *If improvement does not occur within the agreed-upon time frame, the faculty field liaison is contacted. The faculty field liaison:*
   a. Will inform the Assistant Dean of Field Education or Field Coordinator.
   b. Will meet with the student and field instructor in person to discuss issues and will create a written Field Education Student Improvement Plan which outlines expectations and provides benchmarks, a timeline, and consequences if expectations are not met. The faculty field liaison will sign the improvement plan along with the field instructor and student. The faculty field liaison will

also submit a copy of the improvement plan to the Assistant Dean of Field Education or the Field Coordinator.

3. *The faculty field liaison, field instructor, and student will meet to review the student's progress toward identified goals. If the student has not made sufficient progress, the consequences written in the Student Field Education Improvement Plan will be carried out.*

If a decision to discontinue the field placement is recommended, the student may not automatically be replaced in another field placement. There may be a time when a student is asked to leave their field placement without notice. In this situation, the student will be placed on a Student Improvement Plan in an effort to become more successful in the next placement.

Discontinuation from the Field Placement

If discontinuation in the field placement is the outcome of the meeting with the faculty field liaison, field instructor, and the student, the Assistant Dean of Field Education and other parties as appropriate (i.e., Field Coordinator, Shady Grove Program Director, and/or Associate Dean), will meet with the student to discuss the situation and create a plan toward graduation. The student may be offered an opportunity to repeat his/her field experience after demonstrating that he/she has addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once.

If the conclusion is reached that the student is unable to meet academic and/or professional and ethical standards in the field, or is otherwise unsuited to the profession, the appropriate faculty member/s will advise the student that they need to withdraw from the methods and field courses, as well as the Social Work major. Other options may include: 1) selecting another major or 2) withdrawing from the university.

Procedures for Reviewing and Appealing Grades

The University of Maryland, Baltimore County has established procedures for reviewing and appealing grades. The grade appeal policy applies to field education grades as well as to classroom grades. Students should first attempt to resolve such grievances informally, normally by consulting first with the faculty field liaison who assigned the grade, then with the Assistant Dean of Field Education, the Associate Dean, and finally with the Provost's Office.

Students wishing to appeal a program decision, grade, or other course of action taken by faculty are encouraged to discuss their concerns directly with the involved faculty member. If a satisfactory resolution is not reached and formal appeal is sought, students are then referred to the UMBC appeals process. The following is UMBC's appeal and grievances policy, located in the *Student Guide*, which the Baccalaureate Social Work Program follows on the UMBC and USG campuses (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, Appendix G).

PROCEDURE FOR APPEALING GRADES

These procedures are designed to provide undergraduate students with a means for review of course grades alleged to be arbitrary and capricious. However, students should first attempt to resolve such grievances informally, by consulting first with the instructor then with the Department Chair/Program Director, who may rely on the assistance of other instructors who teach the same course or subject, then with the Dean of the instructor's College, and finally with the Associate Vice Provost for Undergraduate Education. Students who file a written appeal under these procedures shall abide by the final disposition of the appeal, as provided in (10) below and are precluded from subsequently seeking review of the matter under any other procedure within the University.

Definition. "Arbitrary and capricious" grading refers to: (i) the assignment of a course grade to a student on some basis other than performance in the course, or (ii) the assignment of a course grade to a student by resorting to unreasonable standards or standards different from those

which were applied to other students in that course, or (iii) the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

Procedures. At the beginning of each academic year, each department or program shall nominate from among its tenured faculty two members and one alternate (if available) to serve on the Campus Grade Review Panel, and it shall forward these nominations to the Office of Undergraduate Education.

An undergraduate student who believes that his/her grade in a course is improper and the result of arbitrary and capricious grading should first attempt to resolve the matter informally, as indicated in (1) above.

1. If a satisfactory outcome is not forthcoming, the student (or a group of students with the same complaint) may file a formal appeal with the Associate Vice Provost for Undergraduate Education. This appeal must be made within the first four weeks of the Fall or Spring semester following assignment of the disputed grade, and it shall be accompanied by a report of the student's effort to resolve the dispute informally and the consequences thereof.

2. The Associate Vice Provost for Undergraduate Education may again attempt to resolve the dispute informally. Otherwise, or if the attempt fails, the Associate Vice Provost for Undergraduate Education shall immediately appoint a four member committee and charge it with handling the appeal. The four-member committee shall be drawn from the Campus Grade Review Panel and shall include two members (if available) from the Department or Program to which the instructor against whom the appeal is directed belongs (but not including that instructor) and two (or more, if necessary) members from outside that Department or Program. The Associate Vice Provost for Undergraduate Education shall designate one member, preferably outside the Department or Program, to convene the committee, but the committee may select a different permanent chair if a majority so choose.

The student shall file an appeal by submitting a written statement detailing the basis for the allegation that a grade is improper, justifying the claim that it is arbitrary and capricious, and

presenting relevant evidence. The appeal may be dismissed if: (i) the student has submitted the same, or substantially the same, complaint to any other formal grievance procedure; (ii) the allegations, even if true, would not constitute arbitrary and capricious grading; (iii) the appeal was not timely; or (iv)the student has not attempted to resolve the matter informally. If the appeal is not dismissed, the committee shall submit a copy of the student's written statement to the instructor with a request for a written reply within ten days. If it then appears that the dispute may be resolved without recourse to the procedures specified below, the committee will attempt to arrange a mutually agreeable solution. If a mutually agreeable solution is not achieved, the committee shall proceed to hold an informal, non-adversarial fact-finding meeting concerning the allegations.

Both the student (or several delegates from a group of students with the same complaint) and the instructor shall be entitled to be present throughout this meeting and to present any relevant evidence. Neither the student nor the faculty member shall be accompanied by an advocate or representative. The meeting shall not be open to the public. The committee shall deliberate privately at the close of the fact-finding meeting. If three members of the committee find the allegation not to be supported by clear and convincing evidence, the appeal shall be denied. If three members of the committee find the allegation supported by clear and convincing evidence, the committee shall take any action which it believes will bring about substantial justice, including, but not limited to: (i) requesting that the instructor re-evaluate the student's work, listing, defining, weighing the criteria used in the evaluation, or (ii) requesting that the instructor administer a new final examination or paper in the course, or (iii) directing the cancellation of the student's registration in the course, or (iv) directing the award of "pass" in the course (other pass/fail regulations not withstanding), except that such a remedy shall be used only if there is no dispute concerning whether the student has passed the course.

The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against the instructor. If the committee divides two against two on the appeal, the Associate Vice Provost for Undergraduate Education may take any action which he or she believes would bring about substantial justice. The decision of the committee or the Associate Vice Provost for Undergraduate Education, as the case may be, shall be final and shall be promptly reported in writing within ten days by certified mail, return receipt requested, to the

parties with a copy to the Department Chair/Program Director and a copy to the Dean of the instructor's college. The Associate Vice Provost for Undergraduate Education together with the Provost shall in any case be responsible for implementing the decision.

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

The Baccalaureate Social Work Program at UMBC and USG adheres to the policies outlined in the UMBC Code of Student Conduct on students' rights and responsibilities (http://www.umbc.edu/sjp/pdfs/2015InterimCodeofStudentConduct.pdf). This document is referenced in the *Student Guide* on page 23. The *Field Education Manual* which all senior social work majors receive at the start of their field placement, provides a detailed discussion of the university's grievance procedures as well.

The program has clearly articulated its expectations for students with respect to their academic performance in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 20) and the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 15).

The *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 23) describes what students can expect from the program, the faculty field liaison, the field agency, and the field instructor during the field placement experience. The *Field Education Manual* also clearly explicates student, field instructor, faculty field liaison, and program responsibilities associated with problems that may arise during the field placement (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 30).

The Baccalaureate Social Work Program's policy on formulating and modifying policies affecting academic and student affairs is taken from the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 32) and is provided below:

Student Role in Forming and Modifying Policy

Social work students are encouraged to actively participate in the program through policy development, review and revision. Avenues to accomplish this include, but are not limited to:

- *Participation on the Community Advisory Board (CAB) – Comprised of community members, alumni, field instructors, social workers and student representatives, the CAB assists in reviewing and developing curriculum.*
- *Participation in monthly faculty meetings – A student representative from the Social Work Student Association attends faculty meetings to present an update on student activities and interests.*
- *Participation in Promotion and Tenure (P&T) faculty reviews – Student oral and written comments on a candidate's teaching and classroom are an integral part all P&T procedures.*
- *Participation on faculty search committees – A student representative is a member of the committee and students also are invited to participate in meals with visiting candidates.*
- *Completion of the End-of-Year Program Evaluation - At the end of the academic year, all graduating social work students complete an evaluation to assess the quality and effectiveness of the: 1) overall social work program; 2) assessment of competencies and behaviors; 3) field education placement and experience; and 4) faculty liaison component of the field education program. Most of the information is aggregated anonymously to get an overall measure of program outcomes. However, field placements are examined individually. The findings are disseminated to senior administrators, faculty members, students, and the Community Advisory Board, and guide curricula and field education-related revisions in content and procedures.*

Program Evaluations from 2005 through 2017 can be found here: http://socialwork.umbc.edu/program-evaluation/program-evaluations/. The summary of the 2017 End-of-Year Program Evaluation is provided below:

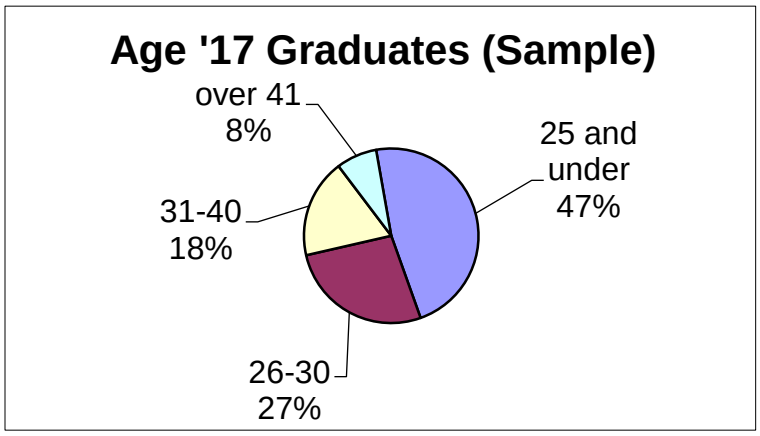
2017 UMBC Social Work Graduates Student Evaluation Report

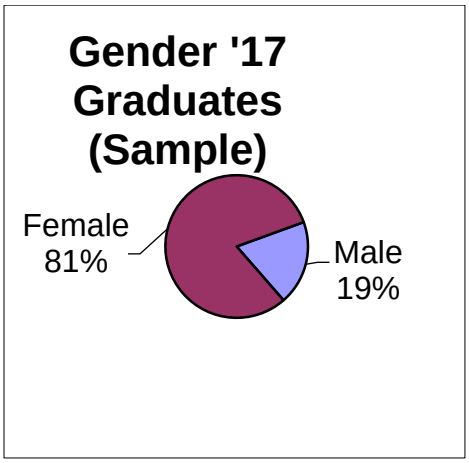
Instrument

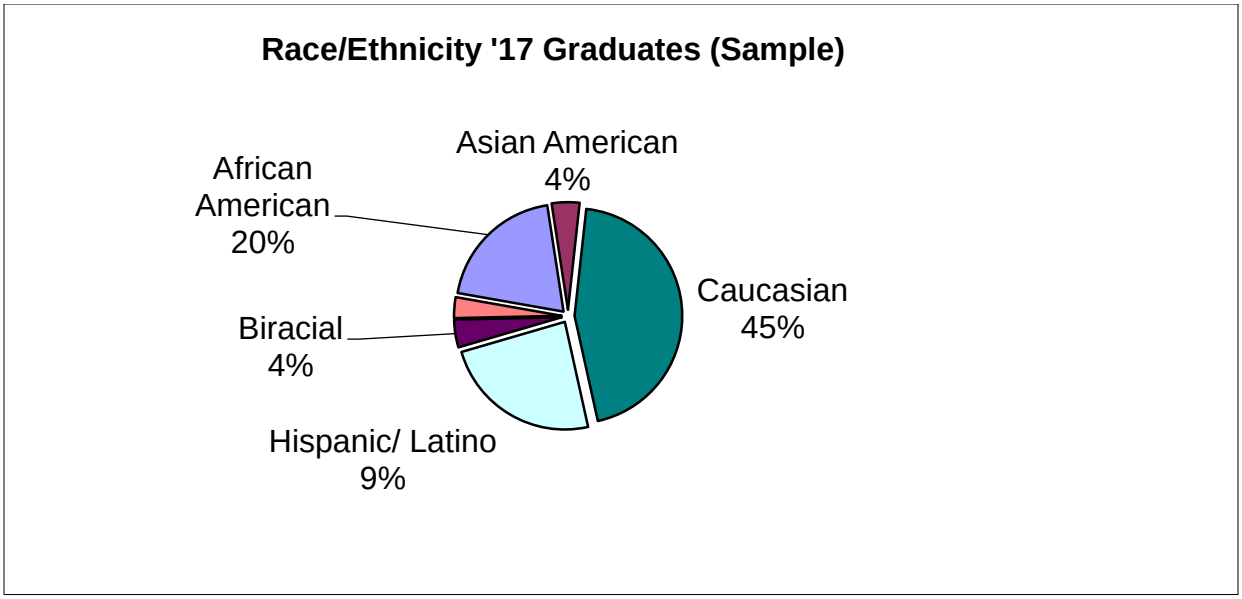
The evaluations contained 77 questions with 5-point Likert scale responses, with higher scores indicating the program exceeded their expectations of preparation, capturing a variety of aspects of the Social Work program and the field experience. There were 38 questions about the Social Work program, 8 questions regarding the agency where students participated in field placement, 12 questions about their field instructor, 11 questions about the assignments given in field placement, and 8 questions about their liaison. The evaluation also included 7 open-ended questions with space provided for student feedback; these questions are not included in this summary. Quantitative responses were entered in an SPSS database. The areas of concern were compiled by collecting the items that indicated a more negative spread with at least 20% of responses falling at 3 and below, while the areas of success were items with a more positive spread with at least 90% of responses falling at 4 and above.

Demographics

There were a total of 96 returned evaluations. The following charts represent the distribution of demographics among those students who responded:







Analysis

Program Evaluation

The program evaluation was reformatted in 2016 to better adhere to CSWE EPAS standards. The following chart provides means per EPAS criteria as stated in the evaluation.

Educational Policy	2016		2017	
	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.40	.50	4.56	.76
Competency 2: Engage Diversity and Difference in Practice	4.41	.50	4.41	.57
Competency 3: Advance Human Rights and Social and Economic Justice	4.23	.67	4.19	.73
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.00	.69	4.09	.71
Competency 5: Engage in Policy Practice	4.01	.61	4.10	.71
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.58	.50	4.66	.45
Competency 7: Assess Individuals, Families, Groups, Organizations, and	4.23	.61	4.26	.59

Communities				
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.18	.64	4.26	.56
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.06	.67	4.12	.62
Total	4.23	.46	4.29	.48

Analysis of the responses to each item in the program evaluation yielded some areas of consideration. According to students who responded to questions about skills for generalist practice with different client populations:

Item	**% Not at All – Generally Met (1-3)**	**Generally Met/Exceeded – Exceeded (4 & 5)**
Competency 3: Engage in practices that advanced social, economic, and environmental justice.	25.0	75.0
Competency 4: Use practice experience and theory to inform scientific inquiry and research.	27.1	72.9
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery.	24.0	76.0
Competency 5: Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services.	26.0	74.0
Competency 5: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	24.2	75.8
Competency 9: Select and use appropriate methods for evaluation of outcomes.	21.9	78.1
Competency 9: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	21.9	78.1
Competency 9: Apply evaluation findings to improve	30.2	69.8

practice effectiveness at the micro, mezzo, and macro levels.		

Several items from competencies yielded areas of success:

Item	% Not at All – Generally Met (1-3)	Generally Met/Exceeded – Exceeded (4 & 5)
Competency 1: Practice within the values and historical traditions of the social work profession.	7.3	93.7
Competency 1: Demonstrate self-awareness and professional roles and boundaries.	6.3	93.7
Competency 1: Maintain professional roles and boundaries.	2.1	97.9
Competency 1: Demonstrate professional demeanor in behavior, appearance: oral and written and electronic communication.	3.1	96.9
Competency 1: Practice within the ethics of the social work profession.	3.1	96.9
Competency 1: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	6.3	93.7
Competency 1: Made ethical decisions by applying standards of the NASW Code of Ethics.	6.3	93.7
Competency 2: Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate or create or enhance privilege or power.	7.3	92.7
Competency 2: Apply sufficient self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	5.2	94.8
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations.	9.4	90.6
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience.	6.3	93.7

Competency 6 (engage clients): Apply knowledge of HBSE, PIE, and other theories to analyze clients.	3.1	96.9
Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients	2.1	97.9
Competency 8 (intervene): Apply knowledge of HBSE, PIE, and other theories to analyze clients.	6.3	93.7
Competency 9 (evaluate): Apply knowledge of HBSE, PIE, and other theories to analyze clients.	7.3	92.7

Agency Evaluation

The evaluation of field placements showed that 77.1% agreed that they received an adequate explanation of his/her role as a student in training; however, 22.9% were neutral or disagreed (FIELD4).

Most students felt that other aspects of the agency were positive during their field placement; however, none of the questions received a positive response of 4 or 5 from over 90% of students.

Field Instructor Evaluation

Of the 12 field instructor evaluation questions, none of the items were flagged as areas of concern.

Although the other field instructor items were positive and not flagged as areas of concern, they did not meet the criteria (90% or more rated 4 or 5) for areas of success.

Assignments

Some students responded that their assignments in the following areas were in the high range of extent of experience: groups (55%) (ASSIGN3A), families (37%) (ASSIGN3B), individual clients (83%) (ASSIGN3C), intake/assessment (65%) (ASSIGN3D), discharge/aftercare planning (59%) (ASSIGN3E), community involvements/contacts (56%) (ASSIGN3F), opportunities to engage in research (43%) (ASSIGN3G) and opportunities to link clients to other community resources/services (72%) (ASSIGN3H). The following percentages of students felt that their extent of experience in these areas of assignment was in the medium to low range: groups (45%) (ASSIGN3A), families (63%) (ASSIGN3B), individual clients (17%) (ASSIGN3C), intake/assessment (35%) (ASSIGN3D), discharge/aftercare planning (41%) (ASSIGN3E), community involvements/contacts (44%) (ASSIGN3F), opportunities to engage in research (57%) (ASSIGN3G) and opportunities to link clients to other community resources/services (28%) (ASSIGN3H). Also, 72.5% of students agreed that their interventions influenced their clients' lives, while 27.5% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation

Finally, the liaison evaluation was overwhelmingly positive this year with no areas of concern. Seven of the eight items in the survey were areas of success including: goals were clearly explained during orientation (94.7%); fair and open discussion was encouraged (96.8%); all students were actively encouraged to participate (97.9%); liaison was interested in students' field work experiences (95.8%); liaison was accessible (95.8%); monthly seminars were useful (91.6%) and liaison came to agency to meet instructor once each semester (95.8%).

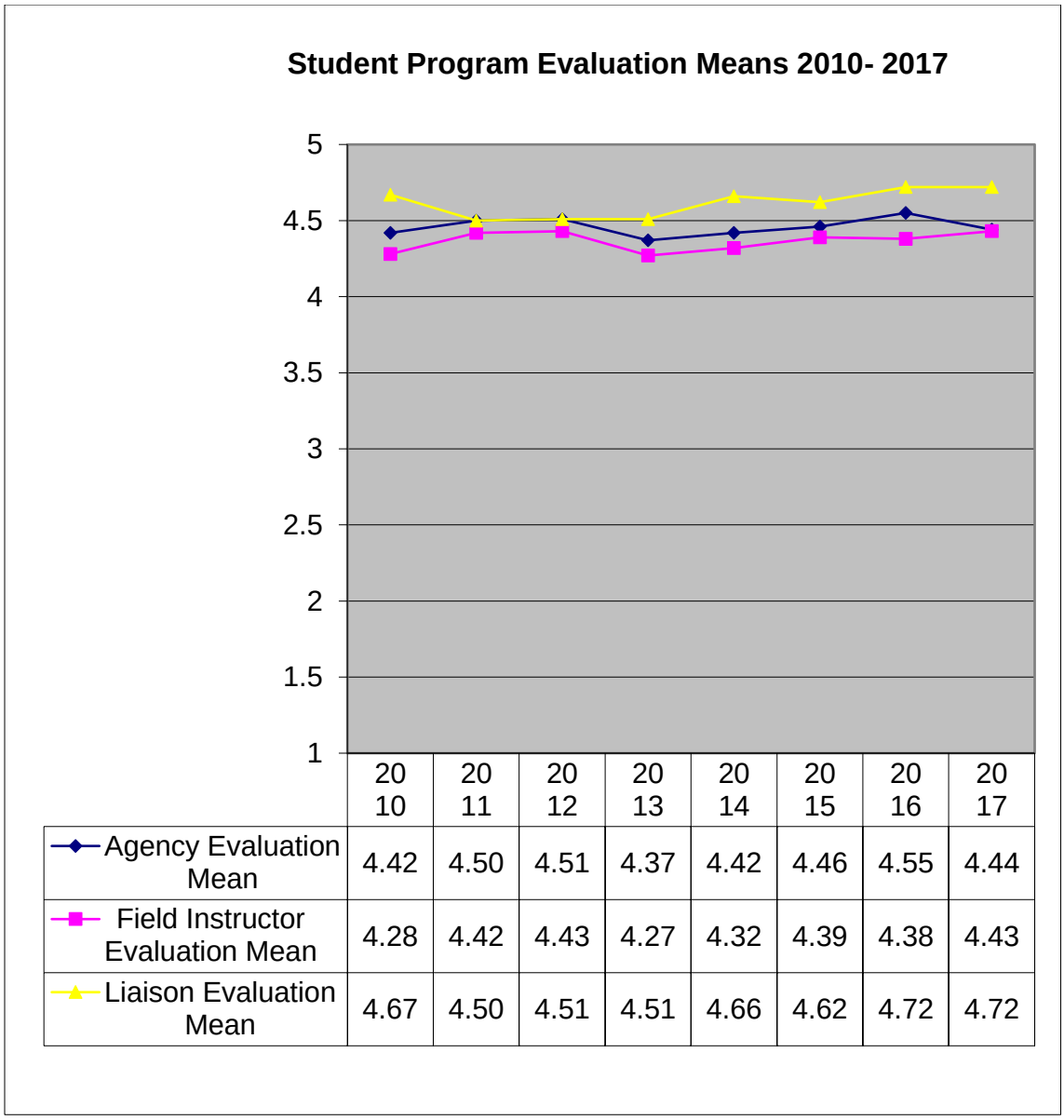
Conclusions

Overall, the evaluations were very positive. The modal response was 4 or 5 (5 being the highest score) for 100% of the 77 questions on the program evaluation. The modal response was 5 for 100% of the agency, field instructor, and liaison evaluations. Of the 77 questions examined in this report, only 3 received a negative rating from the majority (50% or more) of the respondents. These focused on the lack of: experience with families (mode =1) and opportunities to engage in research (mode = 3). However, recent curricula changes may address these issues including material on communities and organizations that has been added to a Methods course. Additionally, SOWK 240: *Technology in Social Work* course has been replaced with SOWK 250*: Introduction to Social Work* to enhance students' basic understanding of the values, beliefs, and ethics associated with the social work profession. An area of concern that has existed over the last three years of program evaluation is the need for more research opportunities. Innovative ways to address this need and others identified by the evaluation will be part of the ongoing improvements in the department.

It should be noted that the evaluation revealed that social justice had a strong positive outcome as did social policy. The EPAS competencies helped to examine the data differently, in a more comprehensive fashion. Competencies 1 (Demonstrate Ethical and Professional Behavior) and 2 (Engage Diversity and Difference in Practice) had strong outcome measures.

Means Chart

The following chart illustrates the mean of the respondents' mean scores for each year of graduation by sections of the evaluation that remained consistent for field placement and liaison.



	2010	2011	2012	2013	2014	2015	2016	2017
Agency Evaluation Mean	4.42	4.50	4.51	4.37	4.42	4.46	4.55	4.44
Field Instructor Evaluation Mean	4.28	4.42	4.43	4.27	4.32	4.39	4.38	4.43
Liaison Evaluation Mean	4.67	4.50	4.51	4.51	4.66	4.62	4.72	4.72

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

On both the UMBC and USG campuses, the Baccalaureate Social Work Program sponsors two major student organizations and, as discussed in the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p.31), strongly encourages its majors to participate in them. The social work program is advantaged in having an active and effective student organization, the Social Work Student Association (SWSA), which receives funding from the university

(http://socialwork.umbc.edu/current-students/student-organizations/social-work-student-association/). SWSA also conducts fundraising activities to supplement the operating budget it receives from the campus-wide student organization and to support the association's charitable activities. SWSA works closely with the Baccalaureate Social Work Program, which frequently co-sponsors activities. A member of the faculty on each campus serves as an advisor to the association

The SWSA is open to all social work majors and to other interested students on the UMBC and USG campuses. The association exposes students to the profession of social work and prepares them for careers in the professional by holding panel discussions and hosting guest speakers. SWSA also promotes activism and community involvement, sponsoring numerous volunteer initiatives through the year like food and toy drives. SWSA meets monthly and works closely with a faculty advisor on both the UMBC and USG campuses. Officers are elected by the students themselves, and SWSA selects a representative to attend faculty meetings, the program's Community Advisory Board, and on all other committees in which student involvement is required (including faculty search committees).

On the UMBC and USG campuses, the Baccalaureate Social Work Program has established a unified chapter of Phi Alpha, the social work national honor society (http://socialwork.umbc.edu/current-students/student-organizations/phi-alpha-honor-society/). Students are eligible to join Phi Alpha if they have declared social work as their major, achieved sophomore status, completed nine credit hours of required social work courses, achieved an overall GPA of 3.0, achieved a GPA of 3.5 in all social work courses, and have no grade lower than a C in any social work course. A faculty advisor works closely with the chapter. Officers are elected by members, and induction ceremonies are held twice a year. The organization sponsors events and social gatherings each semester. Annually, student members also induct an honorary member to Phi Alpha.

Social work majors also are required to join the social work Listserv. The program, on both the UMBC and USG campuses, uses the Listserv to share information of interest; to share campus and program activities; and to notify students and faculty of important

requirements, deadlines, and cancellations. See the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 30).

EDUCATIONAL POLICY 3.2—FACULTY

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

Accreditation Standard 3.2—Faculty

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

As displayed in Table 3.2, the program has full-time faculty adequate in number and range of expertise to achieve its specified goals and objectives. Currently, there are nine full-time faculty members, all of whom are qualified to teach in at least two subject areas of the curriculum and have demonstrated a commitment to baccalaureate social work education through their scholarship and service. A search for a clinical instructor faculty will be conducted during academic year 2017–18 for the social work program at the Universities at Shady Grove (USG).

Table 3.2
Baccalaureate Social Work Program Faculty

Name	Rank	Status	Qualifications	Competence/experience
James Bembry	Associate professor	Full-time	MSW/PhD	Social work practice and community-based research
Elisabeth Chakmakian	Adjunct instructor	Part-time	MSW	Individual and family practice

Name	Rank	Status	Qualifications	Competence/experience
Kersha Deibel	Adjunct instructor	Part-time	MSW	Reproductive health, community organizing, and health policy
Michael Dvorak	Adjunct instructor	Part-time	MSW	Social work practice and addictive patterns
Adrienne Ekas-Mueting	Clinical instructor	Full-time	MSW/PhD	Field education
Oswald Elie	Adjunct instructor	Part-time	MSW	Substance abuse, traumatic brain injury, mental health, military and civilian healthcare
Claire Engers	Adjunct instructor	Part-time	JD/MSW	Field education
Lisa Harfort	Adjunct instructor	Part-time	MSW	Social work practice and healthcare
Jeanette Hoover	Clinical instructor	Full-time	MSW	Social work practice across client systems
Jayshree Jani	Associate professor	Full-time	MSW/PhD	Diversity in social work education and social work practice with immigrants and refugees
Tenneh Johnson Kemah	Adjunct instructor	Part-time	MSW	International child welfare, migrating families and children, and national program and policy development
Carolyn Knight	Professor	Full-time	MSW/PhD	Group work and field education
Nancy Kusmaul	Assistant professor	Full-time	MSW/PhD	Gerontology, organizational culture, trauma, informed care, healthcare, and direct-care workers
Katie Lesier	Clinical instructor	Full-time	MSW	Field education
Marcela Mellinger	Associate professor	Full-time	MSW/PhD	Advocacy, intimate partner violence, and social work education
Katie Morris	Clinical instructor	Full-time	MSW	Interprofessional practice skills, multilingualism, and student success
Joshua Okundaye	Associate professor	Full-time	MSW/PhD	Social work practice with immigrants/refugees and mental health

Name	Rank	Status	Qualifications	Competence/experience
Charlene Reilly	Adjunct instructor	Part-time	MSW	Field education
Alexandra Samets	Adjunct instructor	Part-time	MSW	Social welfare policy and practice
James Shannon	Adjunct instructor	Part-time	MSW	Social welfare policy and criminal justice
Carolyn Tice	Professor	Full-time	MSW/DSW	Social welfare policy, advocacy, and environmentalism
Laura Ting	Associate professor	Full-time	MSW/PhD	Social work practice, intimate partner violence, motivational interviewing, and Screening, Brief Intervention, and Referral to Treatment training
Priscilla Villavicencio	Adjunct instructor	Part-time	MSW	Trauma, domestic violence, and children's mental health
Kevin Wade	Adjunct instructor	Part-time	MSW	Child welfare and social work practice
Shelly Wiechelt	Associate professor	Full-time	MSW/PhD	Social work practice, research on sex workers, and substance disorders

As the following Faculty Summary form (Parts 1 and 2) indicates, faculty members teaching in the Baccalaureate Social Work Program have a wealth of experience as social work practitioners.

Faculty Summary (Part 1)

Initials and surname of faculty	Date of appt	Ethnicity	Years of Practice BSW	Years of Practice MSW	Years of employement as full time Educator **Previous Postions** BSW	Years of employement as full time Educator **Previous Postions** MSW	Years of employement as full time Educator **Current Postions** BSW	Years of employement as full time Educator **Current Postions** MSW	Percentage of Time Assigned to Program BSW	Percentage of Time Assigned to Program MSW
Bembry, J.	Sep-86	Black	0	39	2	0	30	0	100	0
Chakmakian, E.	Jan-07	White	0	19	0	0	6	1	75	25
Deibel, K.	Jan-17	Black	7	5	0	0	0.1	0	100	0
Dvorak, M.	Aug-01	White	0	25	0	0	8	0	100	0
Ekas-Mueting, A.	Jan-12	White	0	23	6	6	5	1	100	0
Elie, O.	Jan-17	Black	0	11	0	0	0.1	0	100	0
Engers, C.	Aug-15	White	0	16	0	0	1	0	100	0
Harftoot, L.	Jan-12	White	0	20	0	0	2.5	0	100	0
Hoover, J.	Jul-12	White	25	23	0	0	5	0	100	0
Jani, J.	Aug-08	Asian White	0	18	2	0	9	0	100	0
Johnson Kemah, T.	Jan-17	Black	20	19	0	0	0.1	0	100	0
Knight, C.	Aug-93	White	0	40	8	0	24	0	100	0
Kusmaul, N.	Aug-14	White	0	17	0.5	1.5	3	0	100	0
Leiser, K.	Aug-05	White	41	37	0	0	11	0	100	0
Mellinger, M.	Aug-11	Hispanic	19	20	1	0	6	0	100	0
Morris, K.	Sep-03	White	0	17	0	0	13	0	100	0
Okundaye, J.	Jan-99	Black	0	25	0	2	17	0	100	0
Reilly, C.	Aug-14	White	0	19	0	0	1.5	1.5	50	50
Samets, A.	Sep-16	White	0	2	0	0	0.5	0	100	0
Shannon, J.	Jan-11	White	0	44	0	0	3	0	100	0
Tice, C.	Jul-02	White	44	41	7	4	15	0	100	0
Ting, L.	Aug-04	Asian	0	28	12	0	13	0	100	0
Villavicencio, P.	Jan-15	Hispanic	11	8	0	0	1	0	100	0
Wade, K.	Aug-16	White	0	18	0	0	0.2	1	25	75
Wiechelt, S.	Aug-06	White	0	32	0	6	11	0	100	0

Faculty Summary (Part 2)

Initials and surname of faculty	Current Rank or Title	Part-time	Full- time	Tenure-Track Yes	Tenure-Track No	Tenure Yes	Tenure No	Tenure NA	Gender M/F
Knight, C.	Professor		✔	✔		✔			F
Tice, C.	Professor		✔	✔		✔			F
Bembry, J.	Associate Professor		✔	✔		✔			M
Jani, J.	Associate Professor		✔	✔		✔			F
Mellinger, M.	Associate Professor		✔	✔		✔			F
Okundaye, J.	Associate Professor		✔	✔		✔			M
Ting, L.	Associate Professor		✔	✔		✔			F
Wiechelt, S.	Associate Professor		✔	✔		✔			F
Kusmaul, N.	Assistant Professor		✔	✔			✔		F
Ekas-Mueting, A.	Clinical Instructor		✔		✔			✔	F
Hoover, J.	Clinical Instructor		✔		✔			✔	F
Leiser, K.	Clinical Instructor		✔		✔			✔	F
Morris, K.	Clinical Instructor		✔		✔			✔	F
Chakmakian, E.	Adjunct Instructor	✔			✔			✔	F
Deibel, K.	Adjunct Instructor	✔			✔			✔	F
Dvorak, M.	Adjunct Instructor	✔			✔			✔	M
Elie, O.	Adjunct Instructor	✔			✔			✔	M
Engers, C.	Adjunct Instructor	✔			✔			✔	F
Harftoot, L.	Adjunct Instructor	✔			✔			✔	F
Johnson Kemah, T.	Adjunct Instructor	✔			✔			✔	F
Reilly, C.	Adjunct Instructor	✔			✔			✔	F
Samets, A.	Adjunct Instructor	✔			✔			✔	F
Shannon, J.	Adjunct Instructor	✔			✔			✔	M
Villavicencio, P.	Adjunct Instructor	✔			✔			✔	F
Wade, K.	Adjunct Instructor	✔			✔			✔	M

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

As indicated by Table 3.2, curriculum vitae, and the Faculty Summary form (Parts 1 and 2), all faculty members, on both the University of Maryland, Baltimore County (UMBC), and the USG campus, who teach the required three-course method sequence hold a master's degree in social work from an accredited program and have at least 2 years of post-master's degree experience in professional social work practice. All faculty recruitment efforts by the social work program specifically look for individuals who have a solid foundation of experience in generalist social work practice and who have the ability and desire to teach in more than one area of the curriculum.

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

The program has full-time faculty adequate in number and range of expertise to achieve its specified goals and objectives. Currently, there are nine full-time, tenure-track faculty members, all of whom are qualified to teach in at least two subject areas of the curriculum and have demonstrated a commitment to baccalaureate social work education through their scholarship and service. Further, there are four full-time clinical instructors who also teach and/or are involved in field education.

As listed on Table 3.2, the program has a cadre of adjunct faculty who are available on an as-needed basis to teach. All part-time faculty members meet the fundamental qualifications necessary to provide baccalaureate social work education—that is, an MSW plus 2 years of post–master's degree practice experience. To ensure that adjuncts understand the program goals and objectives, an orientation for part-time faculty is conducted at the start of every semester on both

the UMBC and USG campuses. Included in the orientation are readings on pedagogical approaches, updates on program policies and procedures, and various discussion topics relevant to the Baccalaureate Social Work Program, the School of Social Work, and UMBC. Adjunct faculty members are on the faculty group e-mail, are invited to faculty meetings, and are encouraged to read the minutes from such meetings.

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

The principal assignment of all full-time and part-time faculty members who teach in the UMBC baccalaureate program is social work education. All faculty members have a master's degree in social work and a minimum of two years of post-master's degree experience in professional social work practice. All full-time, tenure track baccalaureate faculty members have earned doctorates in social work.

All faculty, including part- and full-time instructors, who teach the required three-course method sequence, hold a master's degree in social work from an Council on Social Work Education accredited program and have at least two years of post-master's degree experience in professional social work practice. All social work faculty recruitment efforts specifically look for individuals who have a solid foundation of experience in generalist social work practice and who have the ability and desire to teach in more than one area of the curriculum.

3.2.5: 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.

The workload expectations for all full-time baccalaureate social work faculty include teaching; curriculum development; advising; field liaison; scholarship; and service at the program, school, and university levels.

The basic teaching effort for baccalaureate faculty is five courses per academic year. The faculty size allows for relatively small enrollments of less than 25 students in methods and research courses. Faculty members know the names of, and are familiar with, each of their students and are available to them on a regular basis.

UMBC is a research-intensive university; consequently, the social work faculty members are expected to be active scholars. For the most part, full-time faculty has a two-day teaching schedule that allows them time to engage in research projects and professional writing. Program funds help to support their professional travel as does the administrative structure.

Field liaison is considered a teaching unit and is recognized as part of a social work faculty member's teaching responsibility. Thus, the usual yearly work load for baccalaureate faculty is three classroom courses and a field liaison unit each semester, which typically consists of 10–12 students. The five-course annual teaching assignment gives workload credit for faculty to engage in and fulfill their non-instructional responsibilities. The one clinical instructor who teaches full-time has a six-course teaching effort with no field education responsibilities. The associate dean receives a two-course reduction, and the program director of the USG program receives a three-course reduction per academic year to allow sufficient time to carry out administrative duties.

The assistant dean for field education and the field coordinator are integral members of the faculty and are involved in all aspects of curriculum design and oversight. Because of the large size of the program and the attention to detail that field education requires, these two positions typically do not involve teaching, although the faculty in these positions may elect to teach should time permit. Both the assistant dean for field education and the field coordinator are full-time, 12-month positions with advising responsibilities equal to those of other faculty in the program.

3.2.6: ***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.***

The faculty members of the Baccalaureate Social Work Program are recognized scholars as, defined in Table 3.3, which outlines their accomplishments in the last 3 years.

Table 3.3
Scholarly Activity of the Faculty in the Baccalaureate Social Work Program

Scholarly activity	**Number**
Books (last 5 years)	4
Journal articles (last 5 years)	72
Chapters in books (last 5 years)	7
Peer-reviewed presentations (last 5 years)	111
Invited presentations (last 5 years)	36
Grants (last 3 years)	10

The curriculum vitae document the faculty's leadership roles in local, state, and national organizations, including the Council of Social Work Education, the Association of Baccalaureate Program Directors, the Gerontological Society of America, the Association for Gerontology Education in Social Work, the Society of Social Work and Research, the Society for Research on Nonprofit Organizations and Voluntary Action, the International Association for Social Work with Groups, the National Association of Social Workers, and the Mid-Atlantic Field Education Consortium. Resources are allocated to reimburse travel expenses to professional conferences and to support meetings and conferences on the UMBC and USG campuses.

On the UMBC and USG campuses, faculty members participate with or on the Faculty Senate, the Undergraduate Council, the Faculty Development Office, the Faculty Affairs Committee, the Faculty and Awards Committee, senior-level search committees, technology advancement groups, the Internal Review Board, the Athletics Policy Committee, the University Faculty Review Committee, and an array of other formal and informal gatherings and/or groups that use their social work skills in planning, organizing, group practice, administration, and policy.

At the School of Social Work, University of Maryland, Baccalaureate Social Work Program faculty members from both the UMBC and USG campuses serve on various committees, including the Dean's Advisory Group, the Social Work Advisory Group, the Faculty Executive Committee, the Master's Program Committee (MPC), the MACRO Committee, the Admissions Committee, the Field Education Committee, the Self-Study Committee, the Strategic Planning Committee, the Diversity and Anti-Oppression Committee (DAO), and the Aging Specialization Committee.

In support of students across both campuses, faculty members participate at UMBC as undergraduate advisors (during the academic year and summer months) and serve as members or chairs on thesis and dissertation committees. In addition, faculty members are mentors in the McNair Scholars Program, the Meyerhoff Scholars Program, and the Interdisciplinary Studies Program. At the School of Social Work, University of Maryland, faculty are members of dissertation committees in the School of Social Work, University of Maryland; in the UMBC Departments of Psychology and Emergency Health Services, and at Smith College, Northampton, Massachusetts. Through these venues, faculty members have the opportunity to encourage students to research innovative interventions, explore current issues in policy and practice, and examine the needs of diverse populations.

3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

As indicated by faculty curriculum vitae (see Volume III) and Table 3.3, the social work faculty members are active scholars who embrace social work's long-standing commitment to human rights and social equality.

Their participation in campus-wide groups, councils, committees, and associations further demonstrates social work values in action, as indicated by the following:

UMBC Hispanic Latino Faculty Association

Dr. Marcela Mellinger is active in this campus-wide association, which organized the Day of Action at UMBC on May 1, 2017, a celebration of immigrant communities.

UMBC LGBTQ Faculty and Staff Association

Dr. Shelly Wiechelt is president of this association, which represents full-time UMBC staff and faculty who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ) or with other non-cis-gender and non-heterosexual identities.

FREE2BE

The FREE2BE initiative happened on the USG campus and was supported by faculty in the social work program. The vision was for the association to provide a safe space for students to be themselves and to advocate for lesbian, gay, bisexual, transgender, queer or questioning, and intersex (LGBTQI)+ causes.

UMBC Asian American Faculty Council

Dr. Laura Ting and Dr. Jayshree Jani are involved with this newly formed council. The mission of the Council is to promote the recruitment and retention of Asian and Asian American faculty and support efforts to build an inclusive community through programming, advocacy, and mentoring.

UMBC Underrepresented Minority Faculty Executive Committee

Dr. James Bembry is a member of this committee, which guides the development and implementation of initiatives to address issues associated with the hiring, retention, and advancement of minority faculty at UMBC.

STRIDE

Dr. Carolyn Tice participates with the Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE). This is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schema have inhibited the recruitment and hiring of underrepresented minority faculty. STRIDE also provides guidance on best practices that will maximize the likelihood that diverse candidates for faculty positions will be identified, recruited, and hired at UMBC.

Eminent Scholars Participants

Dr. Marcela Mellinger was a participant in the Eminent Scholars Program (2014–16), and Dr. Nancy Kusmaul is currently a participant. The program facilitates a mentoring relationship between an assistant professor and a prominent researcher in their field of research. Dr. Mellinger was mentored by Dr. Richard Hoefer, professor, School of Social Work, University of Texas at Arlington. Dr. Sandra Butler, professor, School of Social Work, University of Maine, is Dr. Kusmaul's mentor. Together, they are examining the health needs and social welfare experiences of older women.

Master's Program Committee (MPC)

Dr. Jayshree Jani is a member of the School of Social Work's MPC. This committee will examine how diversity content is taught across the undergraduate and graduate curriculum. In addition, the MPC is considering frameworks to teach diversity/oppression content and assess student learning in the area.

Diversity and Anti-Oppression Committee (DAO)

Dr. Marcela Mellinger is a member of the School of Social Work's DAO. By working with students and community members, the committee intends to closely monitor the learning environment in the content of issues of diversity, power, and privilege.

Association for Gerontology Education in Social Work

Dr. Nancy Kusmaul is a board member at large of the Association for Gerontology Education in Social Work. Her involvement in the association highlights gerontology-related events across the School of Social Work and the UMBC campus.

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNACE STRUCTURE

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

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

The Baccalaureate Social Work Program is given the rights and responsibilities to determine its own mission, goals, and objectives and is allocated sufficient resources, support staff, and authority to achieve high-quality professional education. Policies and procedures governing the program are detailed in the Faculty Plan of Organization of the School of Social Work and in various documents of the University of Maryland, Baltimore County (UMBC), campus, such as the *Faculty Handbook* (http://provost.umbc.edu/faculty-handbook/).

The associate dean of the Baccalaureate Social Work Program has sufficient autonomy to realize the program goals and objectives. The associate dean reports to the dean of the School of Social Work for matters pertaining to the operation of the program as an integral part of the school's educational structure. As can be seen in Figure 3.1 (Table of Organization), for purposes of the day-to-day operation of a program on the UMBC campus, the associate dean reports to UMBC's Provost Office.

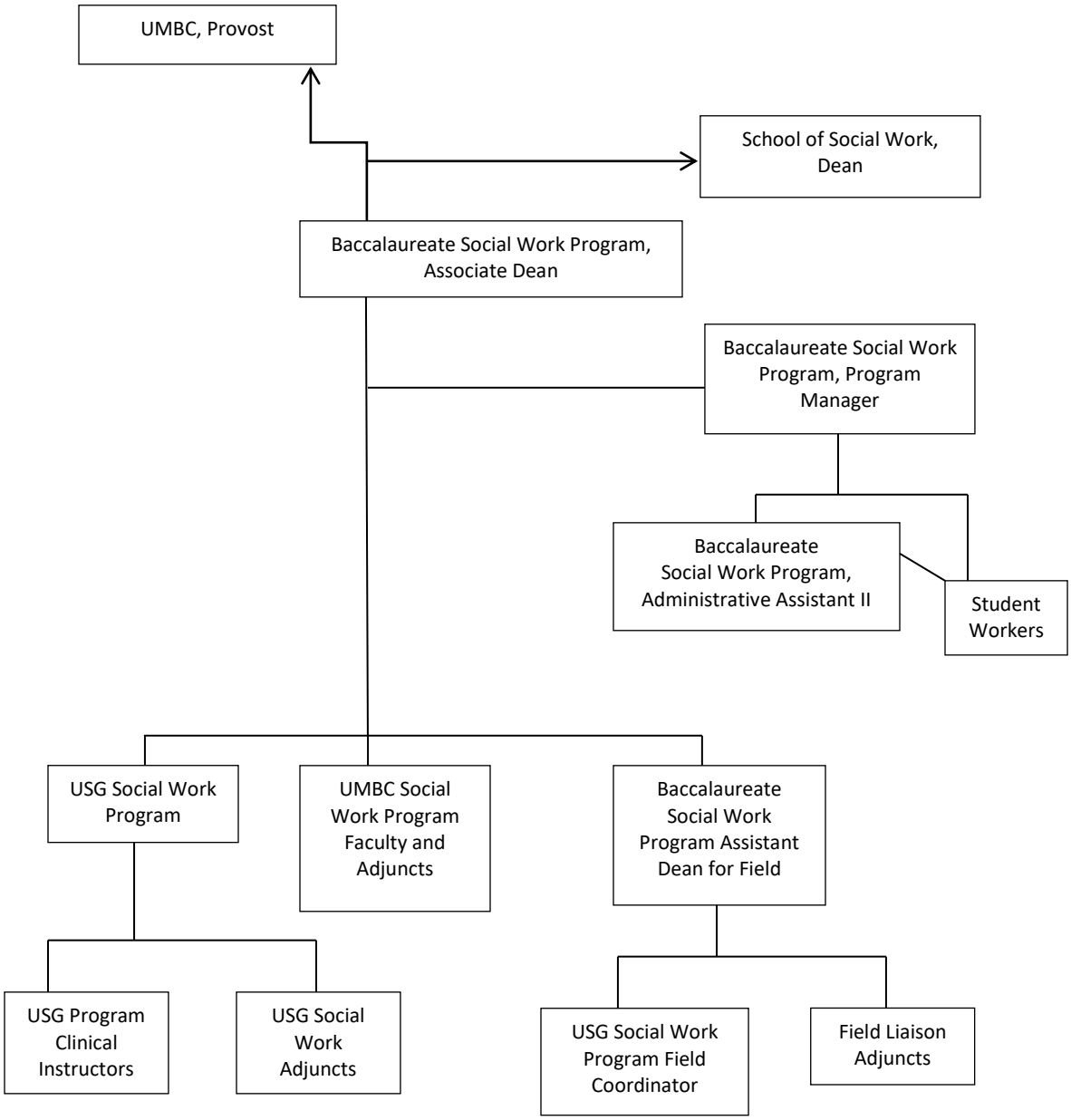
On the Universities at Shady Grove (USG) campus, a program director, who is administratively

responsible to the associate dean, oversees the social work program and its faculty. Regular communication with the associate dean occurs thorough individual and faculty meetings. The duties of the program director at USG fall into five broad categories: program governance, instruction, faculty affairs, student activities, and external communication. In all areas, the program director simultaneously maintains an ongoing line of communication with the associate dean, the assistant dean for field education, and administrators at USG. Further, it is the program director who interfaces with the area's community colleges to insure efficiency in the transfer of students.

As with the Baccalaureate Social Work Program at UMBC, the USG Baccalaureate Social Work Program is an integral part of the School of Social Work. This structure has been especially effective for both programs. As can be seen in Figure 3.1, being a part of the School of Social Work affords close identity with the graduate programs of the school and yet ensures the integrity and autonomy of the baccalaureate program as a full program on the UMBC and USG campuses.

The Baccalaureate Social Work Program has full rights and privileges as a program on the UMBC campus. The associate dean is a member of the campus' chairpersons group. The program has a representative on the UMBC Faculty Senate with full voting rights, and faculty members have served and/or serve on a number of important senate committees, including the Academic Conduct Committee, the Faculty Development Committee, the Faculty Affairs Committee, the Winter and Summer Sessions Committee, the Writing Board, the Internal Review Board, the Athletics Committee, and the Women's Studies Committee.

Figure 3.1 Table of Organization



The Community Advisory Board (CAB) is a significant component of the administrative structure that supports the Baccalaureate Social Work Program's mission and goals. Comprising at least 10 community representatives, including at least one social work student, the CAB meets quarterly, and meeting minutes are maintained. CAB members participate in various program events like the Phi Alpha Induction Ceremony and the Graduation Celebration.

For the last 2 years, the CAB has hosted a luncheon for social work student leaders from both the USG and the UMBC campus. Additional examples of the CAB's activities include the following: reviewing the program's course offerings each semester, presenting ideas on continuing education programs for field instructors and faculty, assisting with the recruitment new field education placements, and discussing the program's assessment of practice competencies.

University of Maryland, School of Social Work
Baccalaureate Social Work Program
University of Maryland, Baltimore County
Community Advisory Board

BYLAWS

Article I
Name
The name of this organization shall be the Community Advisory Board of the Baccalaureate Social Work Program, School of Social Work, the University of Maryland, located on the University of Maryland, Baltimore County campus.

Article II
Purpose
The Community Advisory Board is a group of students, program alumni and professional, and community leaders who support the Baccalaureate Social Work Program. The purpose of the Board is to provide a means for disseminating information about the Program, obtaining feedback from key community leaders about how the Program's significance is perceived, securing suggestions for program improvement, and assisting the Program in obtaining local and state support.

Article III
Responsibilities
Members of the Community Advisory Board will:

- serve as advocates of the Baccalaureate Social Work Program to the community,

enhancing its reputation and image;
- provide support and counsel on the Program's mission and goals;
- assist the staff and administration in events to support the Program;
- attend *at least* 50% of the Community Advisory Board meetings during any given year, and or have
- their attendance record taken into consideration for continued Board membership.

Article IV
Membership
Section 1. The Community Advisory Board shall be composed of not more than 12 members excluding *ex officio* members. They shall be selected because of their demonstrated interest in social work and their ability to assist in fulfilling the mission of the program.

Section 2. Members shall be nominated by the nominating committee of the Board and approved by the Associate Dean and the Assistant Dean for Field Education.

Section 3. Community-based members shall hold office for a term of three years. They shall be eligible for reappointment for two additional terms of three years, and then shall not be eligible for reappointment until the lapse of one year after expiration of their previous consecutive terms (after which lapse they again shall be eligible).

Section 4. School-based members (all appointed ex-officio)
- **Student.** The president of the Student Social Work Association or another student nominated by the program's faculty shall be appointed to a term that equals his/her presidency or the completion of his/her undergraduate social work degree.
- **Associate Dean.** The Associate Dean of the Baccalaureate Social Work Program shall be an ex-officio member of the Board.
- ·**Assistant Dean for Field Education.** The Assistant Dean for Field Education of the Baccalaureate Social Work Program shall be an ex-officio member of the Board.

Article V
Officers and Their Election
Section 1. Officers of the Board shall be Chairperson, Vice-Chairperson, and Secretary.

Section 2. Officers shall be elected at the annual meeting in June and shall assume office at the close of the meeting. They shall serve for two years and/or until their successors are elected.

Article VI
Meetings
Section 1. The Board shall meet a minimum of three times during each academic year.
Section 2. Special meetings may be called at the discretion of the Associate Dean.
Section 3. Annual meetings shall be held in June.
Section 4. One-half of the membership of the Board shall constitute a quorum.

Revised February 10, 2015

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

Curriculum decisions are made by the Baccalaureate Program Committee, which comprises all baccalaureate faculty members on both the USG and UMBC campuses. The committee is charged with overseeing the baccalaureate curriculum and insuring that the curriculum is in agreement with the mission and goals of the program, the School of Social Work, and UMBC. New courses and major revisions to course content, structure, or title are initiated by the Baccalaureate Program Committee, approved at the university level by the Undergraduate Curriculum Council, and adopted by the Faculty Senate.

Faculty from specific content sequences—including Human Behavior and the Social Environment, Policy, Research, Methods, and Field Education—meet regularly to review the Council on Social Work Education's (CSWE) policies and accreditation standards and to design assignments and corresponding rubrics to assess the development of competencies.

Discussions regarding program curriculum are often part of the monthly faculty meetings, as are issues pertaining to particular assessments, assignments, and student concerns. Faculty meeting minutes are maintained and distributed to all faculty across both the UMBC and USG campuses. A hard copy of the minutes is maintained in the social work offices on both campuses.

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

The program's administration and faculty, along with students when appropriate, design and implement policy as required by the program, school, and/or UMBC. The process followed involves forming a committee, drafting a policy and procedure, vetting the draft to the faculty as a whole, revising the policy as needed and recommended, forwarding the policy to the UMBC provost and the dean of the School of Social Work for review, revising the policy if needed, circulating the final version to the faculty for final review, and implementing the policy through

the appropriate committee at the program, school, and university levels.

The Baccalaureate Social Work Program follows established UMBC and School of Social Work procedures for recruitment and retention of faculty. According to established, written guidelines, appointments to the baccalaureate faculty are made by the president of UMBC on the recommendation of the provost, the dean of the School of Social Work, and the ad hoc search committee of the Baccalaureate Program Committee. Promotion and tenure procedures for the baccalaureate faculty, designed by the Baccalaureate Program Promotion and Tenure Committee, accommodate the joint-campus nature of the program and follow the line of authority in Figure 3.1 (Table of Organization, p. 144). The program's promotion and tenure decisions involve the input of tenured baccalaureate faculty, students from Baccalaureate Social Work Program, a representative from the graduate faculty of the School of Social Work, the dean of the School of Social Work, and the provost and the president of UMBC.

The promotion and tenure process is defined in the UMBC *Faculty Handbook* (http://provost.umbc.edu/faculty-handbook/) and in the School of Social Work's *Faculty Handbook* (http://www.ssw.umaryland.edu/faculty-and-staff/).

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

Since July 2002, Dr. Carolyn Tice has been the associate dean of the Baccalaureate Social Work Program. Prior to her current appointment, Dr. Tice was the chair of the Social Work Program at Ohio University, Athens, Ohio, for 9 years and the founding director of its MSW program. Dr. Tice remains active with an interdisciplinary research team at the Ohio University School of Osteopathic Medicine. She accompanied the team to Botswana in June 2016.

B 3.3.4(a): The program describes the baccalaureate program director's leadership 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 in social work from a CSWE accredited program with a

doctoral degree in social work preferred.

Dr. Tice holds a Bachelor in Social Work (BSW) from West Virginia University a Master's in Social Work (MSW) from Temple University and a doctoral degree in social work from the University of Pennsylvania (DSW) (see Volume 3, Curriculum Vitae).

As associate dean of the Baccalaureate Social Work Program, Dr. Tice has served on numerous UMBC standing and ad hoc committees, including the Undergraduate Curriculum Council, the advisory committee of the Maryland Institute for Policy Analysis and Research, the university's Nominating Committee, the Faculty Affairs Committee, the Interdisciplinary Studies Advisory Committee, the Academic Integrity Committee, and various faculty and administrative search committees. Currently, she serves as the faculty advisor to the Best Buddies Student Association and is a member of the Hrabowski Innovation Fund Council.

At the School of Social Work, Dr. Tice is a member of the Dean's Advisory Group, the Social Work Advisory Group, and the MACRO Faculty Group. Like all UMBC and USG social work faculty, Dr. Tice is a member of the School's Faculty Organization and regularly attends the monthly meetings.

The author of five books and numerous articles, Dr. Tice, along with Dr. Lisa Cox and Dr. Dennis Long, is under contract with SAGE for the second edition of *Introduction to Social Work: An Advocacy-Based Profession*, scheduled for publication and distribution in January 2018. Also with SAGE, and along with Drs. Cox and Long, Dr. Tice is under contract for *Macro Social Work Practice: A Strength Perspective*, with a September 2018 publication date. Her new area of research is the built environment in relation to the maintenance and restoration of structures that help to define communities and their members. She has presented on this topic at conferences sponsored by CSWE, the Association of Baccalaureate Program Directors, and the International Association of Social Work Groups.

Dr. Tice is a reviewer for Thomson/Brooks Cole, John Wiley & Sons, SAGE, and the *Journal of Teaching in Social Work*. A Fulbright Scholar who traveled to Mongolia, Dr. Tice is also a reviewer of Fulbright applications. She has been a site visitor for CSWE and is a long-standing

member of the Association of Baccalaureate Program Directors (BPD) and the National Association of Social Workers (NASW). Dr. Tice served as an elected board member to the Maryland Chapter of NASW and is active in a state-wide gathering of social work directors.

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

As indicated by the table of organization (Figure 3.1 Table of Organization, p. 144), Dr. Tice has a full-time appointment to the Baccalaureate Social Work Program and all her administrative duties and responsibilities are with the program. As associate dean, Dr. Tice has a twelve month contract with UMBC.

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

Each semester Dr. Tice teaches SOWK 360 (*Social Welfare, Social Policy, and Social Work II*), the second policy course in a two-course sequence. She developed and teaches a UMBC First-Year Seminar, *Images of Madness.* The UMBC Office of Undergraduate Education nominated Dr. Tice for the 2015 McGraw Hill National Award for Excellence in Teaching First-Year Seminars.

The remaining portion of Dr. Tice's work effort is dedicated to the educational and administrative leadership to the program. This allocated time is sufficient for Dr. Tice to complete her duties and is in keeping with other program administrators across the UMBC and USG campuses.

3.3.5: ***The program identifies the field education director.***

The assistant dean for field education, Dr. Adrienne Ekas-Mueting, oversees all aspects of the

Office of Field Education and reports directly to the associate dean. Dr. Ekas-Mueting supervises the field coordinator on the USG campus and has primary responsibility for the overall direction of field education at both campus locations, including developing curriculum; maintaining the online field education software system; updating the field manual; revising field forms/documents; securing approved placement sites; coordinating student placement activities; training and supervising faculty field liaisons; and planning and presenting new student and new field instructor orientations. Dr. Ekas-Mueting also addresses any field-related problems encountered by students and/or field instructors.

3.3.5(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 and other relevant academic and professional activities in social work.

Dr. Ekas-Mueting (PhD, MSW, LCSW-C) has been employed by the UMBC Baccalaureate Social Work Program since 2012. She is a non-tenure-track faculty member with the rank of clinical instructor. Prior to joining UMBC, Dr. Ekas-Mueting was the BSW program coordinator and field associate for the School of Social Work at the University of Nevada, Las Vegas, for 11 years. She has also worked as a clinical social worker and field instructor in various agencies, such as University of Maryland, Department of Pediatrics; the Sheppard Pratt Health System, Baltimore, Maryland; and the Nevada Children's Center.

Dr. Ekas-Mueting's leadership ability is proven, and she serves on numerous departmental; School of Social Work, University of Maryland; and university committees. These include serving as the chair of the Baccalaureate Social Work Program's Field Education Committee, as a member of the MSW Admissions Committee at the School of Social Work, and as an elected member of the UMBC Faculty Senate. Dr. Ekas-Mueting also serves as a member of national-level BPD Field Committee and as a co-chair for its Membership Committee.

The responsibilities of the assistant dean of field education fall into four broad categories: program governance, program development, student activities, and external communication.

In program governance, Dr. Ekas-Mueting is responsible for writing and revising all policies and procedures related to field education, including the *Field Education Manual*. Along with the field coordinator at USG, Dr. Ekas-Mueting maintains the operation of the online Intern Placement Tracking (IPT) data software system, which is used to administer field education forms and field reports. Data generated from the IPT process is shared with students, field instructors, faculty members, and various stakeholders on both the UMBC and the USG campus.

Regarding program development, it is Dr. Ekas-Mueting, along with the field coordinator, who recruits and maintains an array of agency placement sites and field instructors suitable for generalist practice. In support of agencies and their field instructors, both Dr. Ekas-Mueting and the field coordinator offer continuing education sessions at UMBC and USG throughout the academic year. At times, these sessions are coordinated with the School of Social Work's graduate program.

Dr. Ekas-Mueting is the faculty advisor for the Social Work Student Association on the UMBC campus. This position provides her with opportunities to recruit social work majors across the campus while participating in field-related community organizations. Dr. Ekas-Mueting is also the academic advisor to approximately 25 social work majors, with whom she meets minimally twice every academic year. Beyond academic advising, Dr. Ekas-Mueting reviews students' eligibility for the senior field placement in collaboration with the field coordinator and faculty. Along with the field coordinator, she places students in year-long field placements and monitors their performance in the field in conjunction with faculty field liaisons. It is the assistant dean of field education and the field coordinator who address unsatisfactory field supervision and/or student performance in partnership with faculty liaisons.

As active members of the CAB, Dr. Ekas-Mueting prepares reports for the CAB's quarterly meetings and maintains regular communication with members. At the regional level, Dr. Ekas-Mueting and field coordinator participate in Mid-Atlantic Field Consortium meetings, where field-related issues and opportunities are addressed.

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

Dr. Ekas-Mueting earned a Master's in Social Work (MSW) from Virginia Commonwealth University and a Doctor of Philosophy(PhD) from the University of Nevada, Las Vegas (see Volume 3, Curriculum Vitae). She is a Licensed Certified Social Worker-Clinical (LCSW-C) in Maryland. Dr. Ekas-Mueting has over twenty years of clinical social work practice experience.

B 3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, a minimum of 25% assigned time is required for baccalaureate programs. The program discusses that this is time is sufficient.

Dr. Ekas-Mueting is a non-tenure-track faculty member with the rank of clinical instructor. She is on a 12-month contract, and her position is considered 100% administrative for the Office of Field Education, a designation that includes Dr. Ekas-Mueting being a faculty field liaison for the program's Title IV-E students (Figure 3.1 Table of Organization, p. 144). She is not required to teach other courses within the program.

This allocated time is sufficient for Dr. Ekas-Mueting to complete her administrator duties. She is provided assistance in the Office of Field Education with a full-time, twelve month field coordinator at the USG campus.

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

The assistant dean of field education and the field coordinator are both faculty clinical instructors on 12-month contracts and assigned 100% to the Office of Field Education. The USG field coordinator has two field liaison caseloads and assists the assistant dean of field education as

needed. Both work with the program manager, who supports the Office of Field Education with 50% of her time. In addition, the program administrative assistant II allocates 25% of her time to the Office of Field Education. A student worker is available through the year as support staff to the Office of Field Education.

In 2013, the field education program implemented the online IPT software system to administer all field education forms and field reports. The program has committed its resources to ensure that this technology system can remain in place for years to come. In addition, the commitment of the program to keep faculty field liaison caseloads at a maximum of a 1:12 ratio has allowed each faculty field liaison ample time to provide oversight and supervision to the field placement students and agencies under their purview. On the UMBC and USG campuses, additional faculty field liaisons are hired as adjuncts depending on the number of students in agency placements.

The assistant dean for field education—with input from the field coordinator, Field Education Committee, faculty field liaisons, agency field instructors, and students—evaluates the field education component of the curriculum and chairs the Field Education Committee. The personnel, time, and technology resources allocated to the Office of Field Education have proven to be sufficient to effectively and successfully meet the mission and goals of the program.

EDUCATIONAL POLICY 3.4—RESOURCES

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

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

The Baccalaureate Social Work Program is an integral part of the School of Social Work; however, it has its own UMBC-funded operating budget, with all full-time and part-time faculty positions paid by UMBC.

The program's budget is prepared and administered by the associate dean of the program. The program's annual budget request is submitted for review to the University of Maryland, Baltimore County (UMBC), associate provost of faculty affairs and then submitted to the proper channels at UMBC. The program's yearly budget includes salary recommendations, operating expenses, major support purchases, support staff salaries, and instructional materials.

Program Expense Budget

Council on Social Work Education
Commission on Accreditation

2015 EPAS

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

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

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

Type of Program: X Baccalaureate Master's

Program Expenses	Previous Year 2016__		Current Year 2017___		Next Year 2018___	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	1,045,085	100%	1,070,848	100%	1,125,848	100%
Support Staff	86,470	100%	88,632	100%	88,632	100%
Temporary or Adjunct Faculty & Field Staff	57,185	100%	57,460	100%	57,460	100%
Fringe	332,758		308,051		308,051	
Supplies & Services*	119,867	27%	123,262	5%	101,507	6%
Travel	10,738	72%	9,997	10%	11,000	9%
Student Financial Aid**	76,000	0%	86,000	0%	86,000	0%
Technological Resources	17,735	100%	15,631	100%	19,000	100%
Other (Specify)						
TOTAL	1,745,838	-------	1,759,881	-------	1,797,498	-------

*Various funds received by the program are added to Supplies category.
**Financial Aid is grant funded: Title IV-E & HEALS

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

The program has sufficient budgetary allocations to carry out its mission and goals. The associate dean has full responsibility for administering the program's operating budget and the various other accounts of the program. The program manager for the Baccalaureate Social Work Program oversees all budgetary accounts, grants, and development funds.

In 2016, the Baccalaureate Social Work Program was budgeted $1,745,838, with $1,669,838 for salaries and operating expenses and $76,000 in grant-funded financial aid. The program's budget for fiscal year (FY) 2017 was $1,759,881, with $1,673,881 for salaries and operating expenses and $86,000 in grant-funded financial aid. In FY 2018, the budget estimated is at $1,797,498, with $1,711,498 for salaries and operating expenses and $86,000 in grant-funded financial aid.

As can be seen below, additional funds to operate the program come from UMBC's summer and winter programs and revenues from the social work program at the Universities at Shady Grove (USG).

Funding source	**FY16**	**FY17**	**FY18 Estimates**
Summer/winter programs	$7,665	$8,997	$10,000
Universities at Shady Grove	$86,531	$116,755	$100,000

Contributions to the Baccalaureate Social Work Program are received by the University Foundation and may be used for initiatives outside the normal program functions, such as student awards and special projects. Currently, the program has four endowed scholarships supported by $112,281 in designated funds, two other named scholarships, and $33,312 in undesignated funds in the University Foundation.

Each semester the Baccalaureate Social Work Program publishes, e-mails, mails, and posts a newsletter designed to maintain contact with alumni and community stakeholders (http://socialwork.umbc.edu/the-program/newsletters/). Included in the publication is a flyer

asking for a contribution to the social work program. This process and ongoing work through UMBC's Development Office are the primary way that funds are received.

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

The Baccalaureate Social Work Program has a full-time program manager, who oversees all budget and grant allocations and administers the program's office. There is also one full-time administrative assistant, who addresses the needs of students and supports the overall operation of the main social work office. In addition, the program employs at least one student worker through the academic year and summer, who provides general office help, including some clerical support for the faculty's research and instructional activities. The student worker is funded for approximately 20 hours per week.

At the USG campus, students and faculty receive support from UMBC's employed staff. The academic program specialist addresses the walk-in concerns of any UMBC student enrolled at USG, while the assistant director addresses all aspects of UMBC's on-site operation at USG, including planning, organizing, staffing, and administrative aspects of the undergraduate partnership programs. The assistant director of undergraduate recruitment and retention for UMBC programs is responsible for recruiting prospective undergraduate students and leads pretransfer advising, transfer access programming, and retention initiatives. The coordinator for undergraduate recruitment and advising is responsible for implementation of recruitment strategies and programming, application tracking and support, advising and registration initiatives, and support of current students with time-to-degree processes.

All UMBC staff at USG have ongoing communication with social work faculty and staff on the UMBC campus. On a monthly basis, the program director of the USG social work program provides an update on the program at the faculty meeting. Such an update is also provided at all Community Advisory Board meetings.

For the last 3 years, the Baccalaureate Social Work Program has contracted with Tk20, a secure and comprehensive computer platform, to assist with the aggregation of data associated with assessment of competency development. Since adopting Tk20, a part-time technology

consultant has been employed by the program to assist with faculty and staff training and with implementation and monitoring of the system.

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

Considering the structure of the Baccalaureate Social Work Program, two library reports were solicited: one from the UMBC campus library (Albin O. Kuhn Library [http://library.umbc.edu/]) and the other from the library on the USG campus (Priddy Library [https://shadygrove.umd.edu/library]). Each of the reports, presented below, was written by the respective campus librarian.

Albin O. Kuhn Library
University of Maryland, Baltimore County

Holdings of Monographs, Journals, and Other Resources Pertinent to Social Work

As of May 1, 2017, there were 1,601 monograph titles (including 355 e-books) in the UMBC library catalogue that included "social work" in the subject headings. When the full University of Maryland and Affiliated Institutions (USMAI) catalogue is searched, that number increases to 4,328. These totals do not include the vast collections of monographs relevant to the interdisciplinary study of social work that are not specifically catalogued with the "social work" subject heading.

All circulating books are available to current UMBC and USG students, faculty, and staff. Those titles not owned by UMBC (or owned and currently checked out) but available at another campus in the USMAI system are able to be requested by individuals. This is a simple process that can be initiated by users within the public-facing catalogue. Requested titles are shipped to the requestor's chosen campus, usually arriving within a week, and are held for the requestor. The user can return the title to his or her home campus to be shipped back to the lending library. Students, staff, and faculty are also able to request (recall) a book that is currently checked out by other users and otherwise unavailable.

The Baccalaureate Social Work Program has selected 56 journal subscriptions for purchase for

the library for the current fiscal year. All of these titles but one are available online, making them accessible to current students and faculty from off campus. A complete list of titles is included at the end of this report.

Albin O. Kuhn Library offers the social work faculty and students a comprehensive print and nonprint collection of resources, including

- 1,000,000+ books and bound journals (maximum capacity of bound volumes = 1.1–1.2 million);
- 140,000+ e-books;
- 33,000+ current subscriptions;
- 2,100,000+ photographs, cameras, and photography books;
- 70,000+ science fiction fanzines;
- 12,000+ comic books;
- 30,000+ sound recordings;
- 9,800+ DVDs;
- 108 Blu-rays
- 3,500 VHS tapes;
- 8,500 CDs;
- 800,000+ microform pieces;
- 200+ collections of manuscripts/archives; and
- the Federal Depository since 1972.

The UMBC campus subscribes to a number of social work–related databases and online reference tools. These resources are organized into an online guide (referred to as a "subject guide" on the library website) that is the primary pathfinder used in library instruction and research consultations with social work students. Core online resources include the following:

- SocINDEX with Full Text (EBSCO),
- PsycINFO (EBSCO),
- Social Services Abstracts (ProQuest),
- Academic Search Complete (EBSCO),
- JSTOR, and
- the Encyclopedia of Social Work Online (NASW Press and Oxford University Press).

Current faculty, students, and staff on the UMBC and USG campuses have access to electronic resources (including ebooks, ejournals, and databases) from anywhere in the world using single sign-on authentication.

Figure 3.2 Social Work Journal Holdings

Affilia
Ageing & Society
Alzheimer's & Dementia Care Management Journals
Child and Adolescent Social Work Journal
Child & Youth Services
Child Development
Child Development Perspectives
Clinical Gerontologist
Clinical Social Work Journal
Culture Health & Sexuality
Environments for Aging
Ethnic and Racial Studies
Families in Society: The Journal of Contemporary Social Services
Family Process
Family Relations
Generations: The Journal of the American Society on Aging
Health & Social Work
Health Care Management Review
Human Service Organizations: Management Leadership & Governance
International Social Work
Journal of Child Sexual Abuse
Journal of Community Practice
Journal of Ethnic & Cultural Diversity in Social Work
Journal of Elder Abuse and Neglect
Journal of Family Theory and Review
Journal of Gay & Lesbian Social Services
Journal of GLBT Family Studies
Journal of Housing for the Elderly
Journal of Human Behavior in the Social Environment
Journal of Marriage and Family
Journal of Policy Practice
Journal of Social Policy
Journal of Social Service Research
Journal of Social Work Practice in the Addictions
Journal of Studies on Alcohol and Drugs
Journal of Studies on Alcohol and Drugs Supplement
Journal of Substance Abuse Treatment
Journal of Teaching in Social Work
Journal of Technology in Human Services
Long-Term Living
Monographs of Society for Research in Child Development
Professional Development: The International Journal of Continuing Social Work Education
Qualitative Social Work: Research and Practice
Research on Social Work Practice
Smith College Studies in Social Work
Social Policy & Administration
Social Policy and Society
Social Policy Association Package
Social Service Review
Social Work
Social Work Education - London
Social Work in Health Care
Social Work Research
Social Work with Groups
Women and Social Movements

Staffing Pertinent to the Provision of Library Services

The Albin O. Kuhn Library is staffed by 52 individuals, including 20 professional librarians. Librarians and staff provide extensive technical and public library services to the UMBC

community. In addition, the library hires student employees to assist with services and general maintenance of the collection. Currently, the library employs 47 students.

Budget for Social Work Resources (Last, Current, and Upcoming Years)

The budget for FY 2016 and FY 2017 is as follows (unchanged): monographs, $5,474, and serials, $23,617. Next year's budget has not yet been finalized. Print and electronic reference materials related to social work (including databases) are purchased using a separate budget line.

For FY 2016–17, the Baccalaureate Social Work Program has a total of $29,091 in the library budget for monographs and serials. One faculty member serves as the liaison to the library and is responsible for coordinating the purchase requests in conjunction with the collection management librarian.

Equipment and Technology

UMBC students, staff, and faculty have access to a wide range of computers, software, and equipment. There are 230 workstations in the library, distributed throughout the building and in a variety of noise-level spaces. PCs and iMacs are available for use. Computers are loaded with a wide range of software, and specialized applications are available through a virtual computing environment.

The Albin O. Kuhn Library Digital Media Lab (DML) provides UMBC students, faculty, and staff with tools to create and edit new (and reuse existing) audio, video, and graphic design objects. The DML includes a whisper room, an audio/video recording room, and a computer workspace. The DML also circulates a variety of video, photography, and audio equipment for the creation of multimedia projects. In addition, the library circulates 10 MacBooks and 10 Dell laptops. These are available for 1-day checkout to current staff, students, and faculty.

Library patrons have access to pay-for-print black-and-white and color printing from all computers in the library and via a campus mobile-printing system. The building is also equipped a number of scanner stations and a few copy machines.

There are three assistive technology rooms available in the library. In addition to the standard computer lab software, these rooms are equipped with an extensive range of special assistive technology software and equipment, including JAWS 17, Kurzweil 3000, ZoomText 10.1, and Dragon NaturallySpeaking 12.5.

Reference Coverage

Reference service is available to the UMBC community every day of the week during the fall and spring semesters. Hours during the fall and spring are as follows: Monday–Thursday, 9 AM–8 PM; Friday, 9 AM–6 PM; Saturday, 12 PM–6 PM; and Sunday, 12 PM–8 PM. During winter and summer sessions, reference service is available 10 AM–5 PM, Monday–Friday. Patrons are able to get help from a reference librarian in person, by phone, by e-mail, and by chat.

Social Work Subject Librarian

The social work subject librarian is the contact point for social work faculty, staff, and students regarding research needs, library materials, and library services. These services are provided in a variety of ways. The subject librarian is available for individual consultations in person and via e-mail and phone. Consultations typically last between 30 minutes and 1 hour and provide individuals with in-depth, personalized assistance. The library website includes an online booking system for research consultations, allowing for quick and easy scheduling. In addition, the librarian offers library instruction sessions with hands-on practice for individual social work classes in the library's instruction room. The library creates core research content that is automatically populated into Blackboard for a variety of courses each semester. In addition, instructors can work with subject librarians to add more course-specific content.

The primary teaching tool for social work library research is the library's social work subject guide, an online resource guide on the Springshare LibGuides platform. This guide links to and describes social work resources for finding background information, articles, books, news sources, and policy. From January 2016 through May 2017, the homepage of the guide received 2,050 page views.

The social work subject librarian conducts 10–15 consultations with social work students each semester and provides two or three instruction sessions to social work classes. The subject librarian provides support for online classes by creating and sharing video tutorials when requested. In addition, librarians offer drop-in workshops on topics such as Endnote Basic, Zotero, Google Scholar, and finding and using images in scholarly work.

Collection Development

The Baccalaureate Social Work Program, like all academic departments on campus, appoints a liaison who selects and orders library materials in support of the curricular and research needs of their department. The liaison approves all book and media requests placed by or for their department and monitors his or her department's spending. The library uses approval plan ordering through the vendor, Yankee Book Peddler. Liaisons receive updates from the plan's GOBI website, eliminating the need for filling out forms and finding books to order. Departments set up subject profiles to reflect the types of materials in which they are interested. Notification lists of titles that match the profiles are sent weekly to liaisons for selection and review. Both print and e-books are available for purchase through the GOBI website. Other nonselector UMBC faculty members can request that a book or other material be ordered for the library's collection by using an online request form. These requests go to the appropriate liaison for approval or rejection.

Location of Materials in Relation to Classrooms

The social work collection is housed in the campus library. The library is an easy walk from the Social Work Department and the main academic buildings on campus. Many resources—including the library's extensive collection of databases, e-journals, and e-books—are available to current students, faculty, and staff from any connected computer through single sign-on authentication.

Library Hours

Library hours for the Albin O. Kuhn Library and Gallery during the spring and fall semesters are as follows: Monday–Thursday, 8 AM–12 AM; Friday, 8 AM–6 PM; Saturday, 10 AM–6 PM;

and Sunday, 12 PM–12 AM. The Library is open for extended hours during exam times. During the summer and winter sessions, the library is closed on Saturdays and closes earlier Sunday–Friday.

The Library is a seven-floor building that includes a variety of learning and social spaces. There are quiet and absolute-quiet spaces in addition to large areas where students are able to socialize and do group work. Students are able to check out and reserve individual and group study rooms, and the library contains a presentation practice room and a media-viewing room that seats 20+ people. Located in the library are three student support services, as well—the Writing Center, the Math Lab, and the Technology Support Center.

Throughout the year, students, staff and faculty can use two 24/7 spaces—the library atrium, which includes a variety of seating areas and power outlets, and the Retriever Learning Center, a social-learning space with a variety of mobile seating and table spaces, mobile whiteboards, a conference room, and a number of computers with large screens.

UMBC students have made requests for longer opening hours and additional 24/7 library space. These requests have led to the library expanding hours during the exam schedule. The library is aware of these requests and is investigating options for expansion, but it is currently limited by budget constraints.

Submitted by,
Katy Sullivan
Social Work Subject Librarian, UMBC
May 19, 2017

Priddy Library
Universities at Shady Grove

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

The Shannon and Michael Priddy Library at the Universities at Shady Grove (USG) provides excellent support to the University of Maryland, Baltimore County (UMBC) Baccalaureate Social Work Program at its campus. The Priddy Library has approximately 2,480 print books and several DVDs related to social work in its collection.

Library funds are allocated to purchase materials for UMBC's social work program as needed. UMBC students, faculty and staff at USG can also access streaming videos related to social work through the database, Films on Demand. The responsibility for development and maintenance of the library's collection resides with the library faculty liaison. Faculty members are strongly encouraged to participate in the collection development process by submitting requests for materials that support the curriculum and research needs of students.

In addition, through the Priddy Library, students, faculty and staff gain access to additional resources housed at the university partner libraries in the University System of Maryland and Affiliated Institutions (USMAI) in order to support their research needs. They can also request materials through Document Delivery services, or materials not owned by USMAI libraries through the Inter-library Loan services.

Students can access print textbooks required for their classes through the Priddy Library's Course Reserves program. This is a critical service due to the rising costs of textbooks.
When on-campus, students and faculty have access not only to the electronic journals owned by UMB Libraries, but also those owned by the University of Maryland, College Park (UMD). This includes additional databases (some fifteen) related to social work, available through UMD Libraries. UMB faculty and students also have access to over 15,000 e-books through a USMAI demand-driven acquisition program.

- **Staffing pertinent to the provision of library services to social work students**

The Baccalaureate Social Work Program has a subject-specialist librarian assigned as its liaison librarian. The library staff has been trained to provide assistance to social work students through one-on-one and/or small group research consultations, as well as answering research questions via chat and e-mail.

- **Budget for social work library resources for the last, current and upcoming academic years.**

The Priddy Library does not allocate a separate budget for social work library resources. However, course reserves materials are purchased as faculty request them semester after semester (the total number of items on Course Reserves for Social Work (UMB & UMBC combined) was 308). For UMBC's Baccalaureate Social Work Program the Priddy Library relies on the online resources subscribed by UMBC, UMB and UMD. The library's collection budget for FY16 was $88, 000.

- **Circulation or utilization data for items relevant to social work.**

During FY16, according to the library's gate count 249,813 patrons entered or exited the facility (foot count). There were 112,063 visitors consulting the library's website; of those 86,358 were unique page views. The library's group study rooms were reserved 5,399 times.

- **Equipment and Technology**

The Priddy Library continually seeks to bring in new technology to support the teaching and research needs of students and faculty. Students and faculty can borrow the One Button Studio, a simplified and portable video production studio that allows them to record high quality presentations, lectures, and videos without needing to know how to use the lights, projector and camera.

The Library also has two mobile Media:Scapes. These are large monitors on wheels that allow students to connect up to four different devices, increasing the number of ways to collaborate and share more information when studying or working on group projects.

The Equil Smartmarker is another popular technology item available for check-out at the Library. It works with any whiteboard and allows users to save their notes and doodles onto their phone, tablet or laptop, and then share it as a pdf file for others to see. With the help of the EquilNote app (available on OIS, Android and Windows desktop) users can stream/edit their notes from anywhere in the world.

The Bookeye scanner is another heavily used technology item at the Library. Students and faculty are able to scan documents, books, and other items and save the scans or send them directly to their email to view later. This technology is extremely useful paired with our course reserves program, as it allows students to scan the information they need for class.

The Library also has sixty-nine iPads, six laptops and five digital audio recorders available for check-out to students, faculty, and staff in addition to forty-four desktop computers throughout the Library.

The Library has eight group study rooms that students can reserve to work on group projects for their classes or to engage in collaborative learning. They are equipped with flat screen monitors and whiteboards.

- **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).**

The Priddy Library follows UMD Libraries borrowing policies and procedures: http://www.lib.umd.edu/access/borrow-policies Circulation policies and procedures can be accessed from the library's website: https://shadygrove.umd.edu/library/borrow

- **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).

Patrons at the Priddy Library access the online catalog that contains the collections of the 18 USMAI Libraries. Students, faculty and staff can request and borrow materials from any of the 18 USMAI Libraries, which are sent to the USG campus (or where they choose) for pick up, in order to support their research needs. Materials not available through USMAI Libraries can be requested using the Interlibrary Loan service by requesting it directly from their home campus library. Librarians have developed a number of social work or related subject and course guides, accessible through the library website: http://libguides.shadygrove.umd.edu/

- **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 at USG deliver course-specific information literacy sessions, as requested, orientations for new students and faculty, and create Subject Guides (LibGuides) on the Springshare platform, which can be general information portals or catered to specific classes (http://libguides.shadygrove.umd.edu).

All Priddy Library Staff develop and deliver a series of hands-on, drop-in workshops focused on various software tools and skills that they can use in their classes and future careers. Topics include everything from designing an academic poster, to using the citation manager, Zotero, to creating an online map. The workshops are held in the Library's Col-Lab, a collaborative space, which students, faculty and staff can also reserve for student club meetings, faculty or student-led discussions and informal presentations. It is an area for engaging in debates, working on projects, and sharing ideas.

- **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.)**

The Baccalaureate Social Work Program has a subject-specialist librarian assigned as its liaison librarian. Liaison librarians provide support for the teaching and research needs of UMBC faculty and students. Liaison librarians maintain ongoing relations with librarians from the main UMBC campus library.

The social work librarian is embedded in the course management system (Blackboard) when a faculty member feels that this online presence is needed to assist student's access to resources and improve their research skills. Liaison librarians regularly hold one-on-one and/or small group research consultations with faculty and students, as well as answering research questions via chat and e-mail.

- **Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?**

The Social Work librarian's responsibilities are to:

- Serve as library liaison to specified programs, which involves, but is not limited to, promoting services available through the Priddy Library, providing information literacy instruction, supporting faculty research, creating web and digital content, and developing and managing collections in assigned subject areas.
- Design and deliver research and information literacy workshops to individuals and groups.
- Provide general and specialized information assistance and research consultations in person, by phone, by e-mail and through chat.
- Discover and implement innovative technologies to advance teaching and learning, research, communication, collaboration, and information literacy.

- Maintain a strong knowledge of current and emerging trends, particularly in the areas of information literacy instruction, assessment and research methods.
- Participate actively in committees at UMBC, USG and UMD.
- Participate in professional development activities, such as continuing education, service to the library community and scholarship/creativity.

- **Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff.**

The Priddy Library has an online form for faculty to recommend the purchase of materials: https://www.shadygrove.umd.edu/library/purchase-0 Requests can also be made through email. The social work librarian is the one who determines whether the recommended material fits the scope of our collection, the USG program needs and the availability of funds to purchase it.

- **How often are new acquisitions in social work listed and reported to program faculty?**

The social work librarian or the acquisition staff send an email to the faculty who requested the material to inform him/her of its arrival.

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

As mentioned, social work students access UMBC and UMB's subscribed online databases. The library at USG has no information on how many students' or how many times they access these resources. LibGuides statistics: Social Work : 3,290 views

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

In FY16, there were 2 library instruction sessions and 17 research consultations meetings.
The Priddy Library has just begun to evaluate thorough surveys the learning outcomes of each library instruction session if it is longer than 30 minutes.

- **Location of the library/social work collection relative to classroom and other social work student services.**

The Priddy Library is located in the Camille Kendall Academic Building next to the Bookstore and Student and Academic Services. Although the library has its own classroom, instruction may take place in the library or computer or faculty classrooms. It depends on the type of instruction and the faculty/student needs.

In order to provide an optimal environment for research, study and socialization the library has designated distinct areas throughout the library, for quiet or interactive group work, depending on the user's needs. Students, faculty and staff can take advantage of the Silent and Quiet Study Areas where they find a perfect environment for individuals to focus. The rest of the library is considered an open area with conversations, food and drink allowed, and where groups meet to work on projects or socialize.

- **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).**

The library hours are:
8.00am to 10.00pm from Monday to Friday,
9.00am-7.00pm on Saturdays,
12.00pm – 10.00pm on Sundays.
Night Owls service
10.00pm to 3.00am from Sunday to Thursday

Students and faculty can take advantage of the Night Owls service, which open the library doors from 10.00pm to 3.00am, from Sunday to Thursday. This grants the users a safe space to study and/or meet with their colleagues to prepare their projects.
During exam times, the library extends its hours of operation during Friday and Saturday to accommodate students' needs.

- **Samples and results of assessment/evaluation surveys of library services.**

USG has conducted three different surveys for the last two years: one for undergraduate students, one for graduate students and one for faculty. These are sent out in an email. We do not really have a way of requiring students or faculty to take either survey. From 138 faculty members 123 faculty responded in the latest survey. 79 were *satisfied* or *very satisfied* with the library; 53 were satisfied or very satisfied with the library having book on course reserves for their students. 162 students responded in the latest survey. Library services that were rated between *very* and *extremely satisfied*:

- Research consultation: 73
- In class library sessions: 58
- Hands on workshops: 78
- Books on course reserves: 102
- Night owls (library open until 2am): 114
- Group study rooms: 132

Improvements are made as a result of user feedback. For example, the library hours have been extended to 3am.

- **Strengths, areas of concern, projections for and assessment plans of the social work collection.**

USG library relies on UMB and UMBC to continue their subscription to databases and e-journals as materials are available electronically. While journals have largely transitioned to an electronic format, books are still very much in transition. Many library users still prefer to read in print format. However, the constant increase on cost for online material affect libraries budgets and are a concern on the future of its collection.

Irene Münster
Director, Priddy Library
The Universities at Shady Grove

9636 Gudelsky Drive
Rockville, MD 20850
June 11, 2017

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

On both the USG and UMBC campuses, the Baccalaureate Social Work Program has excellent resources that are particularly advantageous to the faculty and students. At both locations, the program is allocated individual office space for all full-time faculty, shared office space for adjunct faculty, an administrative center office, a printing room, conference/library rooms, a larger conference room, and various storage spaces. If needed, additional meeting rooms are available in other parts of the campus.

Consistent with procedures for all disciplines at UMBC and USG, the social work program does not have its own classrooms but is assigned space throughout the campus. Classroom assignments work well for the program's needs, and faculty and students make use of various facilities and services provided by the campus, such as library, information technology, and audio–visual support for instructional and research purposes.

The program periodically receives an additional allocation from the university for upgrades of faculty and staff computers. In addition to their office systems, faculty are assigned laptop computers for home use in their research. The laptop can access the campus computer system and are equipped with software that is fully compatible with our office systems. All faculty and staff can apply for campus-funded grants for upgrades to the latest computer systems. New faculty and staff receive up to $2,500 from the provost's office to cover the cost of computers and office equipment.

Much to the pleasure of students, the social work program at UMBC has its own computer lab, with eight computer stations, a printer, and a shredder. The lab is open to students from 8 AM until the last social work student leaves the premises. The computers are maintained by the program. On the USG campus, students have computer access in the library, which is located in

the same building as the social work offices and the majority of social work classrooms.

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

To support the needs of people with visual challenges, the Baccalaureate Social Work Program has JAWS installed on one computer in the student computer lab and another in a spare office. Recorders, conference phones, note takers, and other assistive equipment are available on request from the university's Student Support Office.

The Assistive Technology (AT) room of the Albin O. Kuhn Library includes a variable-speed tape recorder, a Colony Collapse Disorder (CCD) for image enlargement, a workstation with screen-reading software (JAWS), and a 19-inch monitor. The AT workstation at the Priddy Library contains two adjustable workstations adjacent to service desk; JAWS 15.0 for Windows; Kurzweil 3000 on Computer 1; a Cannon scanner to accompany Kurzweil 3000 software; and a Bookeye scanner that converts pages into mp3 audio.

EDUCATIONAL POLICY 4.0—ASSESSMENT

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Transition 2008–2015

The Baccalaureate Social Work Program is accredited as a combined program along with the Master of Social Work Program, School of Social Work, University of Maryland, Baltimore (UMB). The Baccalaureate Social Work Program was last accredited in 2008 under the 1999 Educational Policies and Accreditation Standards (EPAS). The next reaccreditation should have occurred in 2016; however, an extension was granted due transitions in the associate dean position at the School of Social Work. The new reaccreditation timeline coincided with Council on Social Work Education's (CSWE) introduction of the 2015 EPAS. As of fall 2015, CSWE was working to clarify the new criteria for the 2015 EPAS. The School of Social Work's administration and CSWE staff mutually decided that the reaccreditation review should be extended to June 2018 to allow CSWE to provide adequate training on the 2015 EPAS and clarity on measurement expectations related to holistic competency assessment (see extension letters below).

The decision that the reaccreditation review would occur under the 2015 EPAS necessitated a transition from the assessment of the 10 CSWE competencies outlined in the 2008 EPAS to the assessment of the nine CSWE competencies outline in the 2015 EPAS and demonstration of compliance with the 2015 EPAS standards in general. Figures 4.1 (Part 1) and 4.1 (Part 2) below present an overview of the development and implementation of assessment methods from the 2008 notification of reaffirmation, starting with the 2008 EPAS (Part 1), to the decision to transition instead to self-study for reaffirmation under the 2015 EPAS (Part 2). It illustrates the process from curriculum mapping to the development and implementation of the assessment plan under both the 2008 EPAS and the 2015 EPAS. The feedback loop that was used to consider outcomes and make programmatic and curricular changes as indicated is also shown in both parts of the figure. Although assessments were conducted as required under the 2008 standards since the program's last reaccreditation, the present report reflects the procedures and outcomes required under the 2015 standards.

COUNCIL ON SOCIAL WORK EDUCATION
STRENGTHENING THE PROFESSION OF SOCIAL WORK
Leadership in Research, Career Advancement, and Education

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June 30, 2013

Dr. Kathleen Deal
Interim Associate Dean
School of Social Work
University of Maryland
525 West Redwood Street
Baltimore, Maryland 21201

Dear Dr. Deal:

I am in receipt of your letter May 10 requesting a postponement of the accreditation review for the baccalaureate and master of social work programs because of administrative changes which affect the self-study process.

The postponement date is approved. The reaffirmation decision date for the program is now scheduled for October 2017.

Sincerely,

Joyce Z. White, MSW, MA, Ph.D.

Accreditation Specialist

UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK

Megan Meyer, PhD
Associate Professor
Associate Dean for Academic Affairs

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Megan Fujita, MSW
Accreditation Associate
Office of Social Work Accreditation (OSWA) Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314

Re: Postponement of the accreditation review for the BSW and MSW programs July 28, 2015

Dear Megan:

Thank you for speaking with Dr. Carolyn Tice and me on July 24th to answer questions about the new 2015 EPAS. At that time, you and Vice President Regan relayed that the Commission on Accreditation is being flexible with the reaccreditation timelines of programs, like ours, which are caught in the transition between the 2008 and 2015 EPAS.

Our self-study team discussed the option of postponing our accreditation review with Dean Barth, and we have decided to postpone the accreditation review for our baccalaureate and master of social work programs until June 2018. We want to thank you and the Commission for this flexibility and look forward to working with you in the coming years.

Sincerely,

Megan Meyer, Ph.D.
cc:
Richard Barth, Dean
Carolyn Tice, Associate Dean of the BSW Program
Amy Cohen-Callow, Assistant Professor

Figure 4.1 (Part 1) Explicit Curriculum Assessment Planning & Implementation Process: 2008 EPAS, 10 Core Competencies

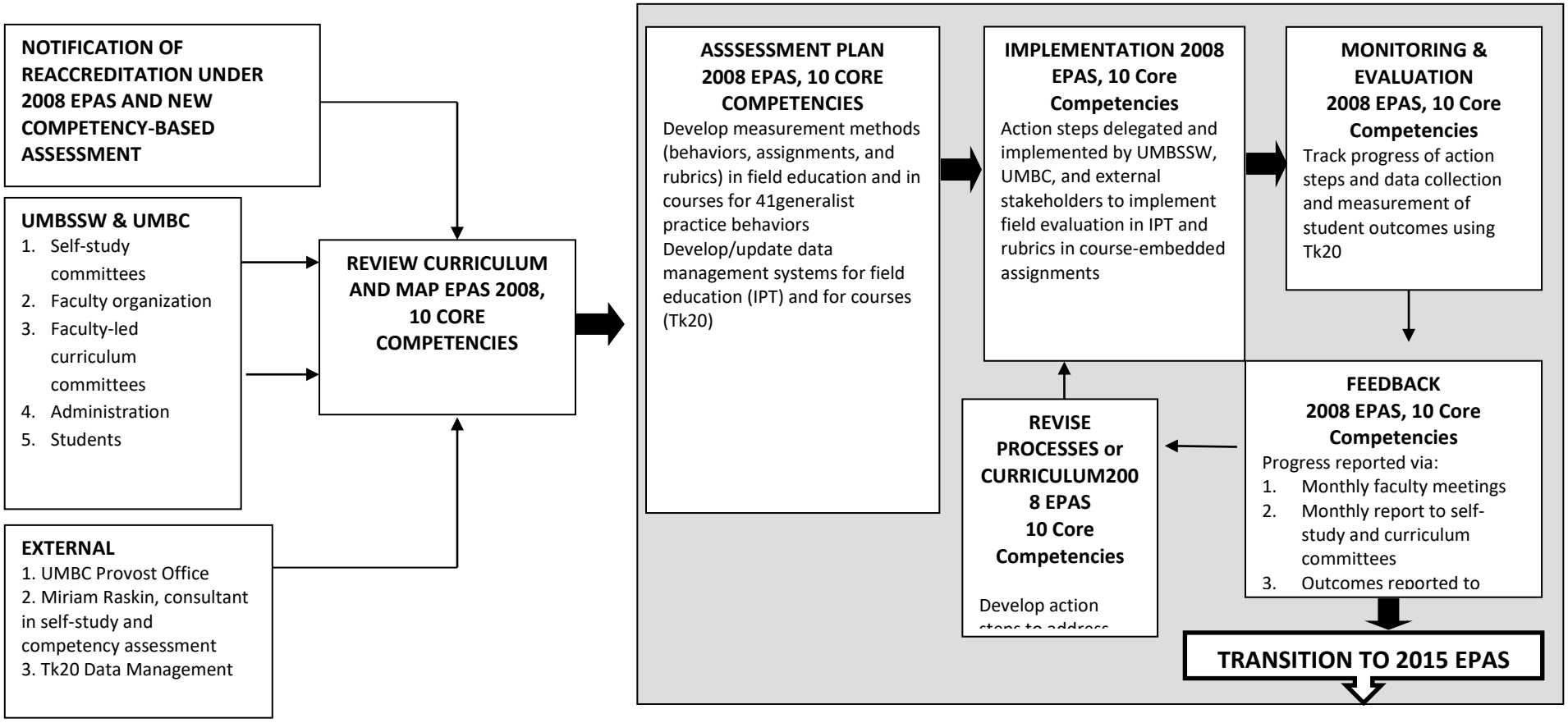
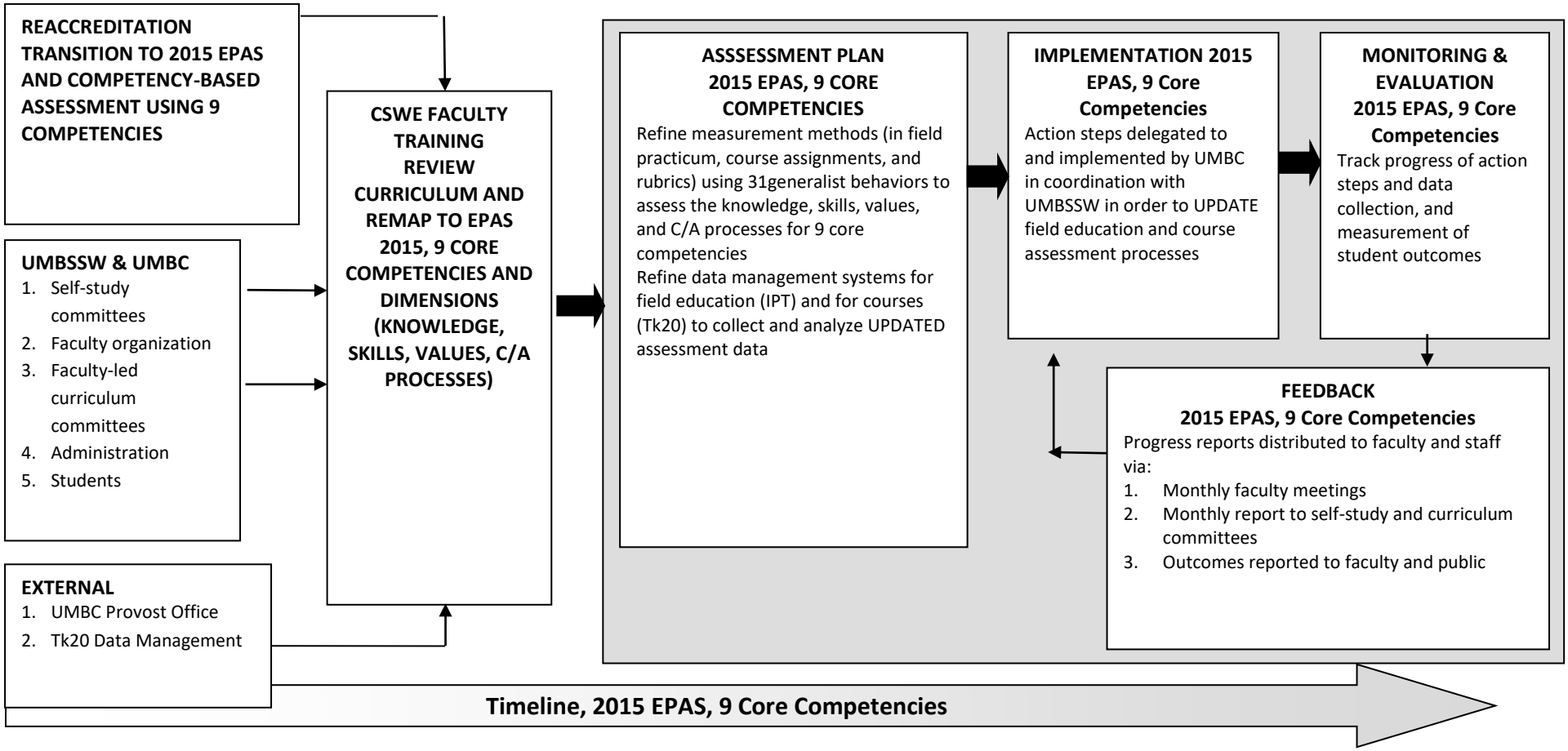


Figure 4.1 (Part 2) Explicit Curriculum Assessment Planning and Implementation Process: 2015 EPAS, 9 Core Competencies and Associated Dimensions (Knowledge, Skills, Values, Cognitive/Affective [C/A] Processes)



Fall 2014
Transition to outcome assessment process using 2015 EPAS, 9 core competences

Fall 2015
Full implementation:
2015 EPAS, 9 core competences

Summer 2017
Continued implementation of
2015 EPAS, 9 core competencies

Accreditation Standard 4.0—Assessment

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

Assessment Procedures Description

The curriculum is designed to provide students with training to build their knowledge and skills toward developing each competency in introductory and upper-level courses (see Generalist Practice Curriculum Matrix with 2015 EPAS Competencies, Appendices A and A-1, p. 23). It is expected that students will be able to demonstrate attainment of each pertinent competency in designated upper-level courses and in the field experience. Each competency is assessed twice: once in the context of a course and once in the real-world field education setting. The behaviors that make up each competency and their underlying dimensions are considered in both field and in-course evaluation processes. Tk20 software is used to store, manage, and analyze all field and in-course evaluation data. A consultant is used to upload rubric measures and field data (transferred from Intern Placement Tracking [IPT] using Excel files) and establish links between Blackboard (University of Maryland, Baltimore County's [UMBC], teaching software) and Tk20 databases. Detailed descriptions of the field and in-course assessment and measurement processes are provided in forthcoming sections (Tables 4.1, Part 1, and 4.1, Part 2, provide a summary of the field and in-course assessment processes and can be found on p. 200 and p. 222, respectively). All assessment procedures and measures described are used at both the UMBC and the Universities at Shady Grove (USG) campuses.

Field: Multidimensional Measurement of Competencies Procedures

The field evaluation is used to assess all nine core competencies. The faculty determined that the field evaluation would be the best tool to measure students' ability to demonstrate competency in a real-world setting. All students must complete a generalist field experience, and a uniform

evaluation tool such as the final field evaluation ensures that students' performance is evaluated in a reliable manner.

The field evaluation and learning agreement are contained in one secure electronic form that is accessible to field instructors, field liaisons, and students via the IPT system (see form below). The form contains the nine competencies and lists all behaviors comprised by each competency as delineated in the 2015 EPAS. (In the 2016–17 field measure, the dimensions were considered to be implicit in each behavior and were not listed on the measure. The new 2017–18 field measure explicitly lists dimensions associated with each behavior under each competency, and field instructors will receive training on how these dimensions should be considered in the evaluation process; see the revised form in Volume 3, *Field Education Manual*, Appendix B). Each student works with their field instructor to develop two or three learning tasks/assignments that are relevant to the specific placement experience under each competency. The student works on behaviors, tasks, and assignments to develop competency and receives supervision and feedback throughout the field experience. Thus, opportunities for the student to demonstrate their knowledge, skills, values, and cognitive and affective processes are assured.

The field instructor rates a student on each behavior that makes up each competency at the midterm point and at the end of the term during the fall semester and at the end of the term in the spring semester. The midterm evaluation is used to provide the student with feedback and as an early warning system for problem identification; it is not used as a measure of competency. The field instructor and the faculty field liaison assigned to monitor the student's field experience may use the data from the midterm evaluation to discuss strengths and areas for growth with the student and to develop plans for continued growth or improvement on social work behaviors and competencies. The final evaluation in the fall semester is used to provide students with feedback on their progress toward attaining each competency and informs each student's fall semester field grade. Once again, the field instructor and the faculty field liaison may use the data to inform discussions about progress and planning to enhance a student's advancement toward attaining each competency. The final field evaluation in the spring semester is used to assess students' ability to demonstrate their attainment of each competency, and it informs their final field grade.

The following five-point scale is used to rate students' field performance on each behavior:

5	Outstanding	The field placement student CONSISTENTLY EXCEEDS expectations related to the identified behavior.
4	Proficient	The field placement student CONSISTENTLY MEETS expectations related to the identified behavior.
3	Developing	The field placement student GENERALLY MEETS expectations related to the identified behavior.
2	Needs Improvement	The field placement student INCONSISTENTLY MEETS expectations related to this identified behavior. There are performance indicators that the student can meet the expectations in the near future with additional guidance and direction.
1	Unsatisfactory	Despite being given opportunities, the field placement student NEVER MEETS expectations related to this identified behavior.
N/O		The field placement did not have an opportunity to demonstrate this identified behavior by the date of this evaluation.

To obtain the score for each competency, the field instructor rates a student on his or her performance of each behavior (considering the multiple dimensions comprised by each behavior; see Table 4.1, Part 1, in this section) that makes up the competency. The data obtained from the field instructors' evaluations are uploaded into the Tk20 software package. The ratings for each behavior under a given competency are summed, and a mean score is derived using Tk20. The mean score derived from the behavior ratings serves as the indicator of the competency.

Benchmark and Rationale

The benchmark for each competency is that 80% of the students earn a total score rating of 4 or higher. The rationale for this benchmark is that a convincing majority of students should demonstrate proficiency in each competency by the end of their field placement.

Benchmark Monitoring

The data report generated by Tk20 regarding the field evaluation is first reviewed by the assistant dean of field education and USG field coordinator. They share the findings with the Field

Education Committee (assistant dean of field education, field coordinator, two faculty members, a field instructor from the community, and a student representative) and the full faculty at a monthly faculty meeting. If a benchmark for a particular competency in the field placement is not met, the faculty as a whole considers where the curriculum is falling short and devises an action plan to correct the programmatic shortcoming.

Please see below for the Learning Agreement and Evaluation form used in the field placement to measure the student attainment of competencies in real or simulated practice as well as the Assessment Plan Dimension Measure in Real or Simulated Practice Experience (Table 4.1, Part 1):

University of Maryland, Baltimore County
Baccalaureate Social Work Program
Office of Field Education

Learning Agreement and Evaluation

Student Last Name:		
Student First Name:		
Student ID:		
Agency:		
Field Instructor:		
Semester:	Fall 20_____	Spring 20 ____
Faculty Field Liaison:		
Supervision:	Day:	Time:

A. Instructional Guide:

This document addresses three distinct components of the field placement experience: (1) the Learning Agreement, (2) the Midterm Evaluation, and (3) the Final Evaluation. The nine (9) sections of this document reflect the 9 core competencies and 31 behaviors established by the Council on Social Work Education, 2015 Educational Policies and Accreditation Standards (EPAS) – these are national standards of performance. The behaviors operationalize each competency by describing the knowledge, values, skills, and cognitive and affective processes that comprise each competency.

(1) Section "(1)" is the Learning Agreement section, which includes Measurable Learning Objectives, Goals, and Assignments:

The Learning Agreement is a contract between the student and the field instructor regarding learning goals for this semester. It will reflect the kinds of learning experiences the student will have in the agency in relationship to the required competencies and related behaviors. The Learning Agreement portion of this document is critical to establishing the expectations for the placement and is to be completed **collaboratively** between the student and field instructor. It should be worded using very concrete, specific, behavioral terms that can be easily measured. In other words, it is like a field "treatment plan." **Each competency should have 2 – 3 tasks and/or assignments listed.**

Bad Example: "Student will become a better social worker"
Good Example: "Student will co-facilitate 2 process groups per week by Nov. 1"

(2) Column "(2)" is the Midterm Evaluation section:

The Midterm Evaluation consists of ratings (rating criteria follows) of the student's **performance** pertaining to the behaviors approximately mid-way through the semester. It is good practice to set aside time in supervision PRIOR to the mid-term due date to review the Learning Agreement goals and assess the degree of progress made toward achieving them. Midterm results should help to guide the remaining weeks of the field placement for this term and should indicate areas for modification and growth. In order to help students improve their **performance**, please develop **a plan for improvement** for areas where the student's **performance** is assessed to fall below the target competency rating.

(3) Column "(3)" is the Final Evaluation section:

The Final Evaluation allows the field instructor to rate the student's **performance** for the entire semester pertaining to the 31 behaviors. Unlike the ratings for the midterm, final evaluation ratings are factored into the student's grade for the semester. The final grade is ultimately assigned by the faculty field liaison. The focus in both the midterm and final evaluations should be an ACCURATE record of the student's **performance** of behaviors and achievement of learning outcomes and core competencies.

B. How to use this document to assess student performance of behaviors and achievement of competencies?

This document is to be submitted 3 times during the semester. The 1st submission is the Learning Agreement, the 2nd submission is the Midterm Evaluation, and the 3rd submission is the Final Evaluation.
In the Learning Agreement section, please identify measurable learning objectives, goals, and specific assignments that correspond to the competency listed. The student and field instructor must complete **at least two** learning objectives, goals, and/or assignments ***under EACH competency category.***

Sample:

Competency #1: Demonstrate Ethical and Professional Behavior			
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments: • Discuss common ethical issues for the setting and how to handle them with field instructor. Talk with colleagues about ethical dilemmas they have encountered and how they arrived at decisions. • Ask field instructor about rules related to use of personal and agency technology; discuss and abide by these guidelines.			
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
1.1	**Social Work Students:** make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	2	3
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	3	4

Evaluation Rating Instructions:

The standard by which a field placement student is to be compared for evaluation rating purposes is that of a social work student at the generalist practice level. For example, a 1st semester BSW student's performance should be measured against the expected level of practice competency of beginning BSW-level practitioner. During the evaluation process, the student, field instructor, and task supervisor (if applicable) should refer to the accompanying Learning Agreement goals compiled for this student at the beginning of the semester. The field instructor determines the final ratings.

Rating Criteria:

5	Outstanding	The field placement student CONSISTENTLY EXCEEDS expectations related to the identified behavior.
4	Proficient	The field placement student CONSISTENTLY MEETS expectations related to the identified behavior.
3	Developing	The field placement student GENERALLY MEETS expectations related to the identified behavior.
2	Needs improvement	The field placement student INCONSISTENTLY MEETS expectations related to this identified behavior. There are performance indicators that the student can meet the expectations in the near future with additional guidance and direction.
1	Unsatisfactory	Despite being given opportunities, the field placement student

		NEVER MEETS expectations related to this identified behavior.
N/O		The field placement did not have an opportunity to demonstrate this identified behavior by the date of this evaluation.

Comments Sections:

Comments supporting your ratings must be made under all categories. Please be sure to comment on those areas in which you think the field placement student is particularly strong ("5" ratings) and those areas that need improvement ("1" or "2" ratings). Additional comments may be made at the end of the evaluation.

Field Education Competency-Based Learning Agreement and Evaluation

Competency #1: Demonstrate Ethical and Professional Behavior			
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:			
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
1.1	**Social Work Students:** make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;		
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;		
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;		
1.4	use technology ethically and appropriately to facilitate practice outcomes; and		
1.5	use supervision and consultation to guide professional judgment and behavior.		
	Overall **midterm** rating for competency	MT	

	#1		
	Overall **final** rating for competency #1		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #2: Engage Diversity and Difference in Practice

(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:

	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
2.1	**Social Work Students:** apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;		
2.2	present themselves as learners and engage clients and constituencies as experts of their own experiences; and		
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
	Overall **midterm** rating for competency #2	MT	

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice			
	(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:		
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
3.1	**Social Work Students:** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and		
3.2	engage in practices that advance social, economic, and environmental justice.		
	Overall **midterm** rating for competency #3	MT	
	Overall **final** rating for competency #3		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #4: Engage in Practice-informed Research and Research-informed Practice			
	(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:		
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
4.1	**Social Work Students:** use practice experience and theory to inform scientific inquiry and research;		
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and		

4.3	use and translate research evidence to inform and improve practice, policy, and service delivery.		
	Overall **midterm** rating for competency #4	MT	
	Overall **final** rating for competency #4		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #5: Engage in Policy Practice

(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:

	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
5.1	**Social Work Students:** identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		
5.2	assess how social welfare and economic policies impact the delivery of and access to social services; and		
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
	Overall **midterm** rating for competency #5	MT	
	Overall **final** rating for competency #5		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities			
	(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:		
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
6.1	**Social Work Students:** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
	Overall **midterm** rating for competency #6	MT	
	Overall **final** rating for competency #6		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #7: Assess Individuals, Families, Groups, Organizations, & Communities
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:

	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
7.1	**Social Work Students:** collect and organize data and apply critical thinking to interpret information from clients and constituencies;		
7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;		
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
	Overall **midterm** rating for competency #7	MT	
	Overall **final** rating for competency #7		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities			
	(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:		
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
8.1	**Social Work Students:**		

	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;		
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and		
8.5	facilitate effective transitions and endings that advance mutually agreed-on goals.		
	Overall **midterm** rating for competency #8	MT	
	Overall **final** rating for competency #8		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities			
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:			
	Behaviors	(2) Midterm Rating (1-5)	(3) Final Rating (1-5)
9.1	**Social Work Students:** select and use appropriate methods for evaluation of outcomes;		
9.2	apply knowledge of human behavior and the		

	social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and		
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
	Overall **midterm** rating for competency #9	MT	
	Overall **final** rating for competency #9		Final

In your comments, please provide specific examples to support your ratings.

Midterm Comments:

Final Comments:

Field Instructor's Summary Narrative:

Include any additional comments that could help to clarify or highlight aspects of this student's field placement experience, progress toward, or achievement of professional social work competencies:

(1) Learning Agre
Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

(2) Midterm Signatures:
Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

Total number of hours completed by midterm:_____

The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.

Student's Comments (optional):

(3) Final Signatures:

Student: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Faculty Field Liaison: _____

Total number of hours completed by final: _____

The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.

Student's Comments (optional):

Table 4.1, Part 1

UMBC Baccalaureate Social Work Program's Assessment Plan Dimension Measure in Real or Simulated Practice Experience

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
1: Demonstrate Ethical and Professional Behavior	80%	1: Field evaluation	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context (Field Evaluation Item 1.1).	Knowledge, Values, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 1.1–1.5	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Field Evaluation Item 1.2).	Values, C/A Processes			
			• Demonstrate	Knowledge,			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			professional demeanor in behavior; appearance; and oral, written, and electronic communication (Field Evaluation Item 1.3).	Values, Skills, C/A Processes			
			• Use technology ethically and appropriately to facilitate practice outcomes (Field Evaluation Item 1.4).	Knowledge, Values, Skills, C/A Processes			
			• Use supervision and consultation to guide professional judgment and behavior (Field Evaluation Item 1.5).	Knowledge, Values, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
2: Engage Diversity and Difference in Practice	80%	1: Field evaluation	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro , mezzo, and macro levels (Field Evaluation Item 2.1).	Knowledge, Values, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 2.1–2.3	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Present themselves as learners and engage clients and constituencies as experts of their own experiences (Field Evaluation Item 2.2).	Knowledge, Skills, C/A Processes			
			• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Field Evaluation	Values, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			Item 2.3).				
3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	1: Field evaluation	• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Field Evaluation Item 3.1).	Knowledge, Values, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 3.1 and 3.2	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Engage in practices that advance social, economic, and environmental justice (Field Evaluation Item 3.2).	Knowledge, Values, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
4: Engage in Practice-informed Research and Research-informed Practice	80%	1: Field evaluation	• Use practice experience and theory to inform scientific inquiry and research (Field Evaluation Item 4.1).	Knowledge, Skills	For Measure 1: Average of student scores on Field Evaluation Items 4.1–4.3	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Field Evaluation Item 4.2).	Knowledge, Skills, C/A Processes			
			• Use and translate research evidence to inform and improve practice, policy, and service delivery (Field Evaluation Item 4.3).	Knowledge, Values, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
5: Engage in Policy Practice	80%	1: Field evaluation	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Field Evaluation Item 5.1).	Knowledge	For Measure 1: Average of student scores on Field Evaluation Items 5.1, 5.2, and 5.3	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Assess how social welfare and economic policies impact the delivery of and access to social services (Field Evaluation Item 5.2).	Knowledge, Skills, C/A Processes			
			• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (Field evaluation Item 5.3).	Knowledge, Values, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	1: Field evaluation	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (Field Evaluation Item 6.1).	Knowledge, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 6.1 and 6.2	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (Field Evaluation Item 6.2).	Knowledge, Values, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	1: Field evaluation	• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (Field Evaluation Item 7.1).	Knowledge, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 7.1–7.4	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Field Evaluation Item 7.2).	Knowledge, Values, Skills, C/A Processes			
			• Develop mutually agreed-on intervention goals and objectives based on the	Knowledge, Values, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			critical assessment of strengths, needs, and challenges within clients and constituencies (Field Evaluation Item 7.3).				
			• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Field Evaluation Item 7.4).	Knowledge, Values, Skills, C/A Processes			
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	1: Field evaluation	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Field Evaluation Item 8.1).	Knowledge, Values, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 8.1–8.5	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage
			• Apply knowledge of human behavior	Knowledge, Values, Skills,			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Field Evaluation Item 8.2).	C/A Processes			together with the course measurement to obtain the percentage of students demonstrating competence in this competency. Determine whether this percentage met the competency benchmark.
			• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (Field Evaluation Item 8.3).	Knowledge, Values, Skills			
			• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (Field Evaluation Item 8.4).	Knowledge, Values, Skills, C/A Processes			
			• Facilitate effective transitions and	Knowledge, Skills			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			endings that advance mutually agreed-on goals (Field Evaluation Item 8.5).				
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	1: Field evaluation	• Select and use appropriate methods for evaluation of outcomes (Field Evaluation Item 9.1).	Knowledge, Values, Skills, C/A Processes	For Measure 1: Average of student scores on Field Evaluation Items 9.1–9.4	For Measure 1: Students must score a minimum rating of 4 out of 5.	Determine the percentage of students who attained the benchmark for each field evaluation competency measure of 4 or better. Average the percentage together with the course measurement to obtain the percentage of students demonstrating competence in this
			• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (Field Evaluation Item 9.2).	Knowledge, Skills, C/A Processes			

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			• Critically analyze, monitor, and evaluate intervention and program processes (Field Evaluation Item 9.3).	Knowledge, Skills, C/A Processes			competency. Determine whether this percentage met the competency benchmark.
			• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (Field Evaluation Item 9.4)	Knowledge, Values, Skills, C/A Processes			

Note. C/A = cognitive/affective.

In-Course Multidimensional Measurement of Competencies

Procedures

The curriculum is made up of content sequences (research, policy, human behavior and the social environment, methods, and electives) containing courses (see Generalist Practice Curriculum Matrix with 2015 EPAS Competencies, Appendix A, p. 23) designed to build knowledge, skills, and values drawing on cognitive and affective processes that culminate in students' ability to demonstrate multidimensional competency. Therefore, the faculty determined that each competency should be measured in the context of the upper-level course that best reflects the culmination of student learning across the curriculum relative to the competency. The multidimensional measurement of each competency is operationalized using student performance on specific assignments. Each assignment was developed by the faculty who teach in the content sequence. The assignment is standardized across course sections at both the UMBC and USG campuses. The faculty in each sequence also developed a standardized rubric to evaluate student performance on the assignment (see rubrics and assignment descriptions in this section, pp. 232-268). Rankings on a specific item or group of items on the rubric serve as the indicator for a particular behavior along with the implicit underlying dimensions that contribute to the overall competency (see Table 4.1, Part 2, below). The following scale is used in all of the rubrics used to assess the competencies in specific courses:

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

The faculty member teaching the course grades the assignment using the rubric. The faculty member enters the pertinent data into Tk20 (either by scoring the rubric in the Tk20 system or entering the rankings for each item into the system). Tk20 calculates the mean score for the competency for each student using the rubric items that are designated as part of the measure. The behaviors that make up the 2015 EPAS competency are reflected in the rubric items from

which the mean is derived. In some cases, multiple rubric items are used to measure a given behavior under a competency; a score from those items is derived for that specific behavior and then used in the calculation of the competency mean along with the other behavior scores. Tk20 provides summary reports of student performance for each competency.

Benchmark and Rationale

The benchmark is that 80% of all social work students on both the UMBC and USG campuses who complete the assignment have a mean score of 4 or higher on the competency being evaluated. The rationale for this benchmark is that a convincing majority of students should demonstrate competency. The curriculum should provide students with opportunities to acquire and use the skills, knowledge, values, and affective and cognitive processes that enable them to demonstrate competency as social workers. The percentage of students attaining a score of 4 or higher on the in-course measure of each competency is determined using the Tk20 software. If fewer than 80% of the students are able to demonstrate competency via the in-course measures, the curriculum and/or pedagogical strategies need to be reviewed and revised. Ultimately, the students must be competent social work professionals in the workforce.

Benchmark Monitoring

The assistant dean for field education and the faculty assessment coordinator monitor the Tk20 data reports to identify any shortfalls in meeting benchmarks for each competency measure within courses. The associate dean, the USG program director, and the faculty are updated on students' performance. If benchmarks for a given competency on in-course measures are not met, the faculty discuss issues that may be contributing to the shortfall and develop strategies to address identified issues.

Competency Measures and Rationale

This section contains brief descriptions of where each competency is measured; the measure (i.e., rubric items); the rationale for the measure, including specific behaviors; and underlying dimensions. This information is also provided in Table 4.1, Part 2, immediately following the section.

1. **Demonstrate Ethical and Professional Behavior** is measured in SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) using the Professional Self-Assessment assignment, Rubric Items 3.1–3.5.

Rationale for measure: This Professional Self-Assessment assignment requires students to think critically about their own values and their role as a social worker. It is designed to provoke internal affective and cognitive processes to enhance their understanding of their professional selves and ways to engage in professional and ethical behavior. These processes necessarily require knowledge of professional behavior and social work ethics and values as well as skill in applying such knowledge. This knowledge is cultivated across the curriculum and culminates in this assignment.

Specific components of the assignment (Rubric Items 3.1–3.5) reflect the behaviors and dimensions that underlie Competency 1. Item 3.1 requires students to use knowledge about supervision and social work practice and to engage cognitive and affective processes to examine how the supervision that they received in their field placement enhanced their personal growth (EPAS 1.5). Item 3.2 demonstrates students' ability to reflect on practice situations and manage their professional values (EPAS 1.2). Their work on this item requires them to draw on their knowledge about social work ethics and values. They also must engage in the affective process of introspection and critically think about their own values, professional values, and ways of reconciling differences in practice. Item 3.3 demonstrates students' understanding of the NASW Code of Ethics and skill in applying ethics to practice in a detailed discussion of specific examples of ethics and how they applied them to practice and of the ethical challenges they faced and how they resolved them (EPAS 1.1). Item 3.4 requires students to discuss how they used technology in practice for professional communication and to advance the interests of their clients, with consideration of social work ethics (EPAS 1.4). Students demonstrate their knowledge about the use of technology in practice and their social work ethics and skill in using both technology and ethics. Item 3.5 requires students to engage in the affective and cognitive processes necessary to evaluate their personal style and how it can be used to inform their professional demeanor. They demonstrate their developed professional demeanor by describing their professional use of self (knowledge and values) and how they present themselves (skills and values) as a professional social worker in practice (EPAS 1.3).

2. **Engage Diversity and Difference in Practice** is measured in SOWK 397 (*Social Work Methods I: Introduction to Practice*) using the Critique of Interview assignment, Rubric Items 6, 9, and 13.

Rationale for measure: SOWK 397 (*Social Work Methods I: Introduction to Practice*) incorporates students' learning regarding diversity and difference from across the curriculum in prior courses. The Critique of Interview assignment is based on an interview with an individual who is not known to the student and differs from them in three ways. It offers students an opportunity to simulate a practice interview and consider diversity and difference in a helping situation. Students reflect on their personal values and perceptions of diversity and the impact of these on practice and professionalism in Section 1 of the assignment. Section 2 of the assignment requires students to address cultural differences and their awareness of how power and privilege may have been operating in the interaction. Students also reflect on how their own cultural competency was enhanced via the interaction and how they might apply this knowledge to help them in the engagement process.

The rubric specifically evaluates students' competency to engage diversity and difference in practice via Items 6, 9, and 13. Item 6 shows students' ability to reflect on their thoughts, values, and perceptions about diversity issues related to their interviewing skills (EPAS 2.3). Students' reflection on their management of personal values and professionalism requires them to engage in/use critical thinking, emotion management, knowledge about diversity, values clarification, and skill in managing the impact of difference in the interview process. Item 9 requires students to articulate their reflections about real and perceived differences between themselves and their interviewee and describe their reactions and how they addressed them in the engagement and intervention phases of practice (EPAS 2.1). Their awareness of difference and their ability to communicate their understanding of the impact of diversity and difference on life experience and practice involve cognitive and affective processes, values clarification, knowledge about diversity, and practice skills. Item 13 requires students to demonstrate their ability to assess their own performance as learners gathering information from a client who is seen as the expert (EPAS 2.2). This process requires students to be introspective and engage in critical thinking to identify best assessment practices.

3. **Advance Human Rights and Social, Economic, and Environmental Justice** is measured in SOWK 360 (*Social Welfare, Social Policy, and Social Work II*) using the Written and Oral Book Critique assignment, Rubric Items 7 and 8.

Rationale for measure: The Written and Oral Book Critique assignment provides students with an opportunity to demonstrate synthesis of theories, concepts, and ideas from their policy courses. They must use critical thinking skills to analyze the experience of the characters in a book and the impact of social policy on the characters, with consideration of historical context, social justice, and advocacy. Rubric Items 7 and 8 are used to specifically evaluate students' competency in advancing human rights and social, economic, and environmental justice. Students must use knowledge and the cognitive process of critical thinking to describe advocacy strategies in policy practice for individuals and across government levels in the context of community (EPAS 3.1). Their thinking processes in this regard necessarily involve values clarification and affective responses. Ultimately, their work demonstrates their skills in applying advocacy strategies informed by their abilities at multiple dimensions. The students must also identify and define the social services provided and the policy practice needed to enhance the service-delivery system. This requires the use of knowledge and cognitive processes to inform the skill of advancing social justice via the service delivery system (EPAS 3.2).

4. **Engage in Practice-Informed Research and Research-Informed Practice** is measured in SOWK 470 (*Social Work Research*) using the Written Research Proposal assignment, Rubric Items 4, 8, 9, 10, and 16.

Rationale for measure: The Written Research Proposal assignment is designed to facilitate students' learning regarding the integration of practice and research. The research study that students develop must be about an intervention designed to address a problem experienced by a client population. Students conduct a literature review and describe the problem and theories that explain the problem, and they identify a best practice intervention and theories supporting the intervention. They then design a research study to evaluate the effectiveness of the intervention. They also describe the implications for social work practice. Students' work on this proposal

demonstrates their competency in applying research concepts to practice and using research to inform their practice.

The rubric measures their performance on behaviors that incorporate multiple dimensions. Students must use their knowledge of a problem, practice experience, and learned theories to describe the problem for Rubric Item 4 (EPAS 4.1). They must use cognitive and affective processes such as critical thinking and introspection to evaluate theories and their application to the problem. In addition, they must reflect on their own values in conjunction with social work values to understand how they conceptualize the problem and evaluate applicable theory. These processes require skill to consider problems and theories. Similarly, evaluating the research literature in Rubric Item 8 requires students to use skill in identifying and evaluating pertinent literature (EPAS 4.2). Evaluating the research literature requires students to use critical thinking and consider the literature as it is constructed in social context and values. Students' awareness of social work values influences their views on the research studies that they review and those studies' utility in social work settings. Ultimately, students identify an appropriate intervention and exhibit an ability to translate research to practice, evidenced in Rubric Item 9 (EPAS 4.3). All of this informs the hypothesis statement that will drive the study. Formulating a hypothesis/research question in Item 10 involves the synthesis of knowledge students have reviewed in their research, knowledge about practice that they have acquired across our curriculum, and critical thinking. Exhibiting an ability to discuss the limitations of their proposed intervention study in Item 16 reflects students' ability to think critically about research methods and consider research implications for practice through the lenses of values and internal processes.

5. **Engage in Policy Practice** is measured in SOWK 360 (*Social Welfare, Social Policy, and Social Work II*) using the Policy Abstract assignment, Rubric Items 8–10.

Rationale for measure: The Policy Abstract assignment requires students to draw on the knowledge about policy; advocacy; and social, economic, and environmental justice that they have learned in the policy sequence and prerequisite courses. Students analyze social policy by considering a social problem and its implications at the local, state, and federal levels. Rubric

Item 8 evaluates students' analysis of intended and unintended consequences on the basis of the policy issue (EPAS 5.1) and the impacts identified in Items 5, 6, and 7. This analysis requires knowledge, cognitive processes (i.e., critical thinking and synthesis), affective processes related to consequences for the population, and skill in applying the policy-analysis framework. Item 9 reflects students' ability to consider and describe the impact of social policy on social service access/delivery against a social justice backdrop (EPAS 5.2). This component of the analysis requires that students use their knowledge of social policy, service delivery, and social justice and that they think critically about the impacts of the policy. This process requires skill in using policy-analysis frameworks and involves affective reactions regarding impacts on human rights and social justice. Rubric Item 10 is used to evaluate students' ability to develop advocacy strategies (EPAS 5.3). Students must use critical thinking skills as they draw on their knowledge and prior discussions of the policy as well as human rights and social justice issues to develop an advocacy strategy. Affective processes and values clarification regarding students' own values in juxtaposition to social values are implemented as they develop an advocacy strategy. Students' responses ultimately demonstrate their skill in developing and applying advocacy strategies to advance human rights and social, economic, and environmental justice.

6. **Engage with Individuals, Families, Groups, Organization, and Communities** is measured in SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*) using the Critique of Intervention assignment, Rubric Items 8 and 9.

Rationale for measure: The Critique of Intervention assignment includes a detailed analysis of intervention efforts that students provided with or on behalf of a client they worked with in field during the semester. Rubric Item 8 (EPAS 6.1) evaluates students' capacity to engage with clients via intellectual and affective tuning while applying knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theories. This behavior is performed using knowledge, skill, and cognitive and affective processes. Rubric Item 9 (EPAS 6.2) reflects students' ability to engage with diverse clients and constituencies using empathy, reflection, and interpersonal skills. Students must also describe barriers that they encountered and skills that they used to address them. Their work on engaging their client and their description of the process involve multiple dimensions. They must use and demonstrate

knowledge about engagement and diversity and use cognitive and affective processes to tune in to the client. They must apply their knowledge from theories to identify barriers and engage in values clarification to overcome challenges and engage the client. They must also be able to describe what they did using social work knowledge from their courses.

7. **Assess Individuals, Families, Groups, Organizations, and Communities** is measured in SOWK 389 (*Human Behavior II*) using the Case Analysis II assignment, Rubric Items 4–19.

Rationale for measure: The Case Analysis II assignment involves a detailed assessment of a family and considers individuals within the family across the life course. Rubric Items 4, 5, and 6 reflect students' knowledge about and skill in gathering data via genograms and eco-maps and in identifying key assessment factors (EPAS 7.1). Items 7–16 require students to consider the individuals in the family system as well as the family system as a whole while applying human behavior in the social environment, person-in-environment, and various multidisciplinary theories to assessment data (EPAS 7.2). Students engage critical thinking and analytic skills in considering the myriad social and psychological issues presented in the case. They also must engage in values clarification regarding issues such as single parenthood. Item 19 requires students to demonstrate their skill in working with clients to identify strengths, needs, and challenges to establish mutually agreed-on goals (EPAS 7.3). Students consider research and the values and preferences of the family and individuals within the family to develop appropriate intervention strategies in Items 17 and 18 (EPAS 7.4).

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities** is measured in SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*) using the Critique of Intervention assignment, Rubric Items 10, 11, 14, 15, and 17.

Rationale for measure: The Critique of Intervention assignment includes a detailed analysis of intervention efforts that students provided with or on behalf of a client they worked with in field during the semester. Rubric Item 10 (EPAS 8.2) requires students to describe processes for establishing mutual agreed-on work and interventions informed by theory. Knowledge of theory-

based interventions, skill in facilitating development of mutually agreed-on goals, critical thinking, and good judgment to identify and select goals and interventions are needed to perform this task. Subsequently (Rubric Item 11 [EPAS 8.1]), students present an analysis of the critical process and strengths-based approach used to choose the intervention in relation to practice goals designed to enhance the client's capacities. Critical thinking, evaluation, empathy, and judgment are necessary cognitive and affective processes to implement in this behavior. Knowledge of theory-based interventions and treatment-planning skills are needed as well.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** is measured in SOWK 470 (*Social Work Research*) using the Written Research Proposal assignment, Rubric Items 7, 11, 12, 13, 14, 17, and 18.

Rationale for measure: The Written Research Proposal assignment is designed to facilitate students' learning regarding the integration of practice and research. Students design a research study to evaluate the effectiveness of an intervention. Their ability to evaluate practice is observed via their ability to design an evaluation of an intervention study with consideration of processes and outcomes. Taken together, the rubric items used to measure students' performance of this competency reflect behaviors and the multiple dimensions that underlie them. Rubric Items 11–14 evidence students' ability to use appropriate research methods (EPAS 9.1) and tap multiple dimensions. Knowledge of each research method is needed to design the study. Judgment and critical thinking are necessary to identify an appropriate design, sampling plan, set of measures, and data-analysis plan. Specific skill in using research strategies and methods in a practice situation is exhibited in the construction of these sections of the proposal. Values and internal affective processes come into play as students consider sampling plans and measurement involving evaluation of concepts as they have been socially constructed. Rubric Item 7 requires students to implement their knowledge of multidisciplinary theoretical frameworks and to use critical thinking and practice skill to select an appropriate intervention that will be the focus of their evaluation of outcomes (EPAS 9.2). Rubric Item 17G requires students to use critical thinking and judgment to plan and describe how the intervention they propose will be delivered, monitored, and evaluated to determine how effective it is (i.e., results in positive outcomes [EPAS 9.3]). This cognitive process involves knowledge about interventions and evaluation

strategies, and it requires that students possess the skill to plan, implement, and evaluate interventions. Lastly, rubric item 18 H requires students to describe how the findings from their evaluation could be used to improve micro, mezzo, and macro practice (EPAS 9.4). Their description reflects their knowledge about evaluation findings and levels of social work practice as well as their skill in delineating how practice could be impacted. Their description requires them to engage in critical and other analytic thinking and evokes values clarification regarding practice and associated affective reactions to considering values. Following, see the Assessment Plan Dimension Measure (Knowledge, Values, Skills, and Cognitive and Affective Processes) table:

Table 4.1, Part 2
UMBC Baccalaureate Social Work Program's Assessment Plan Dimension Measure (Knowledge, Values, Skills, and Cognitive and Affective Processes)

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 2: Professional Self-Assessment assignment, Rubric Items 3.1–3.5 SOWK 483: Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation	Students conduct a self-assessment on the congruence between their perspective of what it means to be a social worker and their personality, values, and belief system. They specifically address behaviors under Competency 1:		For Measure 2: Derive a mean score for each student on Competency 1 using Rubric Items 3.1–3.5.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Professional Self-Assessment measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 1. Determine whether this percentage met the overall competency benchmark.
			3.1. Examine how supervision has enhanced professional growth (EPAS 1.5).	Knowledge, C/A Processes			
			3.2. Discuss how to reconcile personal beliefs with professional values (EPAS 1.2).	Knowledge, Values, C/A Processes			
			3.3. Discuss the importance of the NASW Code of Ethics (EPAS 1.1).	Knowledge, Values, Skills			
			3.4. Discuss implications of technology for social work practice (EPAS 1.4).	Knowledge, Skills			
			3.5. Discuss use of personal style to enhance work with clients (EPAS 1.3).	Knowledge, Skills, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Critique of Interview assignment, Rubric Items 6, 9, and 13 SOWK 397: Social Work Methods I: Introduction to Practice	Students conduct an interview with an individual who they do not know and who differs from them in three ways. Section 2 of the assignment focuses on cultural competence and diversity/difference issues. Students specifically address behaviors under Competency 2:		For Measure 2: Derive a mean score for each student on Competency 2 using Rubric Items 6, 9, and 13.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Critique of Interview measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 2. Determine whether this percentage met the overall competency benchmark.
			6. Reflect on what they discovered about their personal values and perceptions on diversity (EPAS 2.3).	Knowledge, Skills, Values, C/A Processes			
			9. Reflect on actual and perceived differences, including reactions and impact on intervention considering cultural competence (EPAS 2.1).	Knowledge, Skills, Values, C/A Processes			
			13. Overall assessment of professionalism and self as learner (EPAS 2.2)	Knowledge, Skills, Values, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Written and Oral Book Critique assignment, Rubric Items 7 and 8 SOWK 360: Social Welfare, Social Policy, and Social Work II	Students critique a book with consideration of advocacy role of social policy; implementation of policy at the local, state, and national levels in historical context; and impact of policies on characters in the book. Students specifically address behaviors under Competency 3:		For Measure 2: Derive a mean score for each student on Competency 3 using Rubric Items 7 and 8.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Written and Oral Book Critique measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 3. Determine whether this percentage met the overall competency benchmark.
			7. Describe advocacy strategies for policy/practice across governmental levels to affect the main character's life and community conditions (EPAS 3.1).	Knowledge, Skills, Values, C/A Processes			
			8. Define the social services provided to the book's characters and policy/practice to enhance their social services delivery system (EPAS 3.2).	Knowledge, Skills, C Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 2: Written Research Proposal assignment, Rubric Items 4, 8, 9, 10, and 16 SOWK 470: Social Work Research	Students develop a research proposal for an intervention study. They specifically address behaviors under Competency 4:		For Measure 2: Derive a mean score for each student on Competency 4: A score for EPAS 4.1 is obtained using Items 4 and 10; for EPAS 4.2, Items 8 and 16 are used. These scores are summed with the scores from Item 9 and used to obtain the mean score for Competency 4.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Written Research Proposal measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 4. Determine whether this percentage met the overall competency benchmark.
			4A. Describe problem to be studied and focus informed by practice experience and theories (EPAS 4.1).	Knowledge, Skills, Values, C/A Processes			
			8E. Summarize and critique research literature (using at least five peer-reviewed articles) using critical thinking skills (EPAS 4.2).	Knowledge, Skills, Values, C/A Processes			
			9F. Use and translate prior research identified in literature review to support and justify proposed intervention; address how the evidence will inform and improve social work practice, policy, and service delivery (EPAS 4.3).	Knowledge, Skills, Values, C/A Processes			
			10G. State hypothesis/ research question (EPAS 4.1).	Knowledge; C Processes			
			16F. Discuss limitations (EPAS 4.2).	Knowledge, Skills, Values,			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
				C/A Processes			
Competency 5: Engage in Policy Practice	80%	Measure 2: Policy Abstract assignment, Rubric Items 8–10 SOWK 360: Social Welfare, Social Policy, and Social Work II	Students analyze a social policy and compose an abstract examining the components of the policy, its impact, and advocacy strategies. They specifically address behaviors under Competency 5:		For Measure 2: Derive a mean score for each student on Competency 5 using Rubric Items 8–10.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Policy Abstract measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 5. Determine whether this percentage met the overall competency benchmark.
			8. Provide analysis of policy's intended and unintended consequences (EPAS 5.1).	Knowledge, Skills, C/A Processes			
			9. Identify strengths and weakness of the policy impact (EPAS 5.2).	Knowledge, Skills, C/A Processes			
			10. Describe advocacy strategies to support or defeat the policy (EPAS 5.3).	Knowledge, Skills, Values, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Critique of Intervention assignment, Rubric Items 8 and 9 SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Students write a detailed analysis of intervention efforts they have provided with or on behalf of a client they worked with in field during the semester. They specifically address behaviors under Competency 6:		For Measure 2: Derive a mean score for each student on Competency 6 using Rubric Items 8 and 9.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Critique of Intervention measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 6. Determine whether this percentage met the overall competency benchmark.
			8. Engage in intellectual and affective tuning in with clients through application of knowledge of human behavior/the social environment, person-in-environment, and other multidisciplinary theoretical frameworks (EPAS 6.1).	Knowledge, Skills, Values, C/A Processes			
			9. Section B1. Engagement: Discuss use of empathy, reflection, and interpersonal skills to effectively engage clients. Note barriers and skills used to address those (EPAS 6.2).	Knowledge, Skills, Values, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			4. Genogram (EPAS 7.1)	Knowledge, Skills			
			5. Eco-map (EPAS 7.1)	Knowledge, Skills			
			6. List and explain factors to consider in family assessment (EPAS 7.1).	Knowledge, Skills			
			7. Analyze case using assessment models (genogram, eco-map, family [EPAS 7.2]).	Knowledge, Skills, Values, C/A Processes			
			8. Discuss the marital dyad (EPAS 7.2).	Knowledge, Skills			
			9. Discuss the effect of being widowed (EPAS 7.2).	Knowledge, Skills			
			11. Discusses Maggie being in the sandwich generation (EPAS 7.2).	Knowledge, Skills			
			12. Discusses alcoholism and its effects on the individual and his family EPAS 7.2).	Knowledge, Skills			
			13. Identifies stage of life John is in and the physical changes and psychological issues that he is facing (Erikson, Peck, & Maslow [EPAS 7.2]).	Knowledge, Skills, Values, C/A Processes			
			14. Discuss the developmental stage (Erikson) that Ted is in	Knowledge, Skills, C Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			and how the process might affect his family (EPAS 7.2).				
			15. Discuss single parenthood and implications for mother and child (EPAS 7.2).	Knowledge, Skills, Values, C/A Processes			
			16. List the changes that the family is experiencing and discuss how the family system might be affected by each of them (EPAS 7.2).	Knowledge, Skills, Values, C/A Processes			
			17. Critically analyze three research articles and apply them to family (EPAS 7.4).	Knowledge, Skills, C/A Processes			
			18. Describe the prevention and intervention strategies that would be most beneficial to the family and/or individuals in the family (EPAS 7.4).	Knowledge, Skills, Values, C/A Processes			
			19. Consider the strengths, needs, and challenges identified in the assessment and identify at least two treatment goals and associated objectives (EPAS 7.3).	Knowledge, Skills, Values, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Critique of Intervention assignment, Rubric Items 10, 11, 14, 15, and 17 SOWK 481: Social Work Methods II: A Generalist Approach to Practice	Students write a detailed analysis of intervention efforts they have provided with or on behalf of a client they worked with in field during the semester. They specifically address behaviors under Competency 8:		For Measure 2: Derive a mean score for each student on Competency 8 using scores on Rubric Items 10, 11, 14, 15, and 17.	For Measure 2: Students must have a minimum mean score of 4.	Determine the percentage of students who attained a mean score of 4 or better on the Critique of Intervention measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 8. Determine whether this percentage met the overall competency benchmark.
			10. Section B2. Intervention: Describe the process of developing mutually agreed-on focus and outcomes for work. Specify the nature of and rationale for the intervention and how you applied knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the proposed intervention (EPAS 8.2).	Knowledge, Skills, C/A Processes			
			11. Section B3. Empowerment/strength based: Analyze how the proposed intervention was critically chosen	Knowledge, Skills, C Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			and implemented to achieve practice goals and enhance capacities of your client/constituents (EPAS 8.1).				
			14. Section C2. Discuss other systems or individuals that the student or the client worked with as part of the intervention. Discuss the use of interprofessional collaboration (EPAS 8.3).	Knowledge, Skills, C Processes			
			15. Section C3. Describe efforts to negotiate, mediate, and advocate with and on behalf of the client (EPAS 8.4).	Knowledge, Skills, Values, C/A Processes			
			17. Describe and analyze ending/transition; include skills used and evaluate their effectiveness (EPAS 8.5).	Knowledge, Skills, Values, C/A Processes			
Competency 9: Evaluate Practice with Individuals, Families,	80%	Measure 2: Written Research Proposal assignment, Rubric Items 7, 11, 12, 13, 14, 17, and 18	Students develop a research proposal for an intervention study. They specifically address behaviors under		For Measure 2: A score for Behavior 9.1 is derived using	For Measure 2: Students must have a minimum mean	Determine the percentage of students who attained a mean score of 4 or

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
Groups, Organizations, and Communities		SOWK 470: Social Work Research	Competency 9:		Rubric Items 11–14. A mean for Competency 9 is derived using this score and scores from Rubric Items 7, 17, and 18.	score of 4.	better on the Written Research Proposal measure. Average that percentage together with the percentage of students scoring a 4 or better on the field evaluation measurement for Competency 9. Determine whether this percentage met the overall competency benchmark.
			7D. Identify a specific theoretical perspective you are using to explain and support your proposed intervention (EPAS 9.2).	Knowledge, Skills, C Processes			
			11A. Describe research design and justify design choice (EPAS 9.1).	Knowledge, Skills, C Processes			
			12B. Describe sampling methods in detail (EPAS 9.1).	Knowledge, Skills, Values, C/A Processes			
			13C. Describe the measurement of the variables with justification (EPAS 9.1).	Knowledge, Skills, Values, C/A Processes			
			14D. Provide a data-analysis plan using descriptive and inferential statistics (EPAS 9.1).	Knowledge, Skills, C Processes			
			17G. Critically analyze and describe how the intervention will be carried out, monitored, and evaluated considering processes and outcomes (EPAS 9.3).	Knowledge, Skills, Values, C/A Processes			
			18H. Describe how evaluation findings could be used to	Knowledge, Skills, Values, C/A Processes			

Competency	Competency benchmark	Measure(s)	Description	Dimension(s)	Assessment procedures	Outcome measure benchmark	Assessment procedures: Competency
			improve micro, mezzo, or macro practice effectiveness (EPAS 9.4).				

Note. C/A = cognitive/affective; C = cognitive.

Benchmarks for Overall Competency

Calculation of Percentages

The percentage of students who scored 4 or better on the field instruction measure of each competency is averaged together with the percentage of students who scored 4 or better on the in-course measure of the same competency. The benchmark for each competency is that 80% of students score a 4 or higher on their overall competency score. These calculations are performed using the Tk20 software package.

Monitoring Outcomes

The assistant dean for field education and the faculty assessment coordinator monitor the data and Tk20 reports to identify any shortfalls in meeting benchmarks for each competency. The associate dean of the Baccalaureate Social Work Program and the faculty are updated on students' performance every semester. If benchmarks for a given competency are not met, the faculty discuss issues at content sequence and faculty meetings that may be contributing to the shortfall and develop strategies to address identified issues.

Rubrics and Assignments

The rubrics and the assignments that they are used to grade are included below. The rubrics contain items that we use to measure students' demonstration of competency considering the underlying behaviors and dimensions.

SOWK 483 **Student_____**

Professional Self-Assessment

Competency
1. Demonstrate ethical and professional behavior.

Mechanics	Behaviors	1	2	3	4	5	Comments
Appearance – appropriate margins, line spacing, font, pages numbered and clipped together Spelling – correct spelling used Punctuation – used appropriately Sentence structure – tense, logic, construction is appropriate; no run-on sentences							
Writing Style							
Paragraph composition – thesis, sentences in paragraph linked to topic, transition between paragraphs; no run-on paragraphs							
Substance							
1 Examines motivation to become a social worker, including influential experiences.							
2 Provides personal definition of social work.							
3 Analyzes goodness of fit between definition of SW and personality and personal belief system.							
3.1 Examines how supervision has enhanced professional growth	**1.5.** Use of supervision and consultation to guide professional practice.						
3.2 Discusses how to reconcile personal beliefs with professional values	**1.2** Used self-reflection and self-regulation to manage personal values and maintain professionalism						
3.3 Discusses importance of Code of Ethics	**1.1** Make ethical decisions by applying NASW Code, relevant laws, and ethical decision making						
3.4 Discusses implications of technology for social work practice	**1.4** Use technology ethically and appropriately						

Mechanics	Behaviors	1	2	3	4	5	Comments
3.5 Discusses use of personal style to enhance work with clients	**1.3** Demonstrate personal demeanor in behavior, appearance, and oral, written, and electronic communication						
4. Provides an assessment of competence in eight areas							
4.1 Engage diversity and difference							
4.2 Advance human rights							
4.3 Engage in practice-informed research and research-informed practice							
4.4 Engage in policy practice							
4.5 Engage with individuals, families, groups, organizations, and communities							
4.6 Assess individuals, families, groups, organizations, and communities							
4.7 Intervene with individuals, families, groups, organizations, and communities							
4.8 Evaluate practice with individuals, families, groups, organizations, and communities							

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 483 - PROFESSIONAL SELF-ASSESSMENT

This paper consists of two distinct parts. The first three sections require you to reflect on your desire to pursue a career in social work and your perspective on what it means to be a social worker and how well it fits with your personality, values, and belief system. The remaining section requires you to assess your competence in specific areas, as identified by the Council on Social Work Education.

In the first section, discuss what brought you to the field of social work. In this portion of your paper, you should identify how and why you decided to pursue this career. Included here would be both personal and professional experiences that shaped your decision to pursue a career in social work. The emphasis should be analytical, rather than descriptive: As you are poised to graduate with your bachelor's degree in social work, identify and analyze the factors that led you to this point in your life.

In the second section of this paper, you should address the question: *What is your personal definition of social work practice?* In order to answer this question, you need to think beyond your specific field placement to consider what you believe to be the central features of social work practice, generally, based upon all that you have learned and experienced to this point. Relevant text material from current and past social work courses must be included and properly cited.

In the third section, you should answer this question: *How does your view of professional practice discussed in the second section "fit" with your personality and personal belief system?* This should be followed by addressing each of the following questions.

3.1 How has the supervision you have received this year contributed to your growth as a social worker and enhanced your competence and understanding of yourself?

3.2 Discuss how you have reconciled any inconsistencies between your personal beliefs and the values of the profession.

3.3 Discuss what you have learned about the importance of the profession's Code of Ethics. What ethical guidelines have presented you with the greatest challenges? Which ethical guidelines have been most relevant in your work with and on behalf of clients this year?

3.4 Technology plays an increasingly important role in social work practice. Discuss the ways in which you have used technology to facilitate professional communication and advance the interests of your clients. Include in this discussion examples of the ethical challenges that you have faced or will face in the future that stem from technology including social media and email.

3.5 Discuss what you have learned about how to use yourself and your personal style and demeanor in your work with and on behalf of clients. Include in this discussion what it means to present yourself as a professional social worker in a way that is both genuine and consistent with your personality.

In the fourth and final section of this paper, assess your competence and areas for growth for each of the following eight competencies, as identified by the Council on Social Work Education (CSWE) and elaborated upon in your field evaluation forms.

4.1 Engage diversity and difference in practice.

4.2 Advance human rights and social, economic, and environmental justice.

4.3 Engage in practice-informed research and research-informed practice.
4.4 Engage in policy practice.
4.5 Engage with individuals, families, groups, organizations, and communities.
4.6 Assess individuals, families, groups, organizations, and communities.
4.7 Intervene with individuals, families, groups, organizations, and communities.
4.8 Evaluate practice with individuals, families, groups, organizations, and communities.

SOWK 397 **Critique of Interview**
Student_____

Competency 2:
Engage Diversity and Difference in Practice

Writing Mechanics & Style	Behaviors	1	2	3	4	5	Comments
1. Appearance - margins, line spacing, font, pages numbered and clipped together							
2. Spelling, punctuation, sentence structure, grammar/word choice, composition, organization/transitions							
3. Academic & professional tone; following APA format citations/reference page							
4. Integrates relevant text material/literature							
Substance							
5. *Section 1A, Self-Reflection:* discussion of feelings before, during and after the interviews							
6. *Section 1B, Personal Values:* Reflect upon what you discovered about your personal values and perceptions on diversity. In what way(s) did your values and perception influence your interview skills and ability to engage, and how did you manage your personal values and maintained professionalism?	**2.3** Applied self-awareness & self-regulation to manage the influence of personal biases & values when working with diverse clients and constituencies.						
7. Literature Review of research article							
8a. *Section 2*, I. Preliminary Phase A. what preparatory work did you do? B. what should you've done differently to prepare yourself?							
9. *Section 2*, II. Cultural competence/Power & Privilege: A. Reflect upon actual and potential perceived differences B. What were individual's reactions C. Your reactions? D. Were these differences addressed? Analyze why/why not E. Impact of differences and diversity on ability to engage and approach used F. How was your cultural competence enhanced? G. Lessons learned on engagement with clients different from you	**2.1** Applied & communicated understanding of the importance of diversity & difference in shaping life experiences in practice at the micro, mezzo & macro levels.						
10. *Section 2*, III. Verbal and Non-verbal communication: A. How were verbal and non-verbal communication consistent? B. What did your non-verbal communications say? Provide examples and analyze your awareness C. Were individual's verbal and non-verbal							

communications consistent? Analyze D. What did individual's non-verbal behavior say? Provide examples and analyze							
11. *Section 2*, IV. The First Interview: A. Discuss and analyze how you provided statement of purpose/confidentiality B. Evaluate physical setting and impact on interview C. Analyze actions putting client/yourself at ease and whether successful. D. Evaluate questions asked: clarity, focus, open-ended/close-ended, overload, relevance E. What to do if/when client digressed? F. Examine your response/actions to sensitive information revealed by individual, and the effect of your own personal values/ experiences G. How did your behavior contribute to/ inhibit individual wanting to share personal information? Analyze H. Analyze how you were systematic and responsive in your communications, provide examples. I. Discuss how you kept track of time and stayed focused and impact on interview J. At end of interview, discuss any attempts to summarize and come to closure							
12. *Section 2*, V. Subsequent Interview(s): A. How was focus decided for next sessions and what role did individual play in decision? B. Critically analyze difference between first and subsequent interviews in areas A-J C. How were you successful or not in being different in the second interview, given what you learned from first one							
13. *Section 2*, VI. Overall Assessment of Professionalism/Self as Learner: A. Assess overall your ability to conduct yourself professionally: to engage interviewee, collect relevant information, see interviewee as expert of his/her own experiences B. Discuss your strengths and weaknesses as a beginning social work professional C. What were specific feedback from individual on areas of improvement, as well as what you did well?	**2. 2** Present as learner & engaged client & constituencies as experts of their own experiences.						
14. *Section 3*, Overall Assessment of Individual: A. Using guidelines from text, provide overall assessment of individual, including professional impressions and future goals for individual. B. Identify actual resource (including							

contact information and type of services) that would be beneficial for individual, given assessment.							
Additional Comments							**Score**

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 397 - Critique of Interview Sessions

Your final paper is an integrative, culminating assignment. **It contains three distinct sections. The first section focuses on self-reflection. First (Section 1A)**, you should engage in an honest discussion of your feelings before, during, and after the interviews. Address such issues as: how you felt as you established contact and asked for permission to interview the individual; how you felt when you began the first interview; how you felt as unexpected issues surfaced; how you felt as the interviews ended; and the like.

Next (Section 1B), you should discuss what you discovered about your personal values as you learned more about and interacted with the individual you interviewed. In what ways did your values and beliefs conflict and/or coincide with those of your interviewee, and how did you use self-regulation to manage your personal values and maintain professionalism? In what way(s) did your values influence your interviewing skills and ability to engage the interviewee in a working relationship?

The second section (Section 2) of your paper should be a thorough critique of your interviewing and assessment skills across all sessions. You should read a peer-reviewed ***research*** article that is relevant to your interview experience (it might deal with, for example, a problem or life experience that your interviewee shared with you, a concern or personal reaction you had during the interviews, or an issue that surfaced as you interacted with your interviewee). There should be a brief (2 to 4 paragraphs) summary of the article and its relevance. As you write the critique, you should specifically reference relevant text material from this course, as well as this article.

Below is an outline that serves as guide as you analyze your efforts during the interview sessions. Your paper should include a discussion of each of the **six areas** identified in bold. You should not feel you have to answer each question in each of the sections, but make sure each area is covered.

Section 2, I. Preliminary Phase

A. What preparatory work/skills, if any, did you do before seeing the individual for the first interview? For the subsequent interview(s)?

B. If you did not engage in any preparatory work, should you have?

1. What, if anything, would you have done differently to prepare yourself for meeting and interviewing the individual?

Section 2, II. Cultural Competence/Power and Privilege

A. Reflect upon how the individual may have perceived you due to or in addition to the obvious differences. Include any additional differences that may have surfaced after you began to interview the individual. Also, reflect upon how the individual may have been privileged/oppressed or disadvantaged/advantaged (even if client did not specify and it did not come up. Please assess and integrate throughout the McIntosh, Kaufman, or Schlosser etc. readings).

B. What were the individual's reactions, if any, to these differences? In addition, how might the individual perceive you as being in a position of power and privilege? How were these reactions communicated (directly or indirectly) to you?

C. Were you aware of these differences during the interview and what were your reactions to these differences? Was the individual aware of your reactions? (Were these reactions apparent to the individual)?

D. Did you address these differences with the individual? If not, analyze your reasons.

E. What, if anything, was the impact of these differences on your ability to engage and interview the individual? How did it actually impact your approach to the individual?

F. Analyze, in what way was your cultural competence enhanced as a result of interviewing this individual?

G. Analyze what you learned that will help you engage clients who are different from you?

NOTE: If you have not interviewed someone who is different from you in at least two ways that are obvious, as required, you will not be able to adequately complete this section and this will be reflected in the grade you receive.

Section 2, III. Verbal and Non-Verbal Communication

A. How were your verbal communications consistent with your non-verbal behaviors?
1. How do you know this?
2. If your verbal/non-verbal communication was not congruent, why not? Analyze.

B. What did your non-verbal behavior "say" to the individual about your feelings about the interview, her/him, and what s/he disclosed?
1. Provide examples of significant non-verbal behaviors you exhibited.
2. How did you become aware of these behaviors?

C. Was the individual's verbal communication consistent with her or his non-verbal behaviors?
1. If not, what was really going on? What was the individual really saying to you?
2. If not, what, if anything, did you do to address the discrepancy? Was there something you could/should have done?

D. What did the individual's non-verbal behavior "say" to you about her or his feelings about the interview, you, and what was shared with you?
1. Analyze and provide examples of any significant non-verbal behaviors exhibited by the individual.

Section 2, IV. The First Interview

A. How did you provide a clear statement of your purpose, issues of confidentiality, etc.?
1. If you did not provide a statement, analyze why not.

B. How was the physical setting conducive to an honest, private discussion?
1. If not conducive, what could/did you do differently next time?

C. What, if anything, did you do to put the individual (and yourself) at ease?

1. Analyze whether you were successful.
2. What, if anything, would you do differently?

D. Evaluate the questions you asked the client along the following dimensions:
1. Clarity
2. Focus
3. Open-ended/close-ended
4. Overload
5. Relevance

E. What did you do when the individual digressed from the central purpose of the interview?
1. What, if anything, would you do differently?

F. Did the individual reveal any sensitive information?
1. If yes, how did she or he do this, directly or indirectly?
2. Examine how you think your response/actions facilitated the disclosure
3. What, if anything, would you do differently to assist the individual in this area?
4. Did you introduce or address any topics that were hard for you to inquire about because of your personal values or experiences?

G. Did you sense that the individual wanted to share sensitive information with you but didn't?
1. If yes, why was this?
2. Did you address this? If not, why not?
3. Examine how your behavior may have in some way contributed to his or her reluctance?

H. How were you able to be both systematic (e.g., task-oriented) and responsive (e.g., empathic) in your communications with the individual?
1. Provide examples.
2. If not, why not?
3. What, if anything, would you do differently next time?

I. How did you keep track of time and what the individual was saying to you?
1. Were these issues disconcerting to either you or the individual?
2. Would you do anything differently next time?

J. As the interview came to an end, did you attempt to summarize the session/come to a sense of closure?
1. If so, how did you do in this area?
2. If not, why not?
3. What would you do differently next time?

Section 2, V. Subsequent interview(s)

A. How did you decide on the focus of the next session(s)?
1. Was the individual in agreement with this (these) decision(s)?
2. Did she or he participate in this (these) decision(s)?

a. If not, should she or he have?

B. Critically analyze the difference between the first and subsequent interview(s), reflect on areas IV.A-IV.J, noted above.

C. Based upon your first interview with the individual, what did you attempt to do differently in the remaining session(s)?
1. How were you successful?
2. If not, why not?

Section 2, **VI. Overall Assessment of Professionalism/Self**
A. Overall, how would you assess your ability to engage in professional social work behavior to engage the interviewee in a working relationship and collect relevant information? How would you evaluate your effectiveness at collecting your interviewee's social history and responding to her or his comments and concerns, as well as your ability to see the interviewee as an expert of his/her own experiences?

B. What were your strengths and weaknesses as a beginning social work professional?

C. What did the individual have to say about how you handled the interviews?
1. You should specifically ask the individual to provide you with feedback regarding the things that you did well, as well as areas which could be improved upon.

Section 3: In the third and final section of this paper (Section 3A), you should provide a concise assessment of this individual, following guidelines discussed in Sheafor et al., Chapter 11 (8th ed.), using format presented in class. This assessment also should include a summary of your professional impressions of this individual and future goals if s/he was a real client.

Finally **(Section 3B**), you **must** identify an actual formal or informal resource in the individual's community that you think would be beneficial to her or him based upon your assessment (provide address, phone number and type of help/services available), so justify your choice of resource. Be realistic and specific, rather than give a general name of a social worker (e.g., what is the primary issue that your client needs to focus on to maintain or promote healthy functioning?)

Suggested page length: 12-14 pages*, excluding assessment, title page, and references. APA format; submit 1 hardcopy in class and 1 e-copy to BB.

*Points are *not* deducted for papers shorter or longer than suggested length but be concise and thorough!

SOWK 360 **Student_____**

Book Critique

Competencies:
3. Advance Human Rights and Social, Economic, and Environmental Justice

Writing Mechanics & Style	Behaviors	1	2	3	4	5	Comments
1. Appearance –margins, line spacing, font, pages numbered and clipped together							
2. Spelling, Punctuation, Sentence structure, Grammar/word choice, organization/transitions, composition							
3. Academic & professional tone; following APA format including reference page/citations							
4. Integrates relevant text material and literature.							
Substance							
5. Provides a critique of the book's themes.							
6. Comments on the relevance of the book's historical setting.							
7. Describes advocacy strategies for policy/practice across governmental levels to impact the main character's life and community conditions.	**3.1** Applies an understanding of social, economic, & environmental justice in terms of advocacy for human rights at the individual and service system level						
8. Defines the social services provided to the book's characters & policy/practice to enhance their social services delivery system.	**3.2** Engages in practices that advance social, economic, and environmental justice.						
Additional Comments							**Score**

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 360: Social Welfare, Social Policy, and Social Work II

Book Critique

Competencies and Practice Behaviors

3. Advance Human Rights and Social, Economic, and Environmental Justice
    3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
    3.2 Engage in practices that advance social, economic, and environmental justice.

This assignment is designed to enhance writing and critical thinking skills associated with policy practice in the context of human rights and social, economic, and environmental justice. To begin the critique assignment, please select a book from those listed in your syllabus. You will note that all the fiction and nonfiction books address issues of human rights and/or social, economic, and environmental justice. Further, all the books have a well-defined protagonist and other memorable characters that "come alive" as the book progresses.

As you read your selected book, identify the advocacy role that social policy plays in the lives of the book's character(s). Consider if the policy or policies you highlight are implemented at the local, state, or federal level and how the book's historical setting supports policy implementation. Ask yourself how the book's characters and their environments are impacted by policies or the lack of policies. In other words, in what way do social polices enhance the life of those characters described in the book? Conversely, perhaps you will conclude that the lack of policies presents challenges to the well-being of the book's protagonist or other characters.

Elements of your critique should be:

1) Present an introduction to your critique that includes a broad overview of the book and the purpose of your critique. Consider if the book is controversial or well-known or little-known, and explain why? Describe the intended audience for the book.

2) Write an accurate summary of the human rights and social, economic, and environmental justice issues defined in the book and their impact on the book's protagonist or other characters. Use quotes from the book to highlight your significant points.

3) Evaluate the author's presentation and references to policies and social service practices. Consider whether or not they advance justice and explain why. Define how you would engage in practice that would make a difference to book's protagonist. Use course context and readings to support your interpretations or comments. Develop your ideas by explaining why you agree and disagree with the author's ideas. Remember to provide APA citations and a reference list in your writing.

4) Compose a conclusion that restates the main themes of your critique. In the closing, do introduce any new ideas that do not appear in the body of the critique.

5) Prepare a 5-10 minute oral summary that demonstrates your understanding of human rights and social, economic, and environmental justice issues related to the book. Define at least three practices or policy that you propose would advance justice for the book's protagonist or other characters.

Your critique should be 5-6 pages in length. Please consider submitting a draft of the critique to the instructor to gain feedback. Also, please remember that staff from the Writing Center will review your critique with you.

SOWK 470 **Student_____**

Intervention Research Proposal

Competencies:
4. Engage in practice-informed research and research-informed practice.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Writing Mechanics & Style	Behaviors	1	2	3	4	5	Comments
1. Appearance: Appropriate margins, font, pages numbered, pages clipped together							
2. Grammar and composition: Spelling, vocabulary, punctuation, sentence structure, paragraph structure/transition, academic and professional tone, content logical, easy to follow and well organized							
3. APA style, appropriate citations/references							
Substance							
Section I: Introduction/Literature Review							
4. A. Describes problem to be studied and focus informed by practice experience and theories.	**4.1.** Use practice experience and theory to inform scientific inquiry and research.						
5. B. Explains extent of problem, including cost and effect to society.							
6. C. Explains relevance of proposal to social work.							
7. D. Identifies a specific theoretical perspective you are using to explain and support your proposed intervention.	**9.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.						
8. E. Summarizes and critique research literature	**4.2.** Apply critical thinking to engage						

(using at least 5 peer review articles) using critical thinking skills.	in analysis of qualitative/quantitative research methods and research findings.						
9. F. Uses and translates prior research identified in your literature review (from Section E) to provide support and justification for your proposed intervention; addresses how the evidence will inform and improve social work practice, policy and service delivery (tie in to section C).	**4.3.** Use and translate research evidence to inform and improve practice, policy, and service delivery.						
10. G. States hypothesis/ research question.	**4.1.** Use practice experience and theory to inform scientific inquiry and research.						
Section II: Methodology							
11. A. Research Design: 1. describes research design proposed in detail and 2. justifies design choice.	**9.1.** Select and use appropriate methods for evaluation of outcomes.						
12. B. Sampling Methods: 1. describes sampling method in detail, 2. identifies specific source of participants, 3. justifies why this sampling method was chosen over others, 4. discusses advantages/ disadvantages of sampling method used.	**9.1.** Select and use appropriate methods for evaluation of outcomes.						
13. C. Measurement: 1. names the independent (IV) and dependent (DV) variables, 2. identifies the level of measurement for IVs and DVs, 3. identifies specific measures used to operationalize IVs and DVs, 4. justifies your use of these measures, including reliability and validity.	**9.1.** Select and use appropriate methods for evaluation of outcomes.						

14. D. Data Analysis: 1. identifies the appropriate descriptive statistics, 2. justifies selection of descriptive statistics, 3. identifies the appropriate inferential statistics, 4. identifies the appropriate inferential statistics.	**9.1.** Select and use appropriate methods for evaluation of outcomes.						
15. E. Discusses ethical considerations for study							
16. F. Discusses limitations	**4.2.** Apply critical thinking to engage in analysis of qualitative/quantitative research methods and research findings.						
17. G. Evaluate your proposal: Critically analyzes and describes how you will ensure that your intervention is being carried out as planned; how will you monitor and evaluate the intervention, process and outcomes? By what methods will you determine if your intervention is effective?	**9.3** Critically analyze, monitor, and evaluate intervention, processes, and outcomes.						
18. H. Describes how evaluation findings could be used to improve micro, mezzo, or macro practice effectiveness.	**9.4.** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						
Additional Comments							**Score**

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 470: Social Work Research

Intervention Research Proposal Paper

Competencies and Behaviors:

4. Engage in practice-informed research and research-informed practice.

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

4.2. Apply critical thinking to engage in analysis of quantitative/qualitative research methods and research findings.

4.3. Use and translate research evidence to inform and improve practice, policy, and service.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

9.1. Select and use appropriate methods for evaluation of outcomes.

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

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

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

There are two basic sections to this paper. The first is an introduction and critical review of the research literature on your question of interest. The second is a methodology section. **The methodology section is the heart of your proposal**. The review must include at least **five (5) peer-reviewed** research articles. Research articles are articles that report on data that was collected, analyzed, and interpreted, **NOT** articles that summarized other people's findings or talk about how a scale was developed. You need to review both empirical and clinical literature; use peer-reviewed research articles, literature reviews, books, book chapters, internet sources, etc. to explain and support your study. Use APA style **throughout** and **cite** your sources of information. This paper is to be 10-15 pages.

Paper Outline

I. Introduction/ Literature Review: The section should introduce your study and help the reader to understand why your study is important. The conceptual framework for your study needs to be described here. The existing literature should be used to support your assertions. You also need to show what research has been conducted on your area of inquiry thus far, and how the development of your study is impacted by them.

A. What is the focus on the proposal? Social workers use practice experience and theory to inform research and scientific inquiry. Use your field experience (practice or volunteer experience if you are not in field) and theories to identify a population and problem area of interest on which your proposal will focus. Identify an intervention/evaluation study pertinent to your population and problem of interest.

B. Describe how many individuals either worldwide or in the U.S. (children, adults, women, men, etc.) are affected by the problem? Is this a lot, a huge percentage? What

is its cost or effect to society (e.g., domestic violence affects society in terms of medical costs and jail time)?

C. Why is this an important problem for social workers to study? How will your findings be relevant to social work?

D. Theoretical underpinnings of the intervention: identify a specific theory or theories that you, as a social worker research/practitioner will use to explain this problem and explain how it will support your proposed intervention (e.g., domestic violence can be explained using feminist theory or the theory of learned behaviors, so your intervention will be focused on psychoeducation on gender roles to change abusive behaviors).

E. Summarize and critique important existing literature and use this literature to support your study: 1. review prior research (5 peer reviewed research articles) that is pertinent to your area of inquiry, and 2. apply critical thinking to engage in a thorough analysis of each quantitative or qualitative research article. What interventions were evaluated? How was it studied/what methodology was used? What were the results? Limitations?

F. Use and translate the prior research identified in your literature review (from Section E) in order to provide support and justification for your proposed intervention study; address how the evidence will inform and improve social work practice, policy, and service delivery (tie in to section C)

G. State your hypothesis or research question.

II. Methodology: This section is the heart of your paper and a continuation of your initial proposal and the literature review. **Given what you now know about the state of research in your area of interest, you are to propose an intervention study to examine your question of interest (assume money/budget/time is no objective and you have access to whatever you want);** however, remember it has to make sense, if all prior research have already done longitudinal studies, you will need to justify why you have decided to do another one; if no one else has studied women, a small pilot study in state may be more reasonable than an international multi-site study of all women. You will provide information on how you plan to conduct the study proposed and what is the method for your research.

A. What type of research design do you plan to use?

1. Describe the design in detail.
2. Justify why you chose this design rather than another.

B. What method will you use to select the sample of subjects for this study?

1. Describe the sampling method in detail.
2. Identify the specific source(s) of the participants.
3. Justify why you chose this sampling methodology rather than some other.
4. What are the advantages or disadvantages of your sampling methodology?

C. Select and use appropriate methods for evaluation of outcomes: Identify your measurement strategies for the IV and the DV.

1. Name the IV(s) and the DV(s).
2. Identify the level of measurement for the IV and DV.
3. Identify the specific measure(s) you will use to operationally define the IV and the DV.
4. Justify why you chose the measure(s) you did rather than some other measures.

D. Describe the data analysis you will use.

1. Identify the appropriate descriptive statistics for summarizing the IV and DV (e.g., you will use frequencies to describe the number of Latino girls who have been abused (IV) and who are depressed (DV), and also use descriptive statistics to describe your sample demographics based on the level of data for each variable.
2. Justify your choice of descriptive procedure(s).
3. Identify the appropriate inferential statistic(s) for examining the relationship between the IV and the DV.
4. Justify your choice of the particular procedure(s), for example, if you are comparing two groups of girls, abused vs. not abused on depression scores, you will need to use a *t*test due to the fact that IV is categorical and your DV is continuous here and your design compares two groups on mean scores.

E. Discuss any ethical considerations or concerns with regard to your study and how you have addressed or will address them.

F. Discuss the limitations of your study.

G. Evaluate your proposal: critically analyze and describe how you will ensure that your intervention is being carried out as planned; how will you monitor and evaluate the intervention, process and outcomes? By what methods will you determine if your intervention is effective?

H. Describes how evaluation findings could be used to improve micro, mezzo, or macro practice effectiveness.

SOWK 360

Student_____

Policy Analysis Abstract

Competency:

5. Engage in Policy Practice

Writing Mechanics & Style	**Behaviors**	**1**	**2**	**3**	**4**	**5**	**Comments**
1. Appearance: margins, line spacing, font, pages numbered and clipped together							
2. Grammar and composition: spelling, punctuation, sentence structure, grammar/word choice, organization/transitions, academic & professional tone							
3. APA format: appropriate citations and reference page							
4. Integrates relevant text material and literature							
Substance							
5. Provides a summary of policy issue.							
6. Defines the policy goals.							

7. Describes the population impacted.							
8. Provides analysis of policy's intended and unintended consequences.	**5. 1** Identified social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.						
9. Identifies strengths and weakness of the policy impact.	**5.2** Assessed how social welfare and economic policies impact the delivery of and access to social services.						
10. Describes advocacy strategies to support or defeat the policy.	**5. 3** Applied critical thinking to analyze, formulate, & advocate for polices that advance human rights and social, economic, and environmental justice.						
Additional Comments							**Score**

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 360: Social Welfare, Social Policy, and Social Work II

Policy Analysis Abstract

Competency:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
5.2 Assess how social and economic policies impact the delivery of and access to social services.
5.3 Apply critical thinking to analyze, formulate, & advocate for polices that advance human rights and social, economic, and environmental justice.

This assignment involves a policy analysis abstract of at least 6-8 content pages, written in APA style, with proper citations and references. The abstract will summarize, according to an analysis framework, a policy selected by your group. A hard copy of the policy will be submitted in class on **XXXXX.**

Policy Abstract
In preparation for using the framework of analysis, please consider each of the questions below:

1. What is the social issue or welfare problem contained within the policy? Discuss the scope at the local, state, and/or federal level of government and the nature of the problem. Who defines this problem? What are the social values?

2. What is the desired impact of the policy regarding the delivery of and access to social conflict? How do the goals and sub-goals of the policy advance human rights and social, economic, and environmental justice?

3. What are the relevant public policies?

4. Are there hidden agendas?

5. Who advocates for the policy and who is likely to be in opposition? Explain why in both cases.

6. What social programs are being implemented as a result of the policy? Consider the programs' strengths and weaknesses in terms of access to social services and advances in human rights and social, economic, and environmental justice?

7. Who is impacted by the policy and why? What are the positive and negative effects of the policy?

8. What are the intended and possible unintended impacts or consequences of the policy?

9. What are the costs and benefits?

SOWK 481 **Critique of Intervention** **Student_____**

Competencies:
6. Engage with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Writing Mechanics & Style	Behaviors	1	2	3	4	5	Comments
1. Appearance: margins, line spacing, font, pages numbered and clipped together							
2. Composition: spelling, punctuation, sentence structure, grammar/word choice, organization/transitions, academic & professional tone							
3. APA format: citations/reference page appropriate citations and reference page.							
4. Integrates relevant text material/literature							
Substance							
5. Section IA. Provides summary of client contact/ interactions, status							
6. Section IB. Professional assessment of diverse clients and situation, including strengths and challenges							
7. Section II. Identifies practice issue and summarizes 3 relevant articles (one must describe original research)							
Section IIIA. *Preliminary Phase*							
8. Engages in intellectual and affective tuning in with clients through application of knowledge of human behavior/the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.	**6.1** Apply knowledge of human behavior & the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.						
Section IIIB: *Beginning phase*							
9. Section B1. Engagement: Discuss use of empathy, reflection, and interpersonal skills to effective engage clients. Note barriers and skills used to address them.	**6.2** Use empathy, refection, and interpersonal skills to effectively engage diverse clients and constituencies						
10. Section B2. Intervention: Describe the process of developing mutually agreed upon focus and outcomes for work. Specify the nature of and rationale for your intervention and how you applied knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the proposed intervention.	**8.2** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies						
11.Section B3. Empowerment/Strength Based: Analyze	**8.1** Critically choose and implement						

how the proposed intervention was critically chosen and implemented to achieve practice goals and enhance capacities of your client/constituents.	interventions to achieve practice goals and enhance capacities of clients and constituencies						
12. Section B4. Describe means of evaluating effectiveness.							
Section IIIC: *Middle/work phase*							
13. Section C1. Identify social work roles used in your work.							
14. Section C2. What other systems or individuals did you or the client work with as part of the intervention? Discuss the use of inter-professional collaboration	**8.3** use inter-professional collaboration as appropriate to achieve beneficial practice outcomes						
15. Section C3. How did you negotiate, mediate, and advocate with and on behalf of your client?	**8.4** negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies						
16. Section C4. Was there a need to refine or revise the working agreement with the client? What skills and techniques did you use to facilitate this process?							
Section IIID*: Ending and transitions phase:*							
17. Describe and analyze ending/transition, include skills used and evaluating your effectiveness.	8.5 facilitate effective transitions and endings that advance mutually agreed-on goals						
Section IV: *Professional use of self and professionalism*							
18. Assess your ability to behave professionally, including use of self and maintaining boundaries							
Section V: *Ethical Considerations*							
19. Identifies relevant ethical principles and implications on the case using NASW Code of Ethics							
Additional comments:							

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4 = Well done (Demonstrates competence)
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SOWK 481 - Critique of Intervention

This is a paper that serves as a final, culminating assignment for this course. You will be required to provide a detailed analysis of your intervention efforts with and/or on behalf of one of the clients with whom you have worked this semester. This client should be different from the one you wrote about in your previous paper on the preliminary and beginning phases of work, and it should be one that lends itself to the critique that is outlined below. The case can be one that is ongoing or closed.

The first section (I) is a description and assessment of the case.
A. This includes a summary of the interaction(s) you had with or on behalf of the individual: the number and type of contacts, the purpose and focus of your work, and the status of the case.
B. This also includes a professional assessment of the client, including strengths and challenges in the micro, mezzo, and macro environments. Using this assessment, provide a rationale for the intervention you describe in subsequent sections.

The second section (II) of the paper is a literature review. You should identify a practice issue that is reflected in your work with this client and explain why you selected it. You should conduct a thorough literature search for empirical and theoretical literature that is relevant to the practice issue you have selected and find the most recent literature possible, preferably within the last five years. You should then select and read 3 articles from peer reviewed journals. *At least one must report on a qualitative or quantitative research study*. Please avoid using articles from the reading list and research your own.

Provide a brief summary of the main points raised in each of the articles. For the article describing research, this should include your critique of the research methods. You should discuss your opinions about what you have read: points that you agreed and disagreed with, whether you thought the authors provided a thorough discussion of the topic, etc. In the *third section* of this paper, you should integrate what you learned into the critique, focusing on how your thinking about and actual social work practice with the individual has been informed by what you read.

The third section (III) of the paper is a detailed critique of your intervention with the client, building and expanding upon the previous sections. Here you should discuss what you did right, what you did wrong, what you could have done differently, why you did what you did, what you learned from the experience, and the like. It is here, as well, that you should discuss and analyze in detail important dynamics that surfaced in your relationship with the client.

This section should be organized around phases in the helping relationship and should address the questions in bold. The considerations and skills listed in each area should provide you with guidance and are appropriate for both brief and extended client contacts. Some students, after consulting with me, may need to make adjustments in the assignment to better reflect their particular work with clients.

SECTION IIIA. PRELIMINARY PHASE
What did you do to prepare yourself for working with this client and any significant others involved in the case? Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to prepare for engagement with

clients (for example, researched the differences that existed between you and the client? How did you address them? What did you learn about cultural competence from this experience?).

Address preparatory empathy
Intellectual and affective tuning in to self and the client
Reaching for client's feelings about differences

IIIB. BEGINNING PHASE

B1. Engagement: How did you use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies? What specific skills did you utilize to engage this client in a working relationship? Were there barriers to engagement and what did you do to address them?

B2. Intervention: How did you mutually agree upon a focus for work? Specify how you applied knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the proposed interventions with clients/constituents. Which practice theory (or theories) and evidence guided your interactions with the client. Describe the nature of the intervention and working agreement you established and its rationale.

B3. Empowerment/Strength based: Critically analyze how you chose and implemented interventions to achieve practice goals and enhance the capacities of the client/constituencies.

B4. How did you go about establishing a means of evaluating your effectiveness?

IIIC. MIDDLE/WORK PHASE

C1. What social work role(s) came into play when working on this client's case?

C2. Did you or the client need to work with other systems or individuals as a part of the intervention? Discuss how you used inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

C3. Specify how you negotiated, mediated, and advocated with and on behalf of your client/ constituencies.

C4. Was there a need to refine or revise your working agreement? What skills and techniques did you use to facilitate this process?

IIID. ENDING AND TRANSITION PHASE

Was the ending with the client planned or unexpected?
What did you do to assist client in achieving closure? How did you facilitate effective transitions and endings that advance mutually agreed upon goals?
If the case remains ongoing, what challenges and considerations will you need to take into account when the case is closed?
How effective were you in helping the client achieve personal and organizational goals? Upon what did you base this evaluation?

Dealing with worker and client reactions to ending
Pointing out and solidifying gains

Anticipatory planning

Section IV.
The fourth section requires you to assess your ability to act professionally and engage in professional use of self. This discussion should center on an assessment of your ability to present yourself as a social work professional, including adhering to professional boundaries.
How well did you balance being genuine with being disciplined and professional?
Were there instances where your personal reactions got in the way of your work with the client and/or others involved with the case?
How did the client and, if relevant, others react to you as a beginning social work professional?
How did you feel about this client, others (if relevant), and this case?
Did issues surface in the working relationship(s) you had with the client and/or other individuals that needed to be addressed directly? If so, how did you do this?

Sharing worker thoughts and feelings
Pointing out process and content connections

Section V.
The fifth and final section of this critique addresses ethical considerations.
Identify three ethical principles that were apparent in your work with this case (using the NASW Code of Ethics as guideline).
Were there any ethical dilemmas that surfaced (or could have if they didn't, think hypothetically) in the course of your work on this case?

If so, how did you (or would you) resolve them?
In what ways did your work challenge (or support) your personal values and beliefs?
How did you separate your personal beliefs from your ethical obligations to the client?

Suggested paper length: 12 pages excluding title page and references*
Your paper must include specific references, using APA format, to relevant text material and literature.

Please submit a hard copy with grading rubric attached and 1 copy via Blackboard. Submit ALL research articles via BB (no hardcopies).

*Points are *not* deducted for papers shorter or longer than suggested length

SOWK 389 **Student** _____

Case Analysis II

Competencies:
7. Assess individuals, families, groups, organizations, and communities.

Writing Mechanics & Style	Behaviors	1	2	3	4	5	Comments
1. Appearance: appropriate margins, font, pages numbered, pages clipped together							
2. Grammar and composition: spelling; punctuation; sentence structure; paragraph composition/transition; academic and professional tone; content is logical, easy to follow, and well organized							
3. Uses APA style appropriately							
Substance							
4. Genogram	**7.1.** Collect and organize data and apply critical thinking to interpret information from clients and constituencies.						
5. Eco-Map	**7.1.** Collect and organize data and apply critical thinking to interpret information from clients and constituencies.						
6. Lists and explains factors to consider in family assessment.	**7.1.** Collect and organize data and apply critical						

	thinking to interpret information from clients and constituencies.						
7. Analyzes case using assessment models (genogram, eco-map, family)	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
8. Discusses the marital dyad.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
9. Discusses the effect of being widowed.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
10. Discusses causes of poverty and describes macro theories (functionalist, conflict, &	**7.2.** Apply knowledge of human behavior and the social environment,						

interactionist) as they relate to poverty.	person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
11. Discusses Maggie being in the sandwich generation.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
12. Discusses alcoholism and its effects on the individual and his family.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
13. Identifies stage of life John is in and the physical changes and psychological issues that he is facing (Erikson, Peck, & Maslow).	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						

14. Discusses the developmental stage (Erikson) that Ted is in and how the process might impact his family.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
15. Discusses single parenthood and implications for mother and child.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
16. Lists the changes that the family is experiencing and discusses how the family system might be affected by each of them.	**7.2.** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of data from clients and constituencies.						
17. Critically analyzes 3 research articles and applies to family.	**7.4.** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						

18. Describes the prevention and intervention strategies would be most beneficial to the family and/or individuals in the family.	**7.4.** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
19. Considers the strengths, needs, and challenges identified in the assessment, and identifies at least two treatment goals and associated objectives.	**7.3.** Develop mutually agreed-on goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.						
Additional Comments		**Score**					

1 = Not done/Poorly done (Demonstrates no competence)
2 = Inadequately done (Demonstrates little competence)
3 = Adequately done (Demonstrates beginning competence)
4 = Well done (Demonstrates competence)
5 = Exceptionally well done (Demonstrates exceptional competence)

SOWK 389: Human Behavior II

Case Assignment II – Landis Family

Competencies and Behaviors:

7. Assess individuals, families, groups, organizations, and communities.

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

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

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

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

The purpose of this assignment is to provide you with an opportunity to utilize the conceptual frameworks and theories that we have discussed in class to consider a family system and individuals in the context of the family system. You will have the opportunity to explore and consider macro-, mezzo-, and micro-level theories and issues in your analysis of this case. You will also have the opportunity to identify appropriate interventions and develop a plan to monitor the client's and client system's progress.

Consider the case that you have been provided and respond to the following questions in essay form. Remember to utilize your book and class notes to inform your answers. Also, remember that "discuss" means to explain in detail. You may consult with your classmates, but you must turn in your own responses.

1. Draw a genogram that represents the Landis family.

2. Considering the Landis family as the focal system, draw the family system and the suprasystems (systems in the social environment) that the family system interacts with. (This is an eco-map).

3. If you were to conduct a family assessment, what factors should you consider? List and explain each factor.

4. Consider the genogram, eco-map, and descriptive information that you have about the family and present your analysis of the family in the context of the social environment. Discuss the family system utilizing eco-systems theory concepts.

5. Consider the marital dyad in the Landis family and discuss how marriage is beneficial to the couple.

6. Penny is now widowed. Discuss the effects of being widowed on the well-being of individuals.
7. Tim's death has left Penny in poverty. Discuss the causes of poverty in general. Describe the macro theories: functionalist, conflict, and interactionist as they relate to poverty.
8. Discuss how Maggie may be in the "Sandwich Generation."
9. Maggie's father was an alcoholic. Discuss alcoholism and its effects on the dependent individual and his family.
10. Consider John's age. What stage of life is he in? What physical changes might he be experiencing? What are the psychological issues that he is facing (consider Erikson, Peck, & Maslow)?
11. Consider Ted's age. Discuss the developmental stage that Ted is in according to Erikson. How might Ted's developmental process impact his family?
12. Trisha may be sexually active. If she became pregnant, she would be a single mother. Discuss single parenthood and the implications of it for mother and child.
13. List the changes that the Landis family is experiencing and discuss how the family system might be affected by each of them.
14. Identify at least 3 articles from the research-based literature that would inform prevention or intervention strategies with this family or individuals in this family. Provide a brief critical analysis of the interventions and how they relate to the family or individuals in the family system.
15. Describe the prevention and intervention strategies that would be most beneficial to the family and/or individuals in the family.
16. Consider the strengths, needs, and challenges identified in the assessment and identify at least two treatment goals and associated objectives.

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

Competency Outcome Findings

Narrative

Please see Table 4.2 and Table 4.3 (Form AS 4(B)) for graphic summaries of the findings. The benchmark for all of the competencies in our program is that 80% of the students will receive a rating of 4 or higher on combined field placement and in-course measures for each program option and for the overall program (program options reported in aggregate). It is expected that 80% of students will earn a rating of 4 or higher on in-course and field measures separately as well.

1. Demonstrate Ethical and Professional Behavior

The aggregate benchmark for Competency 1, considering all program options, was not met, with 77.6% of the students receiving a rating of 4 of more. The benchmark was not met at the UMBC campus program overall, with only 69.1% of the students attaining competency The benchmark for Competency 1 was met at the USG program, with 86% of the students attaining competency overall. When considering the measures separately, the findings show that 94% of the UMBC campus students exceeded the benchmark in Measure 1 conducted in the field placement. The benchmark was not met in the in-course assessment for the UMBC campus program, with only 44% receiving a rating of 4 or higher. The USG program exceeded the benchmarks for both specific measures: 80% on the field placement measure and 92% on the in-course measure. The combined programs exceeded the benchmark on the field placement measure, with 87.1% scoring 4 or better, but did not meet the in-course benchmark, with only 68% of the students scoring 4 or better on the in course measure.

2. Engage Diversity and Difference in Practice

The aggregate benchmark for Competency 2, considering all program options, was met, with 81.2% of the students earning a rating of 4 or higher on in-course and field placement measures combined. The benchmark was not met at the UMBC campus program overall, with 79.4% of the students attaining this competency. Ninety-four percent the UMBC campus students

exceeded the benchmark in Measure 1 conducted in the field placement. The benchmark was not met in the in-course assessment for the UMBC campus program, with only 64.5% receiving a rating of 4 or higher. The benchmark for Competency 2 was met at the USG program, with 83.3% of the students attaining competency overall: 84.4% on the field placement measure and 82.1% on the in-course measure. The benchmark for the combined programs on the field-specific measure was met at 89.3%, but it was not met for the in-course measure (73.3%).

3. Advance Human Rights and Social, Economic, and Environmental Justice

The benchmark for Competency 3 was met for the UMBC campus program (81.1%), the USG program (82.5%), and in aggregate of both programs (81.8%). The benchmark for the field placement measure was met on the UMBC campus (86.5%) but not on the in-course measure (75.6%). The benchmarks were met in both the field placement (82.2%) and in-course measures (82.8%) in the USG program. The benchmark for the combined programs on the field specific measure was met (84.4%) but not for the in-course measure (79.2%).

4. Engage in Practice-informed Research and Research-informed Practice

The aggregate-of-all-program-options benchmark for Competency 4 was not met (73.8%). The overall benchmark for the UMBC campus was met, rounding 79.7% to 80%. The field placement benchmark was met (80.7%), but the in-course benchmark was not met (78.7%). The benchmarks for the field placement and in-course measures were not met at the USG program (57.8% and 77.8%, respectively). Hence, the overall benchmark for Competency 4 was not met at USG (67.8%). The benchmark for the combined programs on the field-specific measure was not met (69.3%); nor was it met on the in-course measure (78.3%).

5. Engage in Policy Practice

The aggregate-of-all-program-options benchmark for Competency 5 was not met (73.3%). The overall benchmarks at both the UMBC campus and the USG campus were not met either (70.6% and 76%, respectively). Neither the findings from the field placement measure (73.1%) nor those from the in-course measure (68%) for Competency 5 met the benchmark in the UMBC campus program. The benchmark for the field placement was not met at USG (68.9%). The findings from the in-course measurement (83.1%) for Competency 5 did exceed the benchmark at USG.

The findings for specific field measure (71%) and in-course (75.6%) measures did not meet the benchmark when considering the USG and UMBC campus programs together.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

The benchmark for Competency 6 was exceeded in the aggregate for all program options (94.6%), overall at the UMBC campus program (94.5%), and at USG (94.6%). The findings from both the field placement (94.2%) and the in-course measures (94.8%) at the UMBC campus, as well as the field placement (91.1%) and in-course (98.1%) measures at USG, exceeded the benchmark. The two specific measures both exceeded the benchmark when considering the programs in combination (field placement: 92.7%; in course: 96.5%).

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

The aggregate-of-all-programs benchmark for Competency 7 was not met, with only 77.2% of students achieving a score of 4 or higher. The overall benchmark for Competency 7 on the UMBC campus was met (80.9%). The overall benchmark at the USG program was not met, with only 73.4% receiving a rating of 4 or higher. The UMBC campus findings show that the benchmark was met in the field placement (84.6%) but not on the in-course measure (77.2%). The 80% benchmark was not met in either the field placement (73.3%) or the in-course measure (73.5%) at the USG program. The specific measures did not exceed 80% of the students scoring 4 or higher when considering the combined programs for the field-specific measure (79%) or the in-course measure (75.4%).

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

The benchmark for Competency 8 was met for the combined program options (83.7%) at the UMBC campus program overall (82.6%) and in the USG program (84.7%). The benchmark was met for the field placement (80.7%) and the in-course measure (84.5%) in the UMBC campus program. The benchmark was not met for the field placement at the USG program, with 73.3% earning a rating of 4 or higher. Students far exceeded the benchmark for the in-course measure at the USG program, with 96.1% of them receiving a rating of 4 or higher. The combined programs did not meet the benchmark for the field placement measure (77%), but they did meet it for the in-course measure (90.3%).

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The benchmark for Competency 9 was not met for the aggregate score of all program options, with 67.2% earning a rating of 4 or higher. Neither the UMBC campus nor the USG campus met the benchmark overall, with only 67% of the students earning a rating of 4 or higher in each program option. The benchmark for the field placement measure was met in the UMBC campus program (80.7%) but not in the USG program (68.9%). The benchmark for the in-course measure was not attained at either the UMBC campus (53.2%) or USG (65.9%) campus. The benchmarks for the specific field measure and the in-course measure were not met when both programs were considered either (74.8% and 59.6%, respectively).

Table 4.2
Results for Assessment of Practice Competencies

			Percentage of students attaining benchmark of each measure			Percentage of students achieving competency			Competency attained?		
Competency	**Competency benchmark**	**Outcome measure benchmark**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**
1: Demonstrate Ethical and Professional Behavior	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 94.2 Measure 2: 44	Measure 1: 80 Measure 2: 92	Measure 1: 87.1 Measure 2: 68	94.2 + 44 = 138.2/2 = 69.1	80 + 92 = 172/2 = 86	69.1 + 86 = 155.1/2 = 77.6	No	Yes	No
2: Engage Diversity and Difference in Practice	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 94.2 Measure 2: 64.5	Measure 1: 84.4 Measure 2: 82.1	Measure 1: 89.3 Measure 2: 73.3	94.2 + 64.5 = 158.7/2 = 79.4	84.4 + 82.1 = 166.5/2 = 83.3	79.4 + 83.3 = 162.7/2 = 81.2	No	Yes	Yes
3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	1: Students must score a minimum rating of 4 out of 5. Measure 2: Students must have a minimum mean score of 4.	Measure 1: 86.5 Measure 2: 75.6	Measure 1: 82.2 Measure 2: 82.8	Measure 1: 84.4 Measure 2: 79.2	86.5 + 75.6 = 162.1/2 = 81.1	82.2 + 82.8 = 165/2 = 82.5	81.1 + 82.5 = 163.6/2 = 81.8	Yes	Yes	Yes

			Percentage of students attaining benchmark of each measure			Percentage of students achieving competency			Competency attained?		
Competency	**Competency benchmark**	**Outcome measure benchmark**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**
4: Engage in Practice-Informed Research and Research-Informed Practice	80%	1: Students must score a minimum rating of 4 out of 5. Measure 2: Students must have a minimum mean score of 4.	Measure 1: 80.7 Measure 2: 78.7	Measure 1: 57.8 Measure 2: 77.8	Measure 1: 69.3 Measure 2: 78.3	80.7 + 78.7 = 159.4/2 = 79.7	57.8 + 77.8 = 135.6/2 = 67.8	79.7 + 67.8 = 147.5/2 = 73.8	Yes	No	No
5: Engage in Policy Practice	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 73.1 Measure 2: 68	Measure 1: 68.9 Measure 2: 83.1	Measure 1: 71 Measure 2: 75.6	73.1 + 68 = 141.1/2 = 70.6	68.9 + 83.1 = 152/2 = 76	70.6 + 76 = 146.6/2 = 73.3	No	No	No
6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 94.2 Measure 2: 94.8	Measure 1: 91.1 Measure 2: 98.1	Measure 1: 92.7 Measure 2: 96.5	94.2 + 94.8 = 189/2 = 94.5	91.1 + 98.1 = 189.2/2 = 94.6	94.5 + 94.6 = 189.1/2 = 94.6	Yes	Yes	Yes
7: Assess Individuals, Families, Groups,	80%	1: Students must score a minimum rating of 4 out of 5.	Measure 1: 84.6	Measure 1: 73.3	Measure 1: 79	84.6 + 77.2 = 161.8/2 = 80.9	73.3 + 73.5 = 146.8/2 = 73.4	80.9 + 73.4 = 154.3/2 = 77.2	Yes	No	No

			Percentage of students attaining benchmark of each measure			Percentage of students achieving competency			Competency attained?		
Competency	**Competency benchmark**	**Outcome measure benchmark**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**	**UMBC campus**	**USG campus**	**Combined**
Organizations, and Communities		Measure 2: Students must have a minimum mean score of 4.	Measure 2: 77.2	Measure 2: 73.5	Measure 2: 75.4						
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 80.7 Measure 2: 84.5	Measure 1: 73.3 Measure 2: 96.1	Measure 1: 77 Measure 2: 90.3	80.7 + 84.5 = 165.2/2 = 82.6	73.3 + 96.1 = 169.5/2 = 84.7	82.6 + 84.7 = 167.3/2 = 83.7	Yes	Yes	Yes
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	1: Students must score a minimum rating of 4 out of 5. 2: Students must have a minimum mean score of 4.	Measure 1: 80.7 Measure 2: 53.2	Measure 1: 68.9 Measure 2: 65.9	Measure 1: 74.8 Measure 2: 59.6	80.7 + 53.2 = 133.9/2 = 67	68.9 + 65.9 = 134.8/2 = 67.4	67 + 67.4 = 134.4/2 = 67.2	No	No	No

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

Assessment Outcome Reporting

Form AS4 (B)

Form AS4 (B) contains the percentages of students who attained the benchmark of receiving a rating of 4 our higher for combined field and in-course measures at both the UMBC and USG campuses as well as in aggregate for both program options. The form is updated and posted on our website annually (see http://socialwork.umbc.edu/program-evaluation/epas-competencies-summary-data-and-outcome-assessments/).

The outcome data are provided to program constituencies—including the general public, students, and alumnae—via the program website. The findings are also discussed with faculty, the Field Education Committee, the Community Advisory Board, the dean, and the provost.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON JUNE 9, 2017
Data reflects outcomes from 2016 - 2017 Academic Year

Table 4.3: Form AS4 (B)

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		Program Option #1 - UMBC Campus	Program Option #2 - USG Campus	Aggregate of both Program Options
Competency 1: Demonstrate Ethical and Professional Behavior	**80% of all students will rate a "4" or higher**	**69.1**	**86**	**77.6**
Competency 2: Engage Diversity and Difference in Practice	**80% of all students will rate a "4" or higher**	**79.4**	**83.3**	**81.2**
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**80% of all students will rate a "4" or higher**	**81.1**	**82.5**	**81.8**
Competency 4: Engage In Practice-informed Research and Research-informed Practice	**80% of all students will rate a "4" or higher**	**79.7**	**67.8**	**73.8**
Competency 5: Engage in Policy Practice	**80% of all students will rate a "4" or higher**	**70.6**	**76**	**73.3**
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**80% of all students will rate a "4" or higher**	**94.5**	**94.6**	**94.6**
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**80% of all students will rate a "4" or higher**	**80.9**	**73.4**	**77.2**
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	**80% of all students will rate a "4" or higher**	**82.6**	**84.7**	**83.7**
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**80% of all students will rate a "4" or higher**	**67**	**67.4**	**67.2**

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

Outcome Evaluation Process and Implications

Process

The in-course measures for each competency are part of agreed-on rubric items for specific assignments (see Table 4.1, Part 2 Assessment Plan Dimension Measure (Knowledge, Values, Skills, and Cognitive and Affective Processes above for details). Faculty members grade the assignments required for their course section using the agreed-on rubric. They may grade directly in Tk20 or enter the grades for the specified rubric items that make up the measure into Tk20 by hand.

The assistant dean of field education transfers the data from the field evaluation conducted and stored in the IPT system to an Excel file. The Excel file is uploaded into Tk20 system by the Tk20 consultant. The assistant dean of field education and the faculty assessment coordinator review the Tk20 categories and data files to be certain that the variables are tagged appropriately and that the data are in the system correctly. They then obtain the reports for each competency, using the Tk20 system. They review the findings and then share the results with associate dean and the program director of the USG program. Typically, the faculty assessment coordinator and the assistant dean of field education report the findings to the faculty during the September faculty meeting. The assistant dean of field education also reports the findings to the Field Education Committee during their fall semester meeting. The associate dean and the assistant dean of field education discuss the findings with the Community Advisory Board.

Adjustments to the courses or field education pedagogical or assessment processes are discussed in content area sequences, in faculty meetings, in the Field Education Committee, and at the annual faculty retreat. In recent years, all benchmarks were met, therefore discussions centered on ways of improving the program on the basis of benchmarks that were marginally met. Changes were made to the assessment plan for in-course evaluations used during the 2016–17 academic year to reflect the updated CSWE training we received on the 2015 EPAS.

Outcomes

The 2016–17 outcome data show that the program met the benchmark of 80% of students earning a rating of 4 or better for Competencies 2, 3, 6, and 8 when all program options were considered in combination. The benchmark for Competencies 3, 4, 6, 7, and 8 was met at the UMBC campus program, and the benchmark for Competencies 1, 2, 3, 6, and 8 was met in the USG program option. The benchmark for Competencies 5 and 9 were not met on either the UMBC campus or the USG campus, nor were they met when considering the programs in combination. The findings suggest that the Baccalaureate Social Work Program overall and in both campus options is particularly strong in the areas of advancing social justice; engaging with individuals, families, groups, organizations, and communities; and intervening with individuals, families, groups, organizations, and communities. The outcomes suggest some areas for consideration and planning regarding the course, field education, and assessment processes, however, findings support program renewal for both program options.

These findings were discussed with the associate dean, the program director of the USG campus program, the assistant dean of field education, the field coordinator, the faculty assessment coordinator, pertinent sequence chairs, and some individual faculty members. The findings will be presented in the September 2017 faculty meeting and Field Education Committee meeting; members of the course-sequences Field Education Committee and the Community Advisory Board will meet during fall semester of 2017 to discuss and implement any needed changes in specific content areas or assessment processes.

The following paragraphs describe the deliberations regarding the 2016–17 outcomes to date. The plans to address each competency with findings that fell below the benchmark, for each program option separately and for the combined program (UMBC and USG campuses together) are described below as well. The outcomes from the specific measures separately are used to drill down to the sources of any issues that may exist in either the field experience or course components of the UMBC and USG programs. The Baccalaureate Social Work Program conducts a program evaluation each spring with students who are graduating seniors or finishing the BSW program. The students respond to items reflecting their views on how well the program has prepared them to perform the behaviors under each of the nine competencies (see the

Program Evaluation in Educational Policy 3.1 Student Development on p. 123). Some of the findings from the program evaluation are included in the descriptions below as they also inform the faculty's deliberations on students' competency attainment and needed programmatic changes.

Competency 1: Demonstrate Ethical and Professional Behavior

The finding for this competency fell below the benchmark when both programs were considered in aggregate: 77.6%. The USG program met the benchmark, with 86%. The issue appears to be with the UMBC program, where the benchmark was not met, with a finding of 69.1%. The review of the in-course and field measurements for Competency 1 show that the benchmark was met in the field placement (94.2%) but not for the in-course measure (44%). The highest percentage of rankings that fell below 4 occurred in two sections of SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*), in which the in-course measurement for this assignment is conducted. Both of those sections were taught by the same instructor. This instructor reports that the students performed at a lower level than expected on this assignment overall. The instructor applied a ranking of 3 when requirements of the rubric items for this assignment were met. There may be differing views among faculty in the methods sequence on the implementation and grading of this assignment.

Action Plan:

- During Academic Year (AY) 2017–18, faculty teaching SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), and SOWK 483 (*Social Work Methods III: Selected Interventions Strategies, Research, and Evaluation*) will review the assignment and reach an agreement about the contents of the assignment and performance expectations for its specific grading to enhance student performance and consistency in the application of grading.

Competency 2: Engage Diversity and Difference in Practice

The benchmark for Competency 2 was met when both programs were considered in aggregate (81.2%) and in the USG program (83.3%). The benchmark was not met at the UMBC campus

(79.4%). A review of the in-course and field findings shows that the benchmark was met in the field placement (94.2%) but not in the in-course measurement (64.5%). This finding suggests that students are not consistently recognizing the impact of diversity on their practice at the point that they take SOWK 397 (*Social Work Methods I: Introduction to Practice*) on the UMBC campus but seem to be attaining the competency by the time that they complete their field placement.

Diversity has been a topic of discussion amongst the faculty members of the Baccalaureate Social Work Program. Specifically, as indicated in Accreditation Standard 3.0.1, diversity content was mapped throughout the curriculum in AY 2017 and will be assessed by AY 2018. Issues of diversity in course content, in Community Advisory Board membership, and across the UMBC and USG campuses were discussed during the annual faculty retreat in June 2017. These discussions, the assessment findings, and the increased focus on the links between diversity issues and practice in SOWK 397 (*Social Work Methods I: Introduction to Practice*) and the prerequisite course should improve students' ability to engage diversity and difference in practice.

Action Plan:

- In AY 2016–17, a diversity statement and goals were reviewed and approved by the program's Community Advisory Board. These appear in the *Field Education Manual* (http://socialwork.umbc.edu/files/2017/06/Field-Manual-for-Website-2.pdf, p. 5) and the *Student Guide* (http://socialwork.umbc.edu/files/2017/06/Student-Guide-2017-18-ALL.pdf, p. 14), and they are posted on the websites for UMBC (http://socialwork.umbc.edu/) and USG (http://www.umbc.edu/shadygrove/socialwork.php [Accreditation Standard 3.0.1]).
- Beginning in AY 2017–18, SOWK 250 (*Introduction to Social Work*) will be implemented in the curriculum, which will introduce diversity content earlier in the program.
- Beginning in AY 2017–18, the Baccalaureate Social Work Program will be fully engaged in UMBC's Inclusive Excellence Initiative (Accreditation Standard 3.0.1). This will be demonstrated in any and all faculty recruitment efforts and through a discussion on an inclusive statement.

- Beginning in AY 2017–18 and as an ongoing process, the associate dean and faculty will consult with the UMBC departments and centers on both campuses that address diversity and identity (e.g., Gender and Women's Studies Department, Mosaic Center) to gather updated information on diversity and revise pedagogical strategies in the Baccalaureate Social Work Program (Accreditation Standard 3.2.7).
- Beginning in AY 2017–18 and thereafter, faculty members with expertise in particular areas of diversity and identity will work with the associate dean to develop and provide training on teaching diversity content to faculty and adjunct faculty (Accreditation Standard 3.2.7).
- During AY 2017–18, at a faculty meeting, all social work faculty will review and discuss options related to an inclusion statement, and a decision will be made on the issue (Accreditation Standard 3.0.1).
- During AY 2017–18, the Office of Field Education will offer at least one continuing education unit (CEU) that addresses the program's diversity statement and goals, with an accompanying evaluation of the session. Input on diversity-related topics for future CEUs will be solicited from session participants (Accreditation Standard 3.0.1).
- During AY 2018–19, faculty teaching SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 389 (*Human Behavior II*) will review their diversity content and pedagogical strategies to enhance student performance on diversity earlier in the curriculum.

Competency 4: *Engage in Practice-Informed Research and Research Informed Practice*

The benchmark for the aggregate outcome for both programs was not met, with a finding of only 73.8%. The benchmark for Competency 4 was not met on the USG campus (67.8%), but it was met at the UMBC campus (79.7%, rounding up to 80%). Students had more difficulty demonstrating Competency 4 in the field placement (57.8%) than in the in-course measure (77.8%) at the USG campus. Students were rated more highly on the field measure (84.6%) than on the in-course measure at the UMBC campus program option. A review of the Baccalaureate Social Work Program end-of- year program evaluation outcomes shows similar findings, with

73% of the students perceiving themselves as being prepared to "use practice theory to inform scientific inquiry and research" and 76 % of the students perceiving themselves as prepared to "use and translate research evidence and theory to inform scientific inquiry" (Accreditation Standard 3.1). The students' self-reports on their abilities support the current Competency 4 assessment findings. Faculty are aware that many students struggle with research concepts. The chair of the research content sequence reports that students seemed to perform at lower levels in the research courses during AY 2016–17 than in the past.

Action Plan:

- During AY 2017–18, faculty teaching SOWK 470 (*Social Work Research*) will discuss and consider pedagogical changes to facilitate students' engagement with research content in conjunction with the UMBC Faculty Development Office.
- During AY 2017–18 and AY 2018–19, faculty teaching SOWK 470 (*Social Work Research*) will consider implementing assignments designed to scaffold students' skill development across the semester rather than in the culminating research proposal.
- During AY 2017–18 and AY 2018–19, the faculty and the Field Education Committee will consider opportunities for students to apply research skills in the field placement.
- Throughout AY 2018–19 and AY 2020–21, the Field Education Office will provide training on research concepts and offer ways to facilitate students' learning about research in the field placement.

Competency 5: *Engage in Policy Practice*

The benchmark for Competency 5 was not met when both campus programs were considered in aggregate (73%) or when each campus program was considered separately (UMBC: 70.6%; USG: 76%). The findings on the UMBC campus were similar for both the field placement (73.1%) and in-course (68%) measurements. The USG campus findings were higher on the in-course measurement (83.1%) than on the field measurement (68.9%). The findings in the end-of-year program evaluation regarding Competency 5 were similar to the assessment findings reported above (Accreditation Standard 3.1).

The end-of-year program evaluation findings show that 74% of students rate themselves as 4 or above on their preparedness to "identify social policy at local, state, and federal level that impacts well-being, service delivery, and access to social services"; and 75.8% rate themselves at 4 or above on their preparedness to "apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice" (Accreditation Standard 3.1).

The end-of-year program evaluation and current assessment findings indicate that students in both program options do not perform well on macro outcomes related to policy (Accreditation Standard 3.1). This concern was discussed in the faculty retreat held in June 2017.

Action Plan:

- Starting in AY 2017–18 and continuing each semester thereafter, faculty representing the policy content sequence will meet with adjunct faculty teaching SOWK 260 (*Social Welfare, Social Policy, and Social Work I*) and SOWK 360 (*Social Welfare, Social Policy, and Social Work II*) to discuss course content, assignments, and consistency in evaluation of student performance (including Competency 5 and associated behaviors and dimensions).
- During AY 2017–18, faculty members teaching SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 389 (*Human Behavior II*) will review macro content throughout the curriculum.
- During AY 2017–18 and thereafter, the assistant dean of field education and the USG field coordinator will attempt to recruit field sites that provide more macro practice opportunities for students.
- During AY 2019–20, the assistant dean of field education and the field coordinator will provide field instructors with training on macro activities that students can engage in during their field experience.

Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities*

The benchmark for Competency 7 was not met for the aggregate of both campuses (77.2%) or on the USG campus (73.4%). The benchmark was met for the UMBC campus (80.9%). The UMBC campus outcome in the field placement did meet the benchmark (84.6%), but it was lower for the in-course measure (77.2%). Students performed evenly on Competency 7 in the field placement (73.3%) and in course (73.5%) on the USG campus.

The foundation of assessment is taught is SOWK 388 (*Human Behavior and the Social Environment*) and SOWK 389 (*Human Behavior II*); students are taught to consider constellations of factors that influence individuals, families, groups, and communities in social contexts. The courses emphasize the person-in-environment construct. Multiple assessment tools are introduced in SOWK 389 (*Human Behavior II* [e.g., eco-maps, genograms]). Students evaluate cases in consideration of the person-in-environment perspective and generate eco-maps and genograms for the cases. The in-course measurement of students' competency in the current assessment fell below the benchmark. It appears that students do begin to use assessments processes and tools in the Human Behavior and the Social Environment sequence courses but do not fully integrate the skill until later in the curriculum, as evidenced by the UMBC campus achieving the benchmark on the basis of students' stronger performance in the field placement.

Students on the USG campus fell below performance expectations on Competency 7 in both the field placement and the in-course setting. The findings suggest that more emphasis on assessment is needed in SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 389 (*Human Behavior II*) to enhance students' assessment skills. It may be prudent to evaluate students' attainment of assessment skills later in the curriculum since students are expected to demonstrate competency rather than beginning competency on assessment.

Action Plan:

- During the fall semester 2017, the associate dean will place the curriculum matrix and subsequent assessment rubrics on the agenda for one of the monthly faculty meetings.
- Beginning in AY 2017–18 and thereafter, the assistant dean of field education and the field coordinator will provide training to field instructors on the assessment processes of the competencies, identified behaviors, and associated dimensions that the students are expected to perform during their field experiences.
- During AY 2018–19, the faculty assessment coordinator will work with the associate dean and assistant dean of field education to provide training on the rating system used to evaluate performance on assessment for field instructors, faculty, and adjunct faculty to improve consistency among raters.
- During AY 2018–19, faculty teaching SOWK 397 (*Social Work Methods I: Introduction to Practice*), SOWK 481 (*Social Work Methods II: A Generalist Approach to Practice*), SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*), SOWK 388 (*Human Behavior and the Social Environment*), and SOWK 389 (*Human Behavior II*) will consider when and how assessment is taught and determine the best point for course measurement.

Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

The benchmark for Competency 9 was not met for the program overall (67.2%), the UMBC campus (67%), or the USG campus (67.4%). The end-of-year program evaluation with students also identified Competency 9 as an area of concern (Accreditation Standard 3.1). Specifically, 78.1% of the students indicated that they believed would be able to "select and use appropriate methods for the evaluation of outcomes" and "critically analyze, monitor, and evaluate intervention and program processes and outcomes." Only 69.8% of students perceived themselves as being able to "apply findings to improve practice effectiveness at the micro, mezzo, and macro levels" (Accreditation Standard 3.1).

The research sequence chair reported that the faculty who teach SOWK 470 (*Social Work Research*) have already identified teaching evaluation of practice as an area of concern in the

sequence. The entire faculty discussed this concern at the faculty retreat held in June 2017.

Action Plan:

- During AY 2017–18, faculty teaching SOWK 470 (*Social Work Research*) will consider revising the course to place greater emphasis on the evaluation of programs and agency practices.
- During AY 2018–19, the social work faculty will review the curriculum matrix and consider approaches to better integrate research content throughout the curriculum (Educational Policy 2.0).
- During AY 2019–20, the Field Education Committee will consider an evaluation of practice or program assignment to be implemented in the field placement and will present options to the full faculty at a monthly faculty meeting.

4.0.5: ***For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.***

Implicit Curriculum Assessment: Faculty

The implicit curriculum enhances and informs the explicit curriculum. Each component of the implicit curriculum contributes to the vibrant learning environment for students. The faculty is the core of the multilayered implicit curriculum, which includes faculty, administrative governance and structure, resources, student development, and diversity (see Figure 4.2). Each of these aspects of the implicit curriculum are drivers toward fulfillment of the Baccalaureate Social Work Program's mission and goals (Educational Policy 1.0). The faculty collaborate with administration to develop, guide, and implement the program in terms of both the explicit and the implicit curriculum. Faculty members interface with students, field instructors, community members, and university stakeholders, bringing together many facets of the learning environment. Faculty effectiveness is of paramount importance to the vitality of the program; therefore, the assessment plan for the required assessment of an aspect of the implicit curriculum

focuses on faculty. All of the measures and procedures described below are used for the both the UMBC and USG campuses.

Faculty members teach courses, serve as field liaisons, engage in service, and participate in scholarship activities. Faculty members who are active scholars and contributors to UMBC help to create an energetic and positive learning environment for students. Various stakeholders evaluate faculty members, thereby providing them with continuous feedback on their performance. The stakeholders in the assessment plan include students, field instructors, and administration (i.e., the associate dean, the dean of the School of Social Work, and the UMBC provost).

Figure 4.2 Implicit Curriculum

Measurement of Stakeholder Perspectives

Student Perspectives

Teaching Evaluations

Students' perspectives on their instructors and learning experiences in the classroom and in their field experience are of utmost importance. Students' integration of knowledge, social work values, and generalist practice skills are the key foci of the social work education program. Students' perspectives are weighed heavily in the assessment of the faculty component of the implicit curriculum. Students' perspectives are assessed using university-wide teaching evaluations and the annual end-of-year program evaluation conducted in SOWK 483 (*Social*

Work Methods III: Selected Intervention Strategies, Research, and Evaluation) with social work students on both the UMBC and USG campuses (Accreditation Standard 3.1).

On both the UMBC and USG campuses, teaching evaluations are electronically administered in every course at the end of each semester. The evaluation form includes items under 11 domains (learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, course evaluation, instructor evaluation, and overall instructor rating) rated on a five-point scale. UMBC e-mails a link to students inviting them to complete the evaluation. The system also sends reminders, and faculty are encouraged to set aside time in class to allow students to complete the electronic form. The university analyzes the data and provides the outcomes to individual faculty members, the associate dean, and the public.

Faculty Field Liaisons

Students' perceptions of faculty field liaisons are measured in the program's end-of-year program evaluation (Accreditation Standard 3.1). Students rate faculty using a five-point Likert-type scale on eight items pertaining to the duties of a field liaison (see Table 4.4, Part 1). Faculty teaching SOWK 483 (*Social Work Methods III: Selected Intervention Strategies, Research, and Evaluation*) administer the evaluation survey in paper-and-pencil format to all social work students on the UMBC and USG campuses near the end of the spring semester. The data are analyzed, and a report is prepared by an external consultant.

Field Instructor Perspectives

Field Liaisons

Field instructors' perceptions of faculty field liaisons on both the UMBC and USG campuses are measured using two items on a five-point scale contained in the IPT field documentation system at the end of the spring term (see Table 4.4, Part 1).

Field Office Faculty

Field instructors also evaluate those faculty members whose assignment includes serving as a field liaison in association with the Office of Field Education by rating two items on a five-point scale contained in the IPT field documentation system at the end of the spring term (see Table 4.4, Part 1).

Administrative Perspectives

Faculty Annual Report

The Faculty Annual Report (FAR) is an electronic form containing multiple fields that faculty members are required to complete every spring to show their work in teaching, scholarship, and service. The associate dean uses the information provided on the FAR, along with teaching evaluations, to provide faculty with feedback regarding their performance and contributions to the program. The aggregate data for the Baccalaureate Social Work Program are gathered via the FAR and are reported to the UMBC provost and the State of Maryland to demonstrate the program's compliance with university and state expectations for productivity. Table 4.4, Part 2, summarizes faculty scholarship in aggregate form.

Findings

Student Perspectives

The results from the measurement procedures described above are summarized in Table 4.4, Part 1. The findings show that students perceive the faculty to be very effective, with 90% of students in the UMBC campus program, the USG program, and both programs combined rating faculty at 4 or higher. The mean rating of faculty teaching effectiveness is 4.5 within each program and for the programs combined as well.

Students rate the faculty very highly in their role as field liaisons as well. More than 90% of students rate faculty field liaisons at 4 or higher on every item (except "Seminar contributed to learning" [UMBC: 82.2%; USG: 86%; combined programs: 84.2%]). The mean rankings for faculty field liaisons are at least 4.4 for every item for the UMBC program, 4.6 for the USG program, and 4.5 for the programs combined. These results indicate that students who complete the social work program perceive the faculty as being very effective in the classroom teaching and field liaison roles. Despite the fact that more than 80% of students rated field seminars above 4 on their contributions to learning, faculty do need to consider and share ways of making the seminars more meaningful for students.

Field Instructor Perspectives

A preponderance of field instructors rated faculty field liaisons at 4 or higher on

accessibility/access on both the UMBC and USG campuses (UMBC: 97%; USG: 100%). In the programs combined, 98.5% of field instructors rated faculty liaisons at 4 or higher on accessibility/access. The mean scores were 4.5 on the UMBC campus, 4.8 at USG, and 4.7 for the campuses combined. Similarly, 96% of field instructors rated faculty field liaisons at 4 or higher on knowledge about competencies in the UMBC campus program, 100% did so in the USG program, and 98% did so in the programs combined. The mean scores were 4.6 on the UMBC campus, 4.9 at USG, and 4.8 for the programs combined. These findings suggest that field instructors perceive faculty liaisons positively; the faculty liaisons are accessible, available, and knowledgeable about competencies. These factors are important for successful implementation of competency-based education in collaboration with field instructors.

The field instructors rate the faculty associated with the Office of Field Education very highly on clarity of expectations, with 97% rating them at 4 or more on the UMBC campus, 100% doing so at USG, and 98.5% doing so for the programs combined. The mean scores were 4.5 on the UMBC campus, 4.8 at USG, and 4.7 for the programs combined. They rated the faculty associated with the Office of Field Education very highly on accessibility as well, with 96% rating such faculty at 4 or higher on the UMBC campus, 100% doing so at USG, and 98% doing so for the programs combined. The mean scores for accessibility were 4.6 at the UMBC campus, 4.7 at USG, and 4.7 for the programs combined. These findings show that the field instructors view the faculty associated with the Office of Field Education very highly; they are accessible and clear on expectations.

Field instructors view the faculty liaisons and faculty associated with the Office of Field Education in a very positive light, finding them to be very accessible, knowledgeable, and clear about expectations. Faculty members' interactions with field instructors are especially important because collaborations and cooperation between faculty members and field instructors is necessary for students to have the best possible learning experience.

Administrator Perspectives

The aggregate data from the FAR included in Table 4.2, Part 2, show that faculty are productive scholars with numerous presentations and publications. The FAR also reflects that the faculty

members are engaged in service to the university and professional community. All faculty members participate in content-area sequences and serve on departmental and university committees. Faculty members also serve the broader professional community by reviewing manuscripts and serving on editorial boards for a variety of journals. Faculty members remain active in the local community as well by providing services to clients, consulting with community agencies, serving on boards, and advocating for social justice via community action.

Faculty members' scholarly activities and engagement with the university, professional, and local communities contribute to fresh perspectives and new ideas that are shared with students. New knowledge and experiences from the community enliven classroom discussions and facilitate an ever-evolving and relevant explicit curriculum.

Table 4.4, Part 1
Evaluation of Faculty: Implicit Curriculum

Evaluation	Stakeholder(s)	Subject of evaluation	Results/summary data: % with rating >4 (*M*)		
			UMBC	USG	Combined
UMBC teaching evaluations	Students	Teaching effectiveness of faculty	90 (4.5)	90 (4.5)	90 (4.5)
Program evaluation: Faculty field liaisons	Students	Explained goals	97.8 (4.8)	92 (4.7)	94.8 (4.8)
		Seminar contributed to learning	82.2 (4.4)	86 (4.6)	84.2 (4.5)
		Encouraged fair and open discussion	97.5 (4.8)	96 (4.8)	96.8 (4.8)
		Encouraged student participation	97.8 (4.8)	98 (4.8)	97.9 (4.8)
		Interested in students field experiences	95.6 (4.8)	96 (4.8)	95.8 (4.8)
		Seminars were useful	91.1 (4.4)	92 (4.6)	91.6 (4.5)
		Liaison accessible and available	93.4 (4.7)	98 (4.8)	95.8 (4.8)
		Came to agency one time per semester	93.4 (4.8)	98 (4.9)	95.8 (4.9)
Field instructor evaluation of the faculty liaison	Field instructors/ community	Faculty field liaison accessibility	97 (4.5)	100 (4.8)	98.5 (4.7)
		Faculty field liaison knowledge of competencies	96 (4.6)	100 (4.9)	98 (4.8)
Field instructor evaluation of Office of Field Education	Field instructors/ Community	Office of Field Education faculty clarity of	97 (4.5)	100 (4.8)	100 (4.8)

Evaluation	Stakeholder(s)	Subject of evaluation	Results/summary data: % with rating >4 (*M*)		
			UMBC	USG	Combined
faculty		expectations			
		Office of Field Education faculty accessibility	96 (4.6)	100 (4.7)	98 (4.7)

Table 4.4, Part 2
Results of the 2016 Faculty Annual Report: Faculty Scholarship

Scholarly activity	**Number**
Books	2
Journal articles	15
Chapters in books	3
Peer-reviewed presentations	13

Program Renewal

The following table (Table 4.5) describes the various elements of renewal, the action steps that have been or will be taken, and the status of each element with regard to the faculty portion of the implicit curriculum. This ongoing process of program renewal will contribute to the continued success of this part of the implicit curriculum and the overall success of the program.

Table 4.5
Implicit Curriculum: Program Renewal

Element of renewal	**Action**	**Status**
Teaching schedule	All social work faculty have the opportunity to select their teaching schedule in support of life commitments.	Ongoing
Start-up funds	All incoming tenure-track faculty receive start-up research funds from the Provost Office to initiate their research agenda.	Ongoing
Travel funds	All social work faculty have travel funds to support their attendance at local, state, and national conferences.	Ongoing
Equipment	All social work faculty have up-to-date technology equipment in their office and at home to support their teaching and scholarship.	Ongoing
Buy-out courses	All tenure-track facility have the option to buy out a course in support of their scholarship.	Ongoing
Office staff	All social work faculty have administrative support from a program manager and an administrative assistant II.	Ongoing
Mapping diversity	All social work faculty will be asked to evaluate the diversity content in their assigned courses.	Change
Macro project in field education	All social work faculty field liaisons will be asked to assist field instructors in implementing an agency-based macro assignment.	Change
Second teaching evaluation	During academic year (AY) 2017–18, a committee of social work faculty will present, at a monthly faculty meeting, options for a second teaching evaluation.	Change
Involvement with the Community Advisory Board	Beginning in AY 2017–18, all social work faculty will have the opportunity to present their research at a quarterly meeting of the Community Advisory Board.	Change
Involvement with the Faculty Development Center	Beginning in AY 2017–18, a member from the Faculty Development Center will present on teaching-related content at least once at a monthly faculty meeting.	Change
Grading strategies	Beginning in AY 2017–18, all social work faculty will discuss approaches to grading at a monthly faculty meeting.	Change

Conclusions

Taken together, the findings from the assessment of the faculty component of the implicit curriculum show that the Baccalaureate Social Work Program's stakeholders view the faculty as effective and productive. The findings from both the UMBC and USG campuses are equally positive. The students consistently rate the faculty and the courses they teach very highly.

Students also find the faculty to be supportive, engaging, and helpful in their field liaison role. Field instructors view the faculty as being available, accessible, and knowledgeable about competency-based education. They also hold positive views about the faculty associated with the Office of Field Education in terms of their accessibility and clarity of expectations. The findings regarding the field seminars from the field liaison measure are not problematic in that more than 80% of the students in both program options rate them above 4, but the percentages are below those in other categories. This finding suggests that the faculty needs to consider ways of making the field seminar more meaningful for students.

Administrative reports reflect that the faculty members are productive scholars who are actively engaged in the program and the university, professional, and local communities.

A positive learning environment exists in the Baccalaureate Social Work Program, largely due to the efforts of the faculty. The faculty members promote a culture of human interchange between and among students, field instructors, the community, and the administration. They strive to maintain a spirit of inquiry in their own work and to facilitate inquiry and growth among students in both classroom and field settings. Both the UMBC and USG campuses have positive outcomes regarding faculty and will continue to be renewed.